



MOLIERE'S COMEDY TARTUFFE
THURSDAY, FRIDAY, SATURDAY
NOV. 18, 19, 20 8:00 PM DOW AUD.
TICKETS FREE

YOU SHOULD ALL BE TARTUFFIFIED

by John Kunik

John Kunik, a 1971 Alma College graduate in Speech and Theatre, has won a role in a play with a cast of thousands that is scheduled to begin, for him, on December 1st. The play is Uncle Sam's United States Army.

With the world full of Richard Nixons, George Wallaces, Mayor Daleys, used car salesmen, pseudo intellectuals, and multi-billion dollar corporations whose advertising implies that they are only concerned about "you," one must learn to fend for himself. You can't help but be familiar with people who (pardon the expression) rob Peter to pay Paul, and that ever popular prototype, the smiling ear to ear back-stabber (a variation of which is the six day a week but Holy on Sunday back-stabber.)

The Alma Players, in their effort to aid in this great cause are presenting (free of charge, no less) a lesson in discovering and discombobulating hypocrites, bigots, and wheeling, dealing rascals. This completely unique experience is taking place in Dow Auditorium Thursday, Friday, and Saturday at 8:00pm, November 18, 19, and 20, when you will see live on the Alma College campus, Moliere's "Tartuffe," a classic work in French comedy. Don't let the fact that it's a classic keep you away. All classics do not involve waving a sword "whilst hollering poetry." If you are one of those people who consider classical comedies anything but funny, you are in for a very pleasant surprise. I witnessed two rehearsals of "Tartuffe" last week to get the plot line, and enjoyed them more than many finished productions I've seen.

The first night, I walked into Dow Auditorium hearing harpsichord music and feeling as though I walked into a Bela Lugosi Film Festival. The girls in the cast were complaining about the extravagant hair styles they must wear and were wishing out loud for wigs, while Sue Muir was chirping, "Cheap! Cheap! This whole department is cheap!" The rehearsal began with Act I (of course) and the entrance of Mme. Pernelle, a bustling, old woman, ably portrayed by Sue Muir, who charges about the stage giving the impression of a Sherman tank in ballet shoes.

Orgon, the man so totally taken in by Tartuffe, is handled skillfully by Joe Sobel. No man (not even George Romney with his wash and wear brain) could be as gullible as Joe Sobel's Orgon. At one point in the play, Damis, Orgon's son, verbally attacks Tartuffe. Orgon becomes ridiculously angry and frustrated. No Richard III ever shouted "A horse! A horse! My kingdom for a horse!" with more frenzy and frustration than Orgon uses in shrieking "A stick! A stick!" as he romps about the stage in a fitful search for a weapon to use on Damis. Of course, everyone has their troubles at rehearsals. After one of the characters' speeches, there was a lengthy pause, which was supposed to be filled by Joe. Nancy Stodola, assistant director, shouted out to Joe, "But..." Joe just grinned and said, "I'm sorry. I didn't know I had a 'but' there." From the back of the auditorium came Dr. Griffiths' melodious voice, "Now that you know you have a 'but' can we get on with the rehearsal?"

Paul Harasim gives an excellent characterization of Tartuffe, a lecher who bathes in holy water. Even an atheist waits for the lightning to strike, as Tartuffe praises God, virtue, and goodness, while stroking

the thighs of Orgon's wife, while she plays musical sofa to avoid him. Harasim does a particularly fine job with Tartuffe's first entrance. Tartuffe's lines are so pious and holy, you'd swear he was running for Pope. He makes Ghandi sound like Atilla the Hun.

Sally Bahlman keeps in step with her portrayal of Elmire, Orgon's wife, who is quite a bit less gullible than her husband. Her ability in handling a comic situation becomes evident when, first, she must become a contortionist to avoid Tartuffe on the sofa, and second, when she becomes coquettish and does everything but hang a red light in her window, trying to trick Tartuffe into saying something amorous in the hopes that her hidden husband will hear.

Beverly Magley's characterization of Marianne, Orgon's daughter, who has been promised to Tartuffe by her father (and is, of course, in love with someone else) easily puts "The Perils of Pauline" to shame. Beverly skillfully fluctuates between begging to her father on bended knee, crying, threatening suicide, crying giggling, crying, and leading a life as loose and exciting as a nun's confession. Bev's portrayal of Marianne, who is in essence Miss Priscilla Goodbody of 1665, is quite enjoyable.

That "someone else" that Marianne loves is Valere, played by Jim Marvin. When Jim and Bev get together, the air crackles, not with electricity, but with the puppy love of a Saint Bernard. A Romeo and Juliet like this you won't see for a long time. Their stars aren't crossed, but their eyes almost are, as they longingly stare at each other. They look like the main characters in a Clairrol commercial. You know, romping into each other's arms across some farmers field, with a blue sky, the sun shining, the wind gently blowing and every hair in place.

Lynda Davy portrays the housemaid, Dorine, who is wise to Tartuffe from the beginning. Sarcasm flows from Dorine's mouth as rapidly as hosannas from Tartuffe. Dorine doesn't have a place in Orgon's heart, her place is under his skin. In one scene, which requires a great deal of timing, Dorine has Orgon so frustrated that he is bouncing back and forth across the stage, trying, with all possible composure, to convince Marianne to marry Tartuffe at one end of the stage and threatening Dorine with physical violence at the other. It's the best table tennis match I've seen since the big Red China trip. I've heard from some members of the cast that the real suspense in the play is whether or not the front of Lynda's low cut costume will stay up.

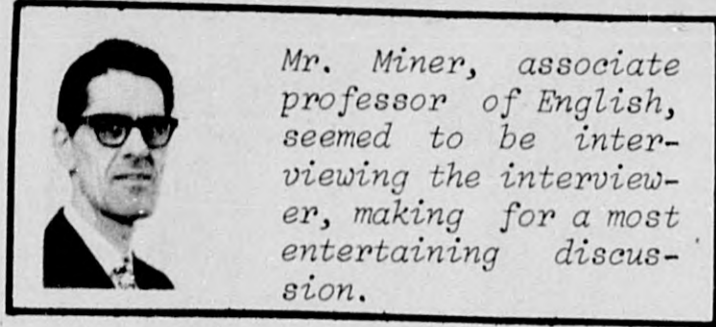
Speaking of sports, the Fight of the Century takes place when Lynda Davy, 5 ft. 2 in. strains every muscle in her body trying to push Mike Siebeneicher, 6 ft. 1 in., off the stage. Mike plays the part of Damis,

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ALMANIAN INTERVIEW: Louis Ray Miner

Associate Professor of English

by Kerry Thomas



THOMAS: I am going to interview you on the subject of education but I have no prepared questions. Do you have some answers?

MINER: Is it possible to answer a question with questions? Doesn't education consist of this: not answer finding but question seeking?

THOMAS: I am the interviewer. I'm supposed to provoke your comment.

MINER: Why do you have to provoke me?

THOMAS: Are you ready to speak about education without provocation?

MINER: Shouldn't I be ready to without provocation? Who's idea was this?

THOMAS: Paul Harasim's.

MINER: Why didn't he interview me?

THOMAS: What does that have to do with education?

MINER: What doesn't have to do with education? Why did Paul Harasim want you to do this interview?

THOMAS: He said you're open to all possibilities in education, are you?

MINER: Why shouldn't I be? What can I lose?

THOMAS: Maybe your job?

MINER: Am I making a living or living a life? What are you learning in my English 250 course?

THOMAS: A broad appreciation of English Literature, 9th to 17th centuries.

MINER: What's good about that? Hasn't your whole education been based on finding answers?

THOMAS: Yes.

MINER: Did you ever have any questions that went unanswered in high school?

THOMAS: Usually I pursued those questions as a means of harassing the teacher.

MINER: Suppose your education has been based on questions whether answerable or not?

THOMAS: Too late for that.

MINER: Don't you have questions you can't answer? Aren't the big questions the ones for which you have no answers?

THOMAS: That's true, but what do big questions have to do with education? Name one. How is it linked to education?

MINER: Who am I? Isn't that a good one? Is there a bigger one?

THOMAS: Who has an answer?

MINER: Is it possible that the whole educational system is biased in the direction of answers?

THOMAS: Yes. One has to put answers on test papers. The educational system does not allow a student to respond to a test with questions.

MINER: Is it possible to educate by emphasizing questions?

THOMAS: Maybe that's a dangerous thing, the sort of thing that should be saved for later education?

MINER: But haven't you found that people do not learn unless they are interested in learning?

THOMAS: That's been my experience.

MINER: Then, if we start with the student's questions isn't he more likely to learn?

THOMAS: But the questions from a class of 30 would be so varied a prof would find it impossible to deal with all questions.

MINER: How do you know? Have you been in any classes like this?

THOMAS: No, that was only my guess. Are students ready to ask questions? Recall that one class day when you asked if any of us had ever wakened in the night and felt the terror of emptiness. Some responded in a way that indicated this was not about to happen to them.

MINER: Weren't you surprized to hear Kenneth Clark talking about that in the last segment of the series "Civilisation?"

THOMAS: The stuff about Shakespeare?

MINER: In speaking of Shakespeare: "the human mind has attained a new greatness by outstaring this emptiness." Shouldn't education be a preparation for outstaring this emptiness?

THOMAS: Education should make them aware of, and help them prepare for, this emptiness unless that phenomenon is really not part of their world.

MINER: How can we find out?

THOMAS: Asking, just the way you did.

MINER: But this will not work if people are schooled to think that every question must have an answer. They feel threatened by questions to which they have no answer and they know damn well nobody else does, either.

THOMAS: Maybe the questions have to be asked so they won't sneak up one night and gobble them. Hendrix has a song about a little indian brave who played war games and dreamed of being an Indian Chief. On the eve of his first battle "something went wrong, surprise attack killed him in his sleep last night."

MINER: Would you agree that a lot of education doesn't prepare us for outstaring emptiness? What are we teaching in school? Anything? How about how to write on a blackboard? How to walk into and out of a classroom with other kids watching? Or, how to make signals to this girl or that boy that you're interested or not interested?

THOMAS: Well yes, they learn all that but it's not part of the formal education.

MINER: But don't we teach little boys and girls to raise their hands? And they raise their hands whether they have an answer or not because they know they should.

THOMAS: They must have an answer.

MINER: And if they don't have answers they are stupid, wicked and no account?

THOMAS: Dumb.

MINER: Isn't this a pretty sad thing: just a C student? Don't we have students whose lives are wrecked just because they think, "O my God, I'm only a C student!"

THOMAS: And dumb. People in my world place a premium on, "How many answers do you have?"

MINER: Doesn't this sound like a lot of emptiness to be outstaring in high school at the age of whatever?

THOMAS: Well....no, it always seemed secure if one had answers.

MINER: What if he doesn't? I'm talking about the kid that doesn't. Doesn't this system seem to be demonic? We turn off so many kids to their minds and teach them to despise themselves as being of no worth because they lack answers. At Alma College, there are too many of us that announce our office hours and assume students will come in when they need to. But the questions on outstaring the darkness don't come during my office hours. At Alma College we spend 2 or 3 hours a day in class; what are you learning the rest of the time? Doesn't that have importance? Don't we send you to Heaven or Hell by grading?

THOMAS: Doesn't Alma want every student to excel--all students at maximum performance?

MINER: I think former Dean Boyd was right when he said we would be scared witless if we had a freshman class that were all valedictorians.

THOMAS: Why?

MINER: They would soon tax our ability to teach or help them learn.

THOMAS: In terms of questions asked?

MINER: Yes. They would soon push us to our limits.

THOMAS: Good students ask many questions?

MINER: Maybe the really good student asks questions of himself. If he's well educated or really intelligent, I don't think we have a hell of a lot to do with it. Some how he has to learn how to shape his activities--his scheme of courses, numbers of units and grade point averages.

THOMAS: If he determines what questions he wants to ask, what do you have to do with him?

MINER: A good question: why should we have this scheme set up at all? Why not turn kids loose in libraries? We are functioning as policemen.

THOMAS: Protecting who from what?

MINER: These 4 years their bodies have been perking and their glands are screaming. They are ready to act as men and women but we keep them little boys and girls. We get a lot of Seniors who push the "O my God" button. "What will I do next year?" I've got to make a living---Aaahhh!!!! Haven't they been living all along?

THOMAS: Right, but soon it will be all for real.

MINER: Wasn't it real before?

THOMAS: No....

MINER: Well for Christ's sake shouldn't it have been?

THOMAS: Maybe these 4 years are an....

MINER: Indian Summer, an Indian Summer before the fall of Winter--before we freeze sitting on our frozen assets.

THOMAS: Back to why this scheme, maybe a faculty should be the vital link between the student's library and the world outside the library?

MINER: So, students are looking for models? That's what all their peers are too--room mates, student leaders, girlfriends, boyfriends, all people! But the faculty ought to have a special value to them?

THOMAS: How so?

MINER: A college faculty member should be like Lazarus come back from the dead.

THOMAS: Like Lazarus?

MINER: A teacher ought to come on strong in his class like he's just come smoking hot from Hell. He has outfaced the darkness or tried to and he is, in himself, a valid attempt at an answer to the big questions of life. If he cannot recreate this drama in his subject matter, then, to Hell with him. A teacher is primarily a model; he can be only a signpost but I believe he has to be more.

THOMAS: In other words, a teacher should show his students...

MINER: He's been there and outfaced the darkness. A teacher has to make a difference in his world in a way his students can see and react to!

Thursday, Friday, Saturday
November 18, 19, 20, 1971
8:00 PM Dow Auditorium
Tickets Free!!
MOLIÈRE'S Comedy
tartuffe



THE EDITOR'S DESK

PEACE STUDIES AT ALMA COLLEGE ?

by Paul H. Harasim

There are in existence in the United States people who think peace would be a good thing to have in the world. Either they are disturbed that we have not won in Vietnam and hence want peace until we can regroup and ready ourselves to win in another war, or they are those people who truly think they wouldn't enjoy killing people and think killing wrong for any reason.

For those who think the second premise is the one today's peace-makers are operating on, there could be something on the college level for you--the study of peace or "Irenology." Manhattan College in the Bronx, New York, recently developed a major in Peace Studies. The goal of the program is to seek practical solutions to the problem of lethal inter-group conflict. "However," as Joseph J. Fahey, one of the originators of Peace Studies at Manhattan College points out, "in order to accomplish this task Peace Studies must be solidly grounded in the theoretical data of relevant disciplines." Irenology also has the function of offering positive steps to peace-making such as the study of processes (e.g. arbitration, mediation, international tribunals) whereby conflicts may be justly settled and economic and social advance may be strengthened.

Fahey explains that Peace Studies or Irenology examines violent inter-group conflict on the international, national, and local levels. It also analyzes conflict in such areas as labor management relations and university disturbances. "The broad scope of Irenology," says Fahey, "with its specific aim of finding suitable methods for equitable conflict resolution, is a distinguishing characteristic that sets it off from other areas of study.

"Because the aim of Peace Studies is pragmatic and its scope quite large, its methodology includes many and varied academic disciplines. For example, it is not sufficient to limit oneself to a discussion of how the humanities relate to peace. The physical sciences, such as Biology (with its sub-branch Ethology) and Physics, and the technical science of Engineering must be consulted in the search for peace since they shed light on the nature of man on the one hand and of technology on the other.

"Peace Studies, then, differs from most traditional forms of education, being more problem centered or existentially oriented. It is based on the premise that a fair-minded analysis of the issues of war and peace can only be achieved through a synthesis of insights and data from various fields of knowledge."

At the college level Fahey feels there are some concrete, practical steps that faculty members, students and administrators can take toward education for peace:

1. Arrange an informal meeting with interested students, faculty and administrators to discuss the problem of war and peace from an educational standpoint. At such a meeting, a film may be shown or an article could be read as a discussion starter. In the beginning, each group may desire to meet with its peers; but it is essential eventually for all members of the university community to be represented in discussions on peace education.

2. Following one or more meetings the group may establish a formal association with a constitution and stated educational goals. Such a structure normally ensures that the movement lives on after the initial enthusiasm has waned and the original participants have departed.

At Manhattan College, in New York City, for example, the Pacem in Terris Institute was founded after several informal meetings which explored the possibility of education for peace.

A formal association could undertake many extra- and co-curricular activities which promote a better understanding of the issue of war and peace. Film seminars, faculty and/or student led discussions, weekly luncheons with a guest speaker, adult education and community programs, convocations of peace research experts...any or all are moves toward the eventual goal.

3. With encouragement from colleagues, administrators or students, individual faculty members could introduce peace-related materials into their courses. Almost any course of study could contain peace-related material without diluting either academic consistency or the basic nature of the course.

It is important to note that an academic discussion of the problems of war, human conflict and peace do not mark a course as liberal, radical or conservative. Persons of all persuasions agree on the general premise that peace is to be sought and wars minimized or avoided.

4. Several faculty members may decide to introduce an inter-disciplinary course on peace. In a course such as "The Challenge of Building Peace," for example, a biologist, psychologist, sociologist, historian and philosopher might cooperate in an exploration of their particular insights on peace-making.

In some instances, there will be scheduling and programming difficulties but administrative officers can provide a great deal of help in working out details.

5. Elective or required courses that deal exclusively with an aspect of peace could be introduced into the curriculum once a faculty member has acquired enough expertise in his particular area.

Faculty and student cooperation is essential. Faculty members should where possible, enlist the active aid and support of their students both in organizing and conducting the course.

6. After a sufficient number of courses on peace (perhaps six or seven) have been introduced into the curriculum, it is possible to offer an undergraduate major in Peace Studies.

A proposal for such a major should be drafted and submitted to the appropriate dean(s) or academic committee. Such a proposal could contain a discussion of the following:

- the academic merits of a Peace Studies major;
- a clearly worded statement as to how the program is to function (include description of courses, seminars and research projects);
- the future career opportunities for the Peace Studies major;
- the importance of Peace Studies for the university and world.

A Peace Studies major will ultimately stand or fall on its academic merits. Students will not accept superficialities or popular myths as substitutes for authentic scholarship. A Peace Studies major should not be offered without adequate preparation and experimentation.

At Manhattan College, in conjunction with his/her major in Peace Studies, each student is required to choose a major in another field such as biology, psychology or political science. This dual major not only helps ground the student in a specific area of scientific investigation, it also provides more career latitude upon graduation or completion of graduate school. After a student has been assisted in choosing his dual major, he is assigned to or selects a faculty advisor who has competence in the student's specialized field within Peace Studies.

Each semester, all students and the Peace Studies faculty participate in a weekly seminar. During this two hour session, they pursue a particular problem or theme in the area of conflict resolution or war/peace studies. Ordinarily, a paper is presented for discussion by a student, faculty member or outside expert.

In the senior year, the Peace Studies major is given credit for pursuing an independent research or field project. This program of research could range from the theoretical, such as "The Contemporary Significance of the 'Just War' Theory," to the practical, such as organizing a community and college lecture series on war and peace.

Fahey lists the courses that each Peace Studies major takes at Manhattan College in addition to attendance at seminars and independent research:

Biology of Human Behavior--An interdisciplinary inquiry into human behavior within the context of the evolutionary processes. Consideration is given to biological, psychological, sociological and socio-cultural aspects of human behavior. Special stress is laid upon phenomena such as imprinting, learning, creativity, sexual behavior, altruism, hierarchy, territoriality, aggression, violence and war.

The Anatomy of Peace--Following an historical review of significant war-limiting and/or peace-maintaining systems employed prior to 1919, this course utilizes a case history approach to World War II, the Cold War and Vietnam, to establish specific causes for the breakdown of peace and to suggest paths to long-term peace-keeping.

The Literature of Peace and War--A thematic study of peace and war in Western literature. Man's evolving response to war and the human and cultural values underlying this response are examined in the major works of writers ranging from Homer and Euripides to Wilfred Owen and Jaroslav Hasek.

Religious Dimensions of Peace--A theological and ethical inquiry into the major Judeo-Christian responses to war: pacifism, just war and crusade. Various religious anthropologies are considered with a view to selecting an ethical basis for peace in the contemporary world. Special emphasis on Reinhold Niebuhr, Mohandas K. Gandhi, Martin Luther King and Cesar Chavez.

International Relations--Analysis of the political, social, economic and psychological bases and the methods by which states conduct their relations with one another.

International Organizations--The development of the League of Nations, the United Nations and the specialized agencies. A study of their structure, functions, operations and politics.

The Social Psychology of Social Problems--Selected contemporary social problems are studied from the viewpoint of the social psychologist. Violence, urban and campus disorders, the social psychology of war and peace; social, psychological, psychoanalytic and behavioral approaches to crime and juvenile delinquency; the social psychology of over-population.

World Economic Geography--A study of the continental problems of particular zones and of individual countries, with special attention to comparative economic systems, landforms, climate, natural resources, agricultural and industrial production as they relate to world economic and social interdependence.

Philosophies of War and Peace--A consideration in depth of the classical and contemporary philosophical literature on the questions of war and peace: Augustine, Aquinas, Hobbes, Grotius, Clausewitz, Kant. Special attention to the more important contemporary documents.

What are the career opportunities for Peace Studies majors?

Education. Peace Studies majors may go on to graduate school to pursue Peace or Conflict-Resolution Studies with a view to teaching in secondary school or college. They can also pursue a graduate degree in their allied major with a view to continued peace research and education in that specific field.

Government Service. There are career opportunities in the United Nations or federal, state and local government of which Peace Studies majors would be specially qualified in aiding international and national development, understanding and cooperation.

Business. Careers in labor-management relations, international economic cooperation and consumer relations would benefit from the presence of Peace Studies majors with a specialization in business or psychology.

It would be wise for the Alma College administration, students and faculty to look into a Peace Studies program. What finer thing could a college devote itself to than helping produce people who decide that our seemingly impossible problems can indeed be solved.



The Surprise Of Your Life!



by Greg Wegner

Some Explosive Questions

I didn't see any live television coverage of the Amchitka nuclear blast last week. There were no newsmen scurrying about during the countdown asking the nuclear technicians what they had for breakfast and whether they'd had a good night's sleep; I saw no televised phone call from the president afterward congratulating them for their success and their contribution to science. As a matter of fact, I'd heard very little about the bomb at all except that it was to be "tested." Despite diplomatic protests from Canada and Japan, despite serious apprehensions of the chairman of the President's Council on Environmental Quality, despite a petition of protest signed by 35 senators and another by eminent scientists, there was a warhead 250 times as destructive as the one dropped on Hiroshima to be "tested."

The television cameras were strangely absent from this scene, and I think I know why. The detonation was not popular: the wishes of a handful of people (the Atomic Energy Commission, apparently) were carried through in the face of almost universal public opposition, at a cost of \$200 million. People had no desire to see before their eyes something which made them angry just thinking about. News items were scant, perhaps necessarily so, but they left me with three unanswered questions.

First, who is in charge? What individual or group is able to secure such tremendous sums for projects of no discernable purpose, not to mention benefit? Do I vote Nixon out of office next term and hope A.E.C. Commissioner Schlesinger follows him, or does the ultimate say-so for these nuclear "tests" lie beyond these two, out of the public's reach, buried in some bureaucratic file?

Next, I would ask why. What need was there for this "test?" Is there something about an atomic bomb that can't be learned by lighting a fire-cracker: namely, that it explodes? Here is the Newsweek account: "... Then the blast hit. The television cameras blurred and the command post pitched and swayed. The swaying lasted about 60 seconds. At the command post, a quietly pleased Commissioner Schlesinger clearly felt that the blast had gone just as he and his staff had predicted from the outset. 'All preliminary indications suggest that the Cannikin project was detonated successfully,' he said. 'Our technical people are examining the data and say they are pleased with the early reports.'" To a great extent this project's success was measured in terms of what it failed to do. There was no earthquake set off, no tidal wave as many had feared. What, then, was the purpose of the detonation? Some buildings shook and there was a low rumble, but then what? Was there really anything to be learned, or was this contrived merely to keep some government employees busy?

Assuming even that there is something more to learn about A-bombs, I am asking finally so what. Are we obliged to pursue this wild course of making larger, more efficient weapons when we have enough atomic strength already to obliterate ourselves?

These questions not only need to be asked, but answers actively sought. Desire to learn may be justification for something like a moon shot, but for a project of sheer destructive concern it doesn't hold. This is too big a toy to play with haphazardly. An atomic bomb is no ball of yarn, and curiosity, if carried too far, will most assuredly kill the cat and all the kittens.

LETTERS TO THE EDITOR

Alienated A liens: Caught in the Middle

Dear Editor:

After spending four years at Alma College and graduating with a secondary teachers certificate I have finally, and with great difficulty and expense found out that I am not allowed to remain in this country to work.

I realized that being a Canadian I would need a visa to remain in this country, but I did not realize that that visa would be impossible to get.

On May 20 of this year I was offered a teaching job in French. I told the personnel director I would need a visa, and asked him if he knew anything about that. He said that as long as I had a valid teaching certificate I would not have trouble getting a visa. I wrote to the Detroit Immigration Office and asked them for all information and forms necessary to obtain a working visa for a Canadian. These I finally got. Some were to be filled by the school and I gave them those. I filled forms and signed documents for days and sent them here and there. Then it was discovered that I had to be cleared through the Labor Department in Chicago, and this takes months and months. I requested an

interim visa while waiting to hear from the visa department. Some offices said there was no such thing, other offices said I would have no trouble getting an interim visa and so on. I got no where. NO BODY KNEW. Time went on. It got to be September and I was without a visa waiting to start my job. The personnel director did not understand all that was going on, neither did I because no one would say. I went to Detroit, called Lansing, called Washington, called Toronto. We all went in circles. I began my job and hoped for the best. For my honesty of trying to get the correct papers the immigration office began to track me down. Early in October just after coming home from school I was visited by a very sleazy man who carted me off to the police department for three hours and finger printing. I was given 30 days to leave the country and had to type up the report myself because the man was such a half-wit. Also, he could give me no information about getting a visa (I tried to point out that I had filed all necessary papers and didn't understand the problem). He said that he was only concerned with deportation

not immigration. Finally on October 12 a letter came from the Labor Department that I would not be certified. This left me in a mess and it left the school in a mess. Also, at this time I discovered that even if I were certified by the Labor Department, the actual visa would not be granted until 16 months to 24 months after certification. If the immigration had only told me back in May exactly what I had asked them it would have saved a great many people a lot of trouble. Needless to say I feel pretty bitter, sitting here with a totally useless teaching certificate (I would have to go back to school and get provincial certification in Canada). I agree that the economic situation has changed in recent years but I still feel I was misled by the immigration officials and caught in the middle. I hereby warn all other aliens planning to work here to begin getting their papers in order. If you are a freshman and have 4 years to battle you may have a chance. In this over civilized country all the immigration and related departments are so bogged down that even with the best connections (I was in touch with Senator Hart's office, Senator Griffin's office and Congressman VanderJagh?) you get NOWHERE.

Susan Buchan



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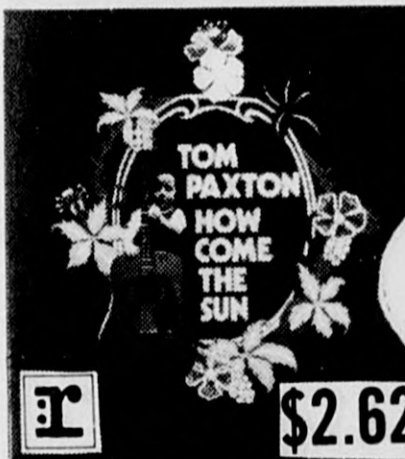
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SALE

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HOPE RUNS AWAY WITH TITLE



Greg Daniels



Jim Hare



Phil Ceeley



Steve Norris



Clare Kregger

Greg Daniels, the MIAA Most Valuable Cross Country Runner, and teammate Phil Ceeley led Hope to a run away victory in the 37th Annual MIAA Cross Country Meet. Daniels smashed the Alma course record by 18 seconds by running a 19:52.

Alma's Jim Hare, Hope's Phil Ceeley, Kalamazoo's Steve Norris, and Alma's Clare Kregger placed second, third, fourth and fifth respectively.

The MIAA conference team(right) is composed of Albion's Mark Bock, Kregger, Daniels, Hare, and Ceeley(left to right).

With the top dual meet record and the MIAA meet victory, Hope is now the new cross country champion.



FINAL MIAA CROSS COUNTRY STANDINGS

Team	Dual Meets	Pts.	MIAA Meet	Overall Pts.
Hope	6-0-0	12	First	24
Kalamazoo	4-2-0	8	Second	18
Alma	4-1-1	9	Third	17
Albion	4-1-1	9	Fourth	13
Adrian	2-4-0	4	Fifth	8
Calvin	1-5-0	2	Sixth	4
Olivet	0-6-0	0	Seventh	0



Ike Neitring



Howard Bedore



Stan Aumaugher



Theodis Karshner
Sports Editor



William Klenk
Head Basketball Coach

AS I SMELL IT

BASKETBALL 1971-1972

This year's squad of basketball players is expected to have a totally new appearance mainly due to a change in personnel. The absence of Charles Hudson is a big factor in the "new look." Hudson dominated Alma basketball for four years and his graduation has left a large hole in the Scots offense which must be adjusted and filled.

The observable changes in this year's squad will be due to a mixture of old and new ball players. Over the past year Coach William Klenk has added some fine transfer talent plus a freshman crop which he claims is "the best overall group of freshmen in my five years as head coach." The returning lettermen will be led by captain Ike Neitring who shatters rebound records almost every time he plays.

There are eleven players which Coach Klenk feels are worthy of starting for the maroon and creme. These players are:

Ike Neitring--Senior captain from Palmetto, Florida. The 6'6" center averaged 16 points per contest and over 12 rebounds last season. Ike will miss Alma's first two games because of academic misfortune.

Dave Sanders--Senior center from East Lansing who played a limited role last year for the Scots. Dave stands 6'5".

Stan Aumaugher--6'2" senior guard from Elwell. Stan started several games last season and had an eight point average.

Michael Stuart--5'10" junior guard from Perry. Mike was a regular starter and will be depended

upon to carry a larger scoring burden this season.

Rick Johnson--Rick is also a junior guard. Formerly from Algonac, the 5'11" three sport competitor is expected to give Stuart a run for his money for a starting berth.

Craig Bahle--6'5" junior transfer from Grand Rapids Junior College. Craig, a forward, averaged 13.7 points last year for Grand Rapids J.C.

Pat Cwayna--6'0" junior guard from Grand Rapids. Pat also played for Grand Rapids J.C. and averaged 16 points per contest.

Paul VanWagoner--6'0" sophomore guard from Livonia. Wags averaged almost five points a contest last season in a limited role and is expected to do bigger and better things this campaign.

Jim Parker--Sophomore forward from Midland. Jim, 6'4", is an aggressive defensive ball player and will help out on the boards this year.

Howard Bedore--6'4" sophomore forward from Greenville. Howard has no varsity experience but he has a year's experience of freshman ball.

John Kawiecki--6'4" forward transfer from Delta College. John will be a pleasant addition to this year's squad after playing four years of ball for the Air Force. John, who weighs in at 215 pounds, will sit out two games because of a residency requirement but he has three years

of athletic eligibility.

The cagers will operate offensively out of a one-four set up which is primarily used against zone defenses. Coach Klenk explained the change in formation best fits his ball players. He can substitute at the wing and point positions with guards or forwards as he sees fit.

Klenk said the biggest problem facing his men will be blending the talent into one unit. The loss of Neitring and Kawiecki in the first two games will add to this conflict. However, Klenk pointed out that Alma has quite an advantage on its schedule; they play nine contests before beginning conference competition.

This year's team has more speed than in the past. With the board strength and good ball handling ability the Scots will rely more on the fastbreak and hopefully pick up some easy buckets in the process.

With the loss of Hudson the Scots will have to depend on certain individuals to take up the slack, with a better balanced scoring attack as the end result. "My players are aware of the situation and there should be no problem because the potential is there," commented Klenk.

Last season the Scots got off to a great start by winning nine of their first 12 games. But then Alma ran into trouble in conference competition and won only five of 12 MIAA games. A key injury to Hudson was a major factor in the Scots mediocre 13 and nine overall record and fifth place finish in the conference. With the spread-out ability of this year's club such should not be the case. The 1971-1972 season should be an improvement despite tough MIAA competition in Olivet, Calvin and Hope.



Mike Stuart



Rick Johnson



Pat Cwayna



Jim Parker



Paul Van Wagoner



John Kawiecki



Craig Bahle

INTRAMURAL NEWS

MISCELLANEOUS

A LEAGUE ALL STARS

John Evans - TKE
 Larry Baker - TKE
 Marc Jacobson - TKE
 Kerry Brown - Theta Chi
 Bruce Dickey - Wright
 Phil McKeachie - Mitchell
 Mike Hughes - Bruske
 Dave Chapin - Delt Gams
 Aaron Yunker - Delt Gams
 Craig Foust - Delt Sigs
 Dave Flammer - Delt Sigs
 Howard Bedore - Wright
 Dave Sandgren - Mitchell
 Bruce Moss* - Mitchell

B LEAGUE ALL STARS

Dean Vincent - TKE
 Craig Wesley - TKE
 Fred Eveleigh - TKE
 Bill Cork* - Delt Gams
 Jeff Russell - Delt Gams
 Stew Coleman - Delt Gams
 Bob Shrum - Wright
 Bill Wilson - Wright
 Al Higgins - Mitchell
 Gary Price - Mitchell
 Bill Look - Mitchell
 Cal Kerr - Delt Sigs
 Jim Parker - Delt Sigs

*Bruce Moss - Most Valuable Player.
 *Bill Cork - Most Valuable Player.

SCORING LEADERS--A LEAGUE

Bruce Moss--Mitchell=84pts.
 Bruce Dickey--Wright=84pts.
 Pete Tazelaar--Sigs=72pts.
 Mike Hughes--Bruske=60pts.
 Ike Neitring--Gams=60pts.
 Doug Hughes--Mitchell=54pts.
 Dave Sharpy--Mitchell=54pts.
 Craig Faust--Sigs=54pts.

SCORING LEADERS--B LEAGUE

Bill Cork--Gams=72pts.
 Al Higgins--Mitchell=54pts.
 Tom Doty--TKE=42pts.
 Gary Ludtke--Mitchell=30pts.
 Jay Drick--Sigs=30pts.
 John Bowling--Sigs=30pts.
 H. Raifsnider--Mitchell=24pts.
 Joe Battles--TKE=24pts.

FINAL MIAA STATISTICS

RUSHING	C	Yds.	Avg.
Greg Voss, Hope	148	590	3.9
Byron Johnson, Alma	100	567	5.7
Larry Hourtienne, Alma	102	480	4.7
Dennis Kane, Kalamazoo	71	347	4.8
John Eva, Adrian	83	338	3.9

PASSING	Att.	Com.	%	Yds.
Larry Pfaff, Kalamazoo	98	37	38	571
Jon Constant, Hope	77	41	53	478
Scott Montgomery, Adrian	88	39	44	444
Jerry Wasen, Alma	69	29	42	309
Larry Day, Albion	50	20	40	191

SCORING	TD	PAT	FG	PT
Bob Christman, Olivet	5	0	0	30
Rick Johnson, Alma	1	9	5	30
Jon Constant, Hope	3	0	0	18
Mark Radosvic, Adrian	3	0	0	18
Byron Johnson, Alma	3	0	0	18
Rick Manzardo, Alma	3	0	0	18

PASS RECEIVING	Caught	Yards
Pat Walters	17	294
Mark Radosvic, Adrian	14	225
Larry Andrus, Alma	15	162
Dave Johnson, Hope	11	146
Pete Peterson, Kalamazoo	9	146

Football



Basketball



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THE GUYS

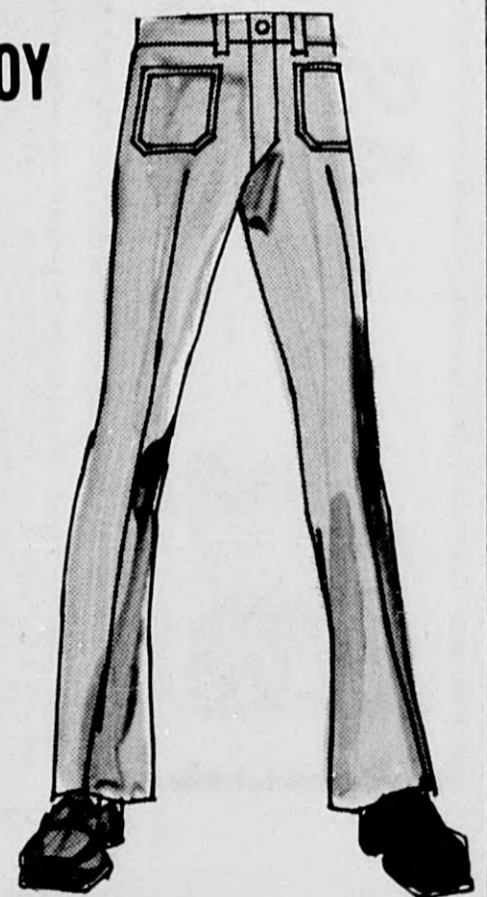
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A SOCIOLOGIST LOOKS AT THE FUTURE



*Dr. Irene Linder
Professor of Sociology
at Alma College*

To say that we live in a rapidly changing world is so commonplace, no one any longer pays any attention to it. To recognize that enough people are so concerned about the nature of the future we shall have, and are seriously studying and considering it, is known by many but not all. Do you know about The World Future Society, founded in 1966? This is an association for the study of alternative Futures and founded by those who are interested in serious study of the future. Its official publication is THE FUTURIST. Get to know it! They held their first General Assembly last May in Washington.

A little over a year ago The Committee of the Future began its publication of NEW WORLDS and I'm sure there are many other evidences in organization and publications of an increasingly serious concern for the future of our world.

Glenn Seaborg, Chairman of the U.S. Atomic Energy Commission, is optimistic about our future but he feels that there is a desperate need today for dialogue, discussion and debate on the most fundamental issues of life. These encounters should not be limited to classrooms and conference rooms for it is time now for 'everyman to be a futurist.'

Without a doubt it is Alvin Toffler with his best seller FUTURE SHOCK, who is 'shocking' more laymen and professionals into the realization that we have no time to lose in giving our serious consideration to our future--for the future is already with us. So on one hand the book is about the future but it is also about the present. When he says 'In the three short decades between now and the twenty-first century, millions of ordinary, psychologically normal people will face an abrupt collision with the future,' it cannot help but shake us out of our complacency--wake us up and cause us to begin to look toward the future. It is Toffler's view that what is really happening to people in this age of rapid and inclusive change is a 'culture shock in our society.' 'Future shock' (a term coined in 1965) refers to the shattering stress and disorientation that we induce in individuals by subjecting them to too much change in too short a time. It is a disease from which Toffler feels an increasing number of people are already suffering. It is a disease of change. He wrote the book to help us come to terms with the future, to cope with the personal and social changes by deepening our understanding of them, to put forward a broad new theory of adaptation to change and last, but not least, to increase our future consciousness. Unless we are aware of the drastically new world which is rapidly developing, we can in no measure be ready to deal with it in ways to remain healthy and suffer from less shock.

You must read the book so this is not going to be a review but I want to relate three concepts he explores which may help us to see the degree and magnitude of the change in which we are already involved and which will quite likely continue. One is the concept of TRANSCIENCE. Transcience implies that there is a new temporariness in everyday life. This results in a mood, a feeling of impermanence and involves our relationship with people, things, places, institutions, organizations and ideas. Another is NOVELTY. We are creating now a new society, not just a changed society. Many revolutions are simultaneously taking place and it is quite likely that we may never feel at home in the new environments for they will change so rapidly. While some novelty may be disruptive to our own well-being and societally shattering.

The third concept is DIVERSITY. Some writers about the future have predicted an absence of choice in the future. Toffler says we may have an overchoice in the super-industrial society of the future. Already we are daily faced with multitudes of decisions and life styles. This may lead to an identity crisis.

Toffler believes that diversity plus transcience and novelty may lead to an adaptive breakdown, namely the illness of future shock. Consult his

book for his suggestions as to what to do about it.

Now what does a sociologist have to do with "the future"? Plenty--but it may mean a revolution within the discipline. Sociology is not a static, not a complacent, nor a satisfied discipline. Within its ranks are those who have developed what is known as the "new sociology," following the inspiration and challenge from C. W. Mills. Mills firmly believed that sociologists must be people with creative imaginations and deal with the large, vital issues in our society with an eye to their solution. This naturally leads to a consideration of social change.

Now it is my opinion that "good" sociology always has been concerned with social change but I must admit that while social change was a concept we have recognized and talked about, it in no sense had the high priority that the concern for the static present society did. So we many have a sociological revolution underway in which the focus of sociology is shifting from the static study of the future and to the methodological dominance of prediction to the dynamic study of the future and to the methodological (and moral) dominance of control.

As of July, 1970 approximately 90 institutions of higher learning offered some course in futurism or technological forecasting. Many disciplines were involved with sociologists clearly in the lead. This is as it should be because of their traditional interest in both meliorative behavior and social change theory. Those from other disciplines had had almost a complete lack of any implicit, much less explicit, social change theory which is so necessary if there is to be a holistic prediction about the future. Sociologist H. Wentworth Eldredge says that he believes that courses in futurism at North American Universities are creating a widespread distant early warning system for society. This means that sociologists may alert people and policy makers to the consequences of decisions they might make.

Sociologists have, therefore, been led or forced into this new development of "futurology" or a new subdiscipline of "futuristics" from several sources. One, the recent clamorings on campuses in the United States and elsewhere to have the college experience be relevant. The effort to study the future is itself an effort to be relevant to the socially important questions.

Two, August Comte, the Father of Sociology, was basically concerned with the future. It was Comte who actually tried to create the future he predicted. So this current emphasis is not a discarding of sociological tradition, but a return to some of the traditions that seem to have been forgotten by many in the mainstream of American sociology today. It becomes relevant therefore because the struggle to control the future frequently defines what is important now. The study of the future can bring one closer both to the struggle and to the emergent future itself.

Third, with change so prominent in our world, sociologists have no alternative but to turn increasing attention to social change theory and that of necessity involves a change in all of social theory. This will probably mean that a theory of social change will need to emerge based on the concept of image of the future. We will need new research strategies for studying of the future.

What might be some of the consequences of this new futuristic emphasis in sociology?

In addition to increasing the consciousness about the future, developing new social change theories, dealing with vital present day issues, it is likely that in the 1970's sociologists will develop social indicators, that these indicators will be used in monitoring social trends, and that sociologists will be increasingly used as advisors to policy-makers and administrators in all major aspects of social life for the purposes of studying and shaping the future. This development will not come easily, it will not be without disappointment and danger and it will not come without criticism and opposition, even within the ranks of the sociology profession. But if we are the discipline which has a special concern with social change, and change and the future are intimately related, do we have an alternative? As Harold Lasswell has commented "mankind is passing from the primacy of the past to the primacy of expectations of vast future change." This means that a concern for the na-

ture of the future has to be our concern.

It is demanding for a faculty member to be involved in a study of the future. It requires a lively, vigorous personality, one who is experimental, innovative, and one who is "with it" in intellectual interests, and presumably, life styles. Futurism also demands innovative minds among the students. They must be creative. Thinking about the unthinkable, inventing alternative futures, and evaluating developing futures now with us are both demanding and exciting. It is a way to shake up both faculty and students for we can't help but be awed by the enormity and complexity of the future. This is an area in which knowledge must be produced; it is not sufficient just to read the facts.

It is now felt that formal education in futurism will continue to expand in American colleges and universities. The growth will appear in a futures viewpoint in many disciplines, in new courses specifically oriented in such a direction, and in altered subject matter within traditional courses in a variety of academic subjects.

What about Alma College? Will it become more futuristic in its curriculum? Will Alma College faculty exert the effort to confront the future with vigor? Will Alma College students become involved and innovative? Do you want a part in planning the future? Can you raise your consciousness of the future?

What about the Sociology Department? No point to talk about anyone else. We have a course in Social and Cultural Change which can deal with a theory of change based on the concept of image of the future. In Marriage and the Family we at least considered alternative models of the family. I know that isn't adequate, but it is a start. We considered in Readings in Behavioral Science the future in terms of science fiction and it is an acceptable mode of approach. We considered the counter culture and what it means. In Social Welfare the future can be explored and new plans considered. Population and Ecology can be future oriented. Sex Roles and Relationships and all relationships as they might emerge in the future are our concerns and may help prepare us for the future. No, I don't think we have done enough and sociology alone could never do what needs to be done.

Why don't you give me a little feedback? Do you think we should have some courses in the Sociology of the Future, plus others? There is no time for delay if Toffler is correct. Who wants to suffer from more "future shock" than is necessary?

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"Everything alive is remarkable—we simply cannot see what is remarkable about the familiar," a woman once said to me. A fairly rare phenomenon is allowing us to test the truth of that statement. One of nature's oddest amalgams, a bizarre little creature with an armored coat, rabbit-like ears, a triangular head, pointed snout, a meek, vague personality and an ancient ancestry—the armadillo—is moving into North America.

Animal ranges have expanded and contracted innumerable times since life began. The armadillo's extension into the greater part of the southernmost United States is notable for two reasons. We know the majority of animal range variation as ancient history, tales from the ice ages. The armadillo (the nine-banded species, *Dasyus novemcinctus*) arrived in the U.S. in historical times and has extended its range rapidly in recent years. Armadillos now range from the Argentine pampas to the Southern United States. Although changes in the natural ecosystem wrought by civilization allowed it to spread north from Mexico, unlike the rat or cockroach, it remains quite independent of mankind.

Armadillos have a number of characteristics which are quite exceptional for true mammals. The armadillo is a member of the order Edentata, which includes only two other oddities: the exotic and excruciatingly slow sloth, and the powerful, specialized anteater. All three developed in South America and reached a form much like their present primitive, specialized form in very ancient times. The armadillo has changed little since the Eocene Epoch. A rhinoceros sized armadillo ancestor roamed the South American plains millions of years ago.

Like other eccentric South American animals, armadillos developed at a time when the land masses of North and South America were separated by a shallow sea over part of Panama some 50 million years ago. When the last of several land bridges appeared about 2 million years ago—the formation of the ice caps lowered the sea level—an uproar broke out as the animals on both continents were free to roam into each other's territory. The northern animals generally adapted to the south better than their southern cousins adapted to the north. Cougar, jaguar, peccaries, deer, guanacos and others fared well in South America while only armadillos, porcupines and opossums moved north. Armadillos settled in Mexico but were unknown in Texas outside the Rio Grande valley as late as 1870. In 1854 John James Audubon first observed them north of the border.

"This singular production of nature resembles a small pig saddled with the shell of a turtle," said Audubon of the armadillo. They are indeed remarkable to look upon. They range in size from the six inch long Fairy Armadillo to the 3 foot long Giant Armadillo. The United States' nine-banded immigrant is 28 to 30 inches long and 5¼ to 7 inches at the shoulder. His name, bestowed by astonished and bemused Spaniards in their own plated suits, comes from *armado*, meaning armored. The Aztec name for him meant "tortoise-rabbit." He is covered with a carapace of boney plates over shoulders and rump which are usually connected by a series of hoops or bands. He also has a shield over the head, and rings or plates over the tail.

A Defensive Wonder

The "pig in armor" appears in such array to protect itself against its enemies. There is a common and delightful rumor that the armadillo rolls himself into a tight ball which is impervious to predators. This is partially true. Different species of armadillos use their armor in different ways, but at least one, the Three-banded armadillo (The Pebas) from the Argentine pampas can roll up so neatly as to be nearly impervious to prying apart. Only animals such as the maned wolf or a large jaguar are big enough to get their jaws around the whole ball and crack it open. An unrelated Old World creature, the pangolin, which looks like a dragon shingled with triangular scales, puts its young on its belly before rolling up in its tail.

The *Euphractus*' carapace is a shield flattened on a low arc. The animal simply presses itself against the ground and holds on with its claws, a surprisingly effective defensive technique. Little *Chlamyphorus* has a squared off back carapace like the back of a bus. When threatened it begins to dig like mad, leaving its protected rear uppermost.

In truth, the armadillo would rather run than fight. Despite its cumbersome appearance, it is an agile runner and an extraordinarily fast digger. It can outrun a man and often outdodge a dog. An endangered nine-banded armadillo will head for thick brush and burrow. Its front feet are admirably suited for digging and even in concrete hard soil it can be underground in two minutes.

The armadillo has a beautifully efficient digging method. Its front feet and snout rapidly loosen soil, then, balancing on its front feet and tail arching its back, the armadillo brings its hind over the pile and violently throws the dirt out of tunnel. Sanderson says the Fairy Armadillos constantly churn away in a treadmill action, throwing a continual stream of dirt.

The armadillo is at home underground; they burrow dwellers. While the nine-banded armadillo builds an unbranching burrow 2 to 12 feet in depth, *Cabassous* dig tremendous dens in wet forests which may go 50 feet down and come out at the base of a cliff. Most burrow animals have main domiciles and secondary dens for emergencies, but the nine-banded armadillo has from 4 to 10 burrows he inhabits currently. He doesn't mind a few local roommates and cottontails, cotton rats or rattle snakes can often be found in his burrow.

Armadillos raise their young in burrows. At birth they look like miniature adult armadillos. Their armor is soft as leather at first then hardens, adding layers until the animal is full grown so there is shedding of skin.

Armadillo reproduction presents several extremely curious aspects. One is delayed implantation. Nine-banded armadillos copulate in July, but the blastocyst remains unimplanted in the female until December, after which the embryo develops rapidly until birth in February, March or April. The *Dasyus hybridus* blastocyst remains free for two months.

Even stranger, the nine-banded armadillo almost invariably produces quadruplets of the same sex. These quadruplets come from the same fertilized egg which divides and redivides. This characteristic has brought considerable attention from biochemists. Dr. Roger Williams of the University of Texas has conducted genetic experiments with nine-banded armadillos and discovered that there are marked differences between quadruplet armadillos originating from the same egg. His findings threaten the classic

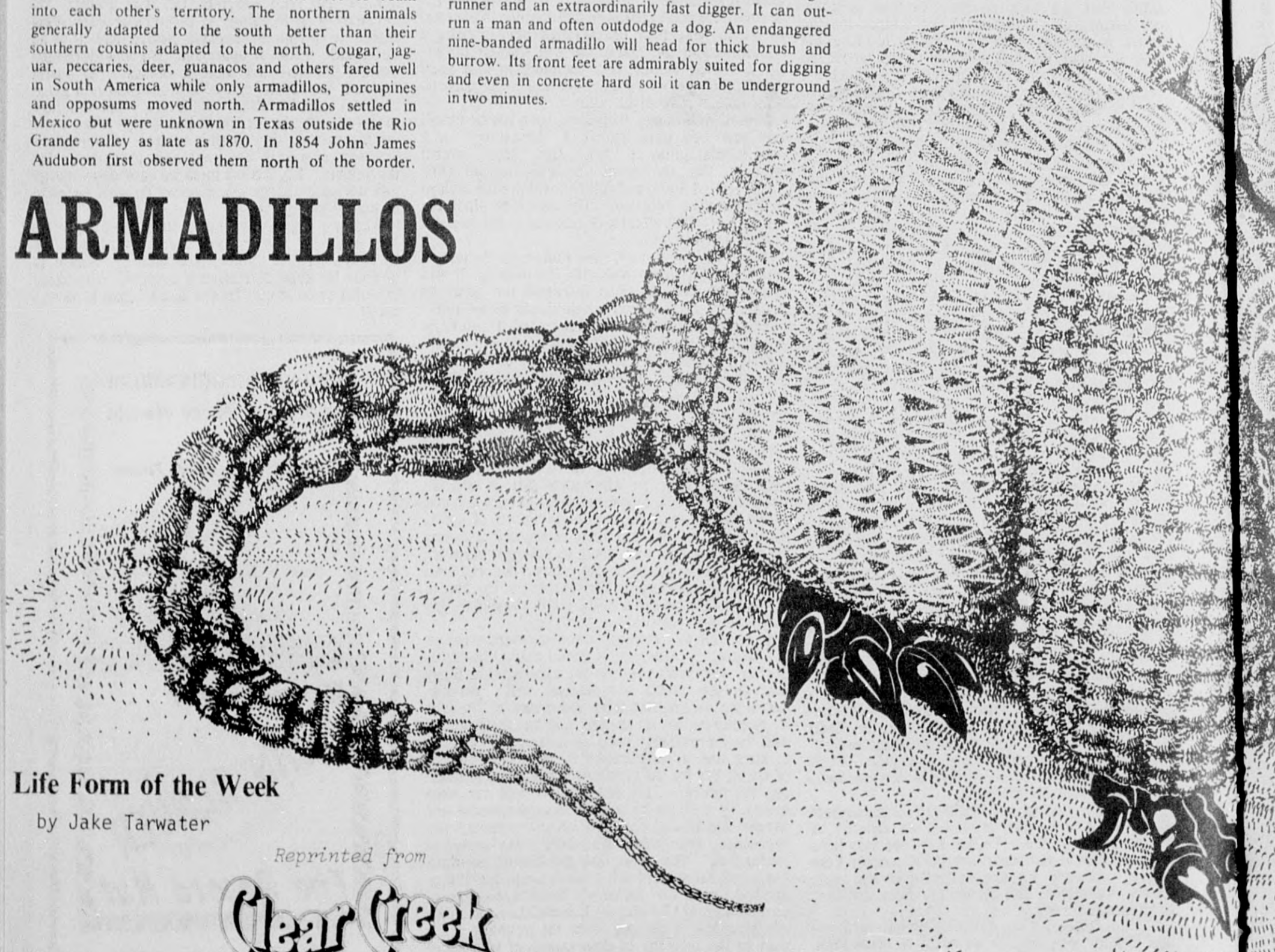
ARMADILLOS

Life Form of the Week

by Jake Tarwater

Reprinted from

Clear Creek



that inheritance resides only in the genes. It is concluded that other factors influence characteristics in addition to genes in a fertilized cell. Armadillos are, strangely enough, incompletely hibernated, a characteristic found only in some marsupials and monotremes as well. Their burrows protect them from severe heat and cold. When the temperature sinks too low, they are unable to function normally. They remain in their burrow on frosty days, but if a cold spell lasts too long, an armadillo will dig out of his den. It is thought that the animal has reached its northernmost limit now. It is found in Texas, Oklahoma, Arkansas, Louisiana, Mississippi, New Mexico and Florida.

Toothless Insect Eaters


Armadillos are omnivores. Their long, sticky, extensible tongues suit them ideally to eating ants, like the anteater. Their diets are generally composed of insects—including such delicacies as fire ants, scorpions, tarantulas, and roaches—and extend to sugar cane borers, termites, scarab beetles, worms, centipedes and grasshoppers. They have even been found to eat fungi, blackberries, wild plums, and toads. They have a special fondness for meat. They like cover to forage in, snuffling happily in tall grass, chapparal, or cactus.

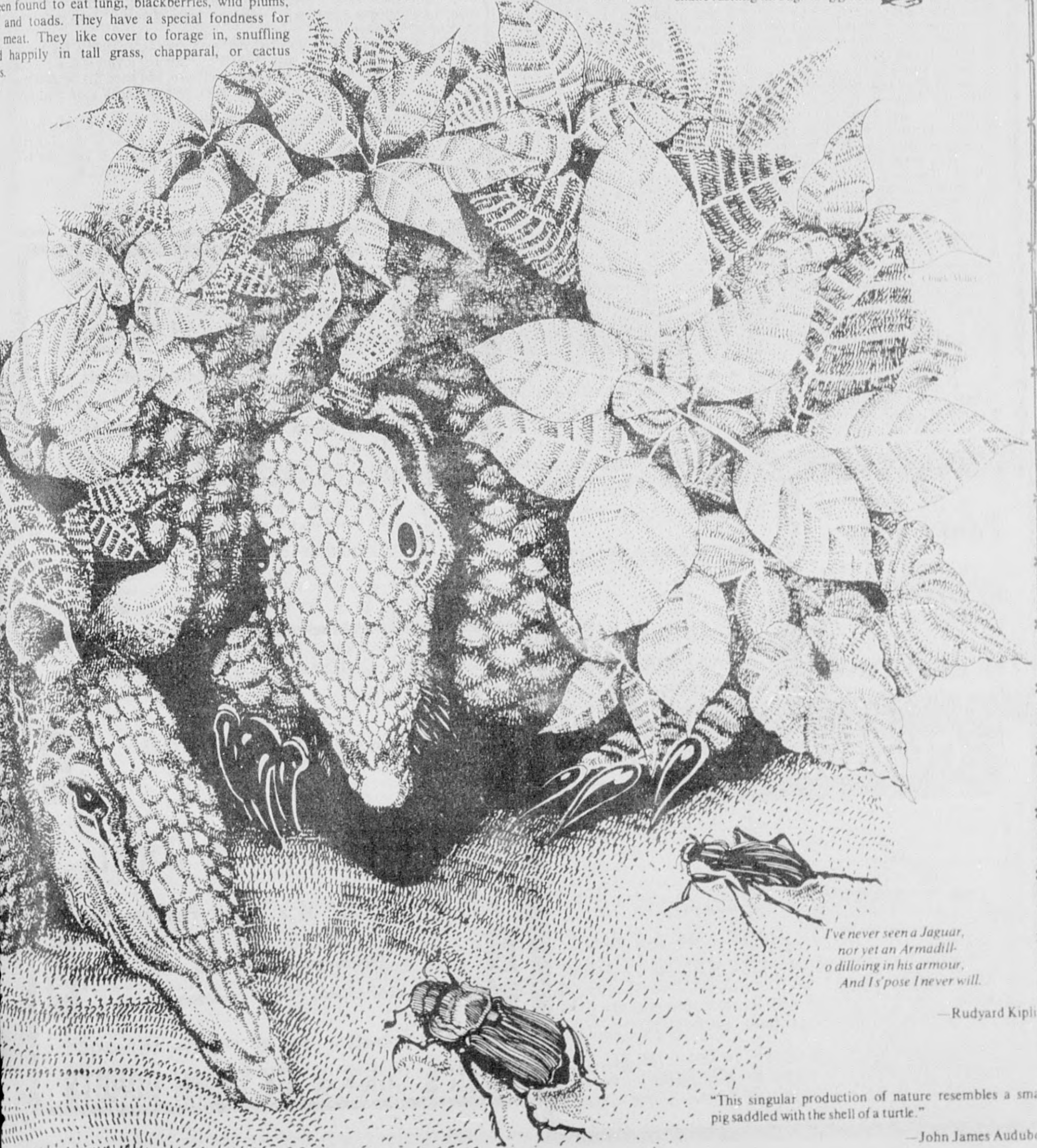
Endentata means toothless ones, but this is not really descriptive. Unlike anteaters which have no teeth at all, armadillos have a variety of dental arrangements, but in most species they are characterized by weak jaws and an absence of all teeth except molars which have no enamel jackets. Giant Armadillos have one hundred of these stubby molars, more than twice the number most mammals possess.

Armadillos are not deterred by water. They crossed the Mississippi before bridges did. Their specific gravity is 1.06—heavier than water. This gives them a choice. They can simply keep walking when they come to a river and ford it on the bottom if it is narrow, or they can start dog paddling, struggling and gasping until they take enough air into their intestinal tract to float comfortably.

The nine-banded armadillo crossed the Mississippi on his way east from Texas. By 1925 they had settled in Oklahoma and Louisiana. The first armadillos in Texas and Mississippi were probably the descendants of escaped pets. As the bobcat, mountain lion, wolf and coyote disappeared in the face of the human invasion, the shy, snuffling armadillo has prospered.

In Texas, its adopted state, the armadillo is attaining the status of an underground folk hero. Strollers in downtown Guadalupe sport on teeshirts a drawing of an armadillo bursting through a map of Texas. There are Armadillo Comics, Armadillo Press, Armadillo Racing Association, Armadillo Breeding Association and an Armadillo Race! Audubon long ago noted the armadillos' placability to domestication: "In Nicaragua the people of the ranchos keep it to free their houses from ants, which it can follow by smell, putting out its tongue and scraping the ants into its mouth." Simpson in his *Patagonian Journal* relates how impressed he was by the animal's lack of concentration and memory. "For sheer vacuity it would be hard to match an armadillo," but he was amused and pleased by those he kept as pets.

The creature's mild and harmless manner and its amazing good luck in having discovered an unused niche seems to indicate that it will prosper and multiply in the southern United States. Perhaps its impossibly bizarre and delightful nature will in time become as familiar and unremarkable as . . . a garter snake rustling through long grass? 



*I've never seen a Jaguar,
nor yet an Armadillo
in his armour,
And I s'pose I never will.*

—Rudyard Kipling

"This singular production of nature resembles a small pig saddled with the shell of a turtle."

—John James Audubon

Thomas Blatant

A System-Addict Liberal

My neighbor Atchens, liberal, cynical, misunderstood slinks deep into a big easy chair, eyes red as the wine he's drinking, telling me about social change. "I tell you, this campus is like a huge playground," he says. "Each time I do something a little out of the ordinary there's somebody blowing a whistle, slapping my hand, hauling me into the office for violation of some archaic Victorian rule. Why, I can't even have a chick stay the night here, and you know as well as I that if an R.A. walked in right now we'd be busted for wine." He lets out a short, ironic laugh now, followed by a yawn and some obscenities toward the system.

Well, Atchens is a nice enough guy, but for all his professed liberalism he's surprisingly narrow-minded. I can agree that at times we seem transmogrified back to grade school here; when Jenny gets 17 late minutes and loses evening privileges I inevitably recall the teacher's wooden ruler zipping down upon my hand, the corner I stood hours facing, the blackboard I filled with I WILL NOT'S after school. The dean's quarters here are nothing so much as the principal's office relived, that ancient hag shaking her finger, squeaking out disciplinary threats, notifying our parents if the crime be sufficiently outrageous.

College policy is an insult to our maturity, to be sure, but Atchens carries his indignity so high that it loses all perspective. "The trustees are tyrants, that's the trouble," he says. "They are a bunch of greedy establishment millionaires oppressing my creative drives, and they must be overthrown. We have to unite, Tom, unite and displace the tyrants who have no understanding of today's youth. Only when we are rid of these suppressors can we be free in our pursuits, academic or otherwise."

Well, that's fine, Atchens, but you've forgotten one thing. You've forgotten to consider any but your own interests. It's easy to sit back and feel crucified by the system, but it's quite another matter to look at things honestly. The fact is, your "tyrants" weren't born old men; they were students too, grade school and college students who grew up and became part of the system, just like you will, have you thought about that? Have you considered that someone will be calling you the establishment someday? Have you ever thought that your values will be criticized with as much venom as you're spitting now from your easy chair, Atchens? Does your liberalism stretch that far? Atchens, what if you were a trustee, what if students in forty years want to wear bow ties and crew cuts; are you going to let them? What if they don't like your heavy music, Atchens? What if they're calling your campus a playground and are uniting to do away with you, liberalism and all? You think it can't happen, Atchens? Atchens?

But Atchens is asleep in the chair now, entranced by wine into the profundity of his perceptions, dazed by his own martyrdom, awaiting the arrival of a liberal world.

Morals in America Must Be Restored

by Len Bolin

Noticing such a moral deteriorating change in the people of these United States of America, in the last two or three years and also being away from the TV and the newspapers; then starting to view and read them it has come as a shock.....then I started to compare.....Have you saw the countless oyster shells piled on certain beaches? Shells, but no oysters!

LOOK at that oyster's shell! Do you see a little hole in the hard roof of the oyster's house? That explains why there is a shell and no oyster. As I look from the city government to the federal, I see only shells representing this country, as a whole.....the oyster.....the moral life is gone. No morals left; so little of love and God it is hard to detect.

The little creature called the whelk, living in a spiral shell, dropped one day on the roof of the oyster's house. (The human body, the house of the Spirit, that God gave us.) Some one has called the whelk, the little innocents. The oyster would call him the little villian; for the whelk has an auger and bores, and bores, until he reaches the oyster itself and the poor oyster finds he is going up through his own roof. (Satan bores till he reaches and destroys the moral of the soul.)

"A little sin," cries a boy, who may have been caught saying a profane word; or reading a bad book, or sipping a glass of beer; "don't make too much of it," he says.

Young Friend, and that can be you too, my reader, that's the whelk, the devil now attached to your "shell". You are giving him a chance to use his auger and he will bore, and bore, and bore till he reaches the center of all Moral worth in the soul, and then draw your soul into the depths of Hell.

This, a Nation terrible from the begining; does not like to face facts. Take a square look at the TV, the newspapers, the dress of the majority of the female, the schools and churches and does not it look like it is time for something to be done to restore MORALS in AMERICA?

taken from "The Tree"

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SPEECH AND DRAMA

THEIR ROLES AT ALMA COLLEGE



Dr. Robert Smith
Associate Professor of Speech
and Theater

WORTH: What do you believe to be the main purpose or importance of speech and drama courses at Alma College?

SMITH: Speech and Drama at Alma College or elsewhere have two or three functions as far as I can see them. One is to make one more articulate and perceptive as he not only hears, but also talks with other people. Mastery of one's native tongue is, I think, and indispensable quality of any educated person. A second purpose is that it allows one to be freed from the parochialism, the narrowness of his background because the ability to communicate can liberate one in a way in which probably nothing else can. There might be a third possibility, and that is, it simply can bring honor to God because as people are improved, the society is improved by oral discourse, I happen to think that in some way God is pleased with this.

WORTH: How can this be related to various roles in the community and in our society?

SMITH: Perhaps you are asking here what is the societal function of public discourse...perhaps again there are two or three purposes. One is that it allows one in the body politic to have a significant roll. As long as we live in groups, there is some kind of importance attached to ruling and to governing in those groups. There are a number of people who make their living by spoken discourse...lawyers, preachers, politicians, salesmen, indeed of the very thing we're doing here...reporters. One makes his living and his impact on society by communication of one sort or another. In short, whether it's the theatre or public discourse itself, it has a vital function in simply the day to day life that all of us live.

WORTH: What kind of speech and drama programs are set up in the Alma Community?

SMITH: There are not nearly as many as we ought to have. There is, of course, the Gratiot County Players, which holds up in St. Louis and puts on several plays through-out the year. We've put on at least two major productions every year in addition to several student one-act plays. We have the college debate team, which is very active, and goes from campus to campus. We have some activities, but not nearly as many as we ought to have.

WORTH: What do you see in the future for these programs and for speech and drama in general at Alma?

SMITH: We're optimistic, that in the foreseeable future, we'll get off the ground in terms of a radio broadcasting station here. This has been urged for several years, but as yet has not really taken hold. We would also like to think that the theater productions will increase in number and that the debate team budget will increase as well, allowing them to go elsewhere...to go to more places. We are optimistic, in general, but we have something of the problems many colleges have...of budgetary items and where the money is going to come from.

WORTH: Do you think that the most effective or appealing speeches are rational or emotional?

SMITH: Probably the most effective ones with the masses would be the emotional ones; simple because it's difficult, it's hard work to think and most of us are sufficiently lethargic to enjoy more what appeals to our emotions than what appeals to the rational. I suspect that one could argue that ninety-nine percent of all that any of us does is ultimately emotionally based. Surely, the most effective speeches are primarily emotionally based.

WORTH: How do you yourself feel about that? How would you judge a speech?

SMITH: I have to judge it on both counts. Both the logical content, the evidence, the arguments, as well as the emotive appeals, simply because life is this way. Because man is neurological, not cerebral, we must base our judgements on both of

these, the logical and the emotional.

WORTH: Would you prefer the logical content of a speech over the emotional presentation or the form?

SMITH: Yes, I think so. This has been true since the time of Aristotle. In his monumental work called "The Art of Rhetoric", he condescended even to talk about delivery. He was much more concerned with the firm, logical content of the whole thing. Again, if man were more cerebral and less neurological, it would be more fun and would be more defensible to base the effect of speech upon that. The fact is, we're not this way, so we simply have to take man as he is and not as we wish that he were. WORTH: If the President's Commission is put into effect, how do you think it will change the Alma College Community?

SMITH: Some of us, in the smaller departments, are concerned because if the faculty and the Board of Trustees agrees to a minimum of five students in every class, that some of our upper division classes in some of the smaller departments are going to suffer. The result will be a very good possibility that some of the departments will simply be phased out altogether or at least some of the major programs within those departments will be. There are undoubtedly other results, but some of us will be speaking about this more in the next month to six weeks, as the Commission report again comes before the faculty in some depth. I'd like to say that some of us would like to see an oral language laboratory offered as well as the writing laboratory, in as much as we spend some thirty to forty times as much in speaking as we do in writing. It would seem that we should give more thought to systematic analysis and preparation for oral communication as we do for written communication.

WORTH: How long have you been at Alma?

SMITH: I'm in my tenth year.

WORTH: In what ways have you seen the Alma College Community growing and what is your reaction to that growth?

SMITH: One can see it grow on several fronts. The faculty has increased in number, the student body has increased, the hardware, the buildings that we see have increased, the library is infinitely better than what it was when I first came here. These are all parts of the hard data that one can very quickly look to. In terms of reacting to this, I suppose it's a kind of a mixed bag sort of thing. I'm not sure that we're doing appreciably better in our teaching and in our learning than what we were doing in the early 1960's, but I can say, from personal experience, that I believe that now it's more difficult to teach at Alma College now than it was in the early 1960's. Precisely what the reason for this is, I suspect several of us might differ on it. One can say that changes have come and changes ought to come, but whether or not all the changes have been for the better, I think is a value judgment that some of us would certainly disagree on. WORTH: What would you like to see in the future for the Speech and Drama department? How would that be related to the expansion and growth of the community?

SMITH: Three things that we'd like to see...one is a new theatre... Dr. Griffiths labors under a great handicap in the facilities we now have, as indeed do the actors and actresses themselves. The second improvement, which I would like to see, would be the implementation of a radio station here, which I mentioned earlier. A third would be the immediate pouring in to the library of a half a million dollars. While we have a splendid facility in terms of housing for books, we need at least another fifty thousand volumes immediately. These three things would certainly make our department and the college itself, I believe, a lot stronger.

WORTH: Are there any further comments you'd like to make?

SMITH: Simply to thank THE ALMANIAN for giving me a soap box here to plug my own department. I've long needed this.

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ASK YOUR BROTHERS AND SISTERS

by Mary Fitzgerald

★ This week several students, all freshmen, were asked for their reasons for going to college. The questions were:

★ What is your purpose for being in school? and

★ How do you perceive the faculty members and what is their purpose in relation to you.

★ ★ Andy Bonamici came to college because he wanted more of an education. According to Andy, college always has been expected of him by his parents. He didn't have anything planned for the next four years, anyway. Andy feels it's to escape. Alma has a relatively close-knit student body that is rather isolated. Andy said he's here basically because of the college myth.



★ ★ ★

★ ★ ★

★ ★ ★



★ ★ ★ Shawne Cryderman felt that college is a great experience, but not for everyone. According to Shawn, if a person comes to college with a definite goal, college can be great. If, however, a student does not have any specific career in mind, she imagined college is a great deal more difficult.

★ ★ ★ Shawne answered the second question by explaining that she felt close to some teachers because they were friendly. She expressed a feeling of awe towards other instructors because they seemed to possess such a great deal of knowledge. Shawne thinks she's being treated like an adult here at Alma. Shawne also claimed to be very happy because everyone is here to get an education.



★ ★

★ ★ ★ Susan Koepfgen also came to college to get more of an education. It's always been expected of her, she admitted, but college also fits into the plan of her life. To live the way she wants to in the future, it's necessary for her to go to college now.

★ ★ As for student-teacher relationships, Susan felt that each teacher is different. Some are more friendly and out-going than others, some you can get to be friends with, others just the normal student-teacher relationship.

★ ★ ★ Sherri Leach came to college without a specific goal. She likes college because, for the first time, she has the freedom to take the courses that interest her. By taking a variety of courses, she can shop around for a major. Alma appealed to Sherri because it is a small school and it offered her a scholarship. Now that she's here she feels that Alma's variety of courses is limited.

★ ★ ★ Sherri likes her professors and thinks they're friendly. She perceives their roles as teachers as that of conveying knowledge.



★ ★

★ ★ ★



★ ★ ★ Alan Lake came to college with an idea of what he wanted to do. He felt that if a person comes to college with a specific goal it is desirable. However, if a student does not have a goal, then there might be a problem. He also said he thinks Alma is an escapist school because there is little contact with different peoples.

★ ★ ★ Alan felt that college professors are a breed above high school teachers. Because they don't have to worry about discipline problems, they have more time to be themselves. They are also easier to get to know. He considered the teacher's role as that of a stimulator--someone who kicks off the thought process and then guides a student from there.

Commission Report Not Yet Implemented

by Bob VandenBos

★ ★ ★ At this moment, the final report of the President's Commission must be viewed as a research report. The recommendations have yet to be implemented or even approved. The work compiled by the President's Commission has only been released for consideration.

★ ★ ★ This attitude was related to me by one of the Commissioners. Within the past week, the final report from the President's Commission was released to Alma College faculty, the students and Trustees. The release of this report does not represent automatic implementation. In fact, the report has yet to be formally accepted by either the Board of Trustees or the faculty.

★ ★ ★ The President's Commission was initiated late last spring term by President Swanson. The President charged the Commission to assess academic programs, recommend guidelines for new progress, analyze four-year academic patterns and other academically-oriented issues.

★ ★ ★ The six Commissioners worked throughout the summer. An initial report was released at the beginning of the fall term. This report was assessed by the administration, faculty and various student groups. The final report released last week represents the Commission's final assessment.

★ ★ ★ The Commission members met this past week with a sub-committee from the Trustees in order to prepare a presentation to be given to the Trustees this coming Friday, the 19th. The Trustees will probably give a general endorsement of the document. It is not the function of the Trustees to formally recommend adoption of certain proposals. According to Dr. Agria, one of the Commission members, the Trustees will probably view the Commission's work as an interim report - the Trustees will then watch the faculty's action.

★ ★ ★ As was said, it is not the function of the Trustee's to recommend adoption of specific proposals. Action like this might be seen as an attempted influence on the faculty. This is inappropriate use of the Trustees position.

★ ★ ★ Formal action will not begin until December or January. At that time, the Provost will introduce specific items from the Commission report into Community Government committees. Each committee will consider those items which pertain to their area of concern. Community Government will either accept, reject, or modify the Commission's recommendation.

★ ★ ★ Implementation will occur as fast or as slow as the Community Government Committees release their findings. The Commission proposed a tentative schedule of implementation which the faculty can either accept or reject.

★ ★ ★ The Commission's schedule recommends that no actual implementation occur until January of 1972. At that time the Commission recommends action pertaining only to the statement of goals and the new divisional structure. The following fall of 1972, the Commission suggests that a pilot program with freshmen begin. By the fall of 1973, the Commission proposes full implementation. Again, it is emphasized that the implementation schedule can either be accepted or rejected by the faculty.



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Jacomo Speaks on Experiencing the Media



Mr. Edward Jacomo
Instructor of Art
at Alma College

by Janet Worth

In one of the most entertaining and dramatic talks given in Gelston Lounge this year, Mr. Edward Jacomo, instructor in art, presented some priceless remarks concerning the relevancy of art in various societies, particularly our own. In describing what he felt to be the essence of art, he said, "Man has always had some method or some way to translate what he feels as fearful and what he feels to be joyful. He has never committed himself to that which is in the middle."

In talking about primitive man, Mr. Jacomo said that the caveman had to express many hateful and many loving feelings about things in various forms of art, such as songs, scrolls, and clay tablets. As many of the same feelings are experienced today as were in primitive times, they are not recorded in the same ways. "We've lost really what we feel about things in making objects that are functional, but I think that we have other ways of expressing ourselves," he said.

Some of the most obvious ways in which modern man expresses himself, which Mr. Jacomo feels are important, are evident in films, in legends, in stories, and especially in the mass media. He believes that films can be most exciting because they record a time or an incident and are available for re-living, but his "whole thing is much more subtle than that." He also believes that legends and stories have a subtle way of reflecting people's feelings, and because of this are quite significant as a form of art. Although the mass media seems to have no part to play in art, Mr. Jacomo believes that, if we are involved and can participate in it in various ways, it will become a very useful means of expression.

Mr. Jacomo emphasized television as one of the most important types of mass media by illustrating various methods by which one could participate in it. By learning to carefully develop techniques of "playing with it", one could experience it as an art. Hanging spaghetti over the tube and viewing a favorite program through it when it dried, certainly could provide a challenging experience. Tape-recording random sounds and listening to them as one watched "The Secret Storm" might provide yet another and completely

different experience. Mr. Jacomo's favorite method, which he describes as a "return to sanity", is using three television sets at once. He listens to one and views two other pictures at the same time. "This can be wonderful, wonderful, wonderful, but sometimes it's even a little much for me," he said. Mr. Jacomo is not expecting us all to go home Thanksgiving vacation and ruin our television sets, but he does hope that we may express ourselves better by participating more fully with the mass media.

Other forms of mass media, which Mr. Jacomo feels are important are billboards and magazine advertisements. People should learn to use them well by responding to them creatively. "These forms of media," he said, "can be taken as an indication of when to stop, and can be used as a commentary about all of life." We can take it all in, but at the same time, we can learn to take out of our minds what doesn't directly apply to us, he believes. Although he doesn't like Seven-Up, Mr. Jacomo loves the saying "Wet and Wild". For him, this has a connotation of a great feeling of freedom. In many ways, we can experience different aspects of the mass media without really realizing the psychological implications. In the same ways in which we can play with the television set, we can also play with magazine advertisements and articles. By cutting out holes or sections randomly, it is possible to change the whole meaning of a story, Mr. Jacomo suggested.

Children's stories provide yet another example of expression. Full of gore, with subtle overtones and deep psychological implications, they have carried the hopes of man through many generations. Mr. Jacomo suggested that we each take a familiar fairy tale, analyze it and apply it to a life situation. He discussed several significances in the story of "Little Red Ridinghood" by saying that we all start out doing good deeds and picking flowers on the way to Grandmother's house, but sooner or later, we are confronted with the big bad wolf. It is only after we realize the tricks that the big bad wolf plays on us, that we can live happily ever after.

"Our society has learned to live with the fact level of life beautifully; he said, "but now, we've got to look at everything, which I call asparagus, and respond to it. Sensitivity is a basic human characteristic. We need only to recognize it and express it with our whole selves." Conditioning to responses limits all real communication, Mr. Jacomo believes. What we need now is to acquire the ability to risk ourselves.

Marx Brothers Next IFS Film

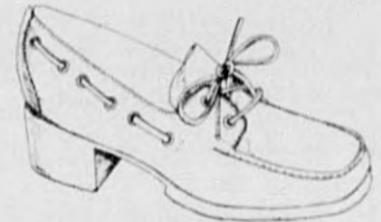
The next feature in the International Film Series is the Marx Brothers' HORSE FEATHERS, to be shown Sunday evening, November 21 in Dow Auditorium at 8:00 p.m.

In this one, done in 1932, the Marx Brothers perpetrate their antics in a collegiate setting. Groucho returns to his alma mater as the new college president in order to graduate his son, Zeppo, and to win the annual football classic. Brother Chico is owner of the local speak-easy, Brother Harpo is the errant dog-catcher, and Thelma Todd is "the college widow." All do their share to make the film another instance of what Arthur Knight calls "inspired mayhem."

The Marx Brothers films did a great deal in the thirties to make the movies a popular form of entertainment. The sheer zaniness of their plots and roles and the flavor of their dialogs made them enormously "box office." Also feeding the popularity of their films is the Marx massacre of sacred cows. In HORSE FEATHERS, such things as education, college life, sport, love, the Great Depression get the kind of treatment the Brothers think they deserve.

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THE GORDONVILLE REVIEW

The work of Andrew Paton Plummer and David Campbell, students at Alma College, make up this week's "Gordonville Review." If you have poems or short prose works that you would like to submit for publication in "The Gordonville Review," please send them to Mark Ioset at The Almanian office or to 209 Bonbright Hall.

Perce

Walking on empty beaches
Of broken, jagged pebbles.
Miles from humanity
Just up the beach.
Sweet music from a poet
Travels out to sea
Never to touch a distant shore.
Fisherman fishes for a life.
Soon beaches turn to hills,
And spaces turn to people.
Climbing to the top,
You can watch for miles
As spaces turn to people
And beaches turn to hills
And poems float out to sea--
Immortal, never to be heard again.
Don't touch the people;
People you'll never know,
But filled with life
And empty beaches.

--David Campbell

Self Reflection in a Blown Bubble

Self image...
Complement of self;
appearing only ...
to dissolve -->
wrong side up.

A fantasy of face ...
resplendent in dissolution,
merging rainbows,
a thin wall only ...
of Psyche-Self;

The Bubble

POPS.

--Andrew Paton Plummer

Humor Dissolves into Pain

A coverslip thin and worn,
a hyena cackle
in futile attempt
to mask ravenous attack.

A shroud rent
to reveal scars
and gashes
and wound
upon wound.

Battle tested mind
protected by holey mail,
a once sharp blade
nicked by time
and dulled by pain..

--Andrew Paton Plummer

HARTWELL NEW TO ALMA COLLEGE MUSIC STAFF

William Hartwell is a native of Spokane, Washington, and comes to Alma most recently from the University of Indiana where he is completing work for the degree doctor of music in voice, literature and pedagogy. He was a student of Dr. D. Ralph Appelman, who is the chairman of the Institute for Vocal Research.

During the past two years he has performed seven roles with the Opera Theatre which include: The Sacristan (Tosca) Fabrizio (Love on Trial), Pilate (The Play of the Risen Christ) Geronte (Manon-Lescaut), Schnaunard (La Boheme), Uberto (La Serva Padrona). He was baritone soloist with the Lafayette Symphony in Haydn's "Paukenmesse" and did the roles of Raphael and Adam in "The Creation" by Haydn with the Indiana University Symphony and Oratorio Society. He will sing the bass-baritone role of Rogozhin in a spring broadcast of the National Educational Television opera "Myshkin" by John Eaton.

Hartwell has served both as soloist and director of music for Methodist,

Lutheran, and Presbyterian churches. He has served as conductor for the German-American Chorale, the Lilac City chapter of "Sweet Adelines", and the "Pazific Northwest Saengerfest," and has sung with the Spokane Symphony and the Victoria (British Columbia) Symphony.

His teaching credits include Eastern Washington State College, Whitworth College, Indiana University. He will direct the A Capella Choir, the Alma Singers, teach a voice science class, and private voice students while replacing Dr. Ernest Sullivan who is presently on sabbatical leave. He plans to present a formal recital in the month of November.

Hartwell is also a vocal clinician and adjunct, and he holds membership in the National Association of Teachers of Singing, the Music Educators National Conference, the American Association of University Professors, and the Phi Delta Kappa.

This year's events include a Christmas concert and a three-day tour of eastern Michigan plus the annual spring tour in which Hartwell intends to include selections from the opera "Jesus Christ Superstar." Presently



William Hartwell,
instructor of
music at Alma
College.

there are 52 in the choir. Hartwell indicates a desire that anyone interested in auditioning for the group do so now, and not wait for another term. His office is located in the Chapel basement; whether interested in the choir or not, Mr. Hartwell welcomes students to stop in.

WEAVER

FELLOWSHIP

For the academic year 1972-3 the Intercollegiate Studies Institute is again offering twenty Richard M. Weaver Fellowship Awards. Cash award provides a grant of \$2000 and payment of tuition at the school of the recipient's choice. The intention of the Fellowships is to provide assistance for graduate study to future teachers who are motivated by the need to integrate the idea of liberal education with their teaching efforts.

For an application form, write: Richard M. Weaver Fellowship Awards Program, Intercollegiate Studies Institute, 14 South Bryn Mawr Avenue, Bryn Mawr, PA., 19010.

Deadline for application is January 31, 1972.

Additional information is available in the Provost's office.

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TARTUFFE cont. from page 1

Orgon's son. His characterization is quite humorous as he presents us with a young man of high ideals, youthful exuberance, and all the subtlety of a Minnesota Viking Tackle. And for his first time on the stage, Mike shows a lot of ability.

Chuck Waltmire does a very fine job with the role of Cleante, who might be considered the family advisor. Cleante does not have a great many of the comic lines, but his one distinction is the fact that he's probably the only character that talks sense most of the time. Chuck does a fine job handling the verse form of the play.

M. Loyal, a baliff, is played by Henry Matthews. Henry maintains the quality of the entire performance as he ably portrays an oily member of the legal profession, who has all the sympathy of the Bubonic Plague.

The Officer of the King is played by Greg Wegner. A more herky-jerky, bumbling do-gooder has not been seen since Chester limped out of "Gunsmoke." Greg supplies the surprise ending in a very funny bit.

Wendy Barich, Portraying Filipote, does a female Charlie Chaplin bit, as she follows the blustering Mme. Pernelle on stage and falls asleep during the old lady's verbal tirade.

This is one of the few times you will have an evening's enjoyment guaranteed. However, if you still need some food reasons for going, here are a few:

- 1) It's free.
- 2) It's funny.
- 3) It's done well.
- 4) Napoleon saw it twice.
- 5) It's a great way to break the ice on a first date, because you'll have something to talk about when it's over.
- 6) You certainly can't admit that you never heard of Moliere.
- 7) It will be one of the top three cultural events at Alma during November.
- 8) It's rated X.
- 9) It beats weekend TV all to hell.
- 10) It's an excellent chance to hobnob with high society.

If you can think of more, forget it, because you'll already have decided to go by then. By the way, if you get the impression that I'm excited about this play, you are astute.

Library Announces Vacation Hours

The library will close at 5:00 p.m. Wednesday, November 24, for the Thanksgiving Holiday. It will be open from 6:00 p.m. until 11:00 p.m. Sunday November 28. Regular hours will be resumed on Monday, November 29.

Students and faculty for whom exceptions to the circulation regulations are necessary during this period, please see Mr. Babcock.

Due to a resignation of the Photography Editor of the ALMANIAN, that paid position is vacant. Anyone interested in that position should see Eric Dreier at room 113 Bonbright of call 411, 412.

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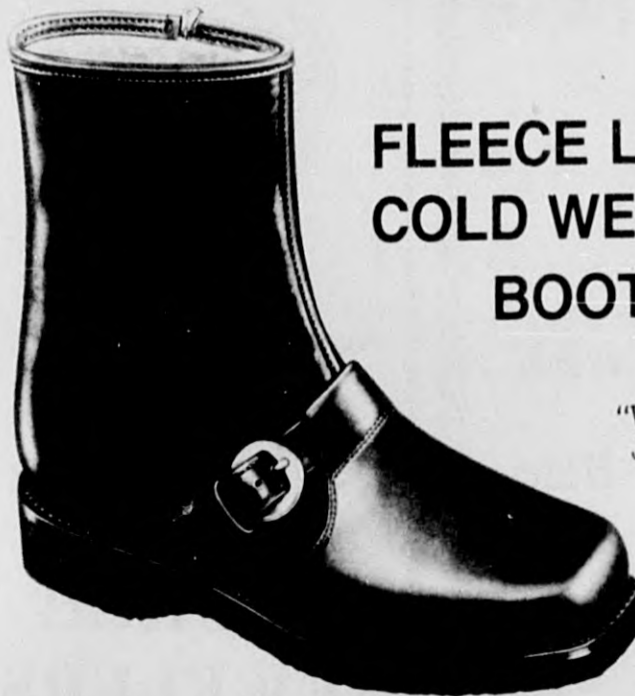
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CAMPUS EVENTS

- Monday, Nov. 15 *Parnassians, 7:30p.m., meeting place to be announced.
- Tuesday, Nov. 16 *9:00p.m., card tournament (euchre), Tyler Auditorium, \$10.00 prize.
- Wednesday, Nov. 17 *10:00p.m., Union Board Film, "The Hunchback of Notre Dame," (silent, 1922 version), Tyler Aud., admission--10¢
- Thursday, Nov. 18 *7:00p.m., Biology Club, Dow 100
*8:00p.m., Drama dept. play, "Tartuffe," Dow Auditorium, admission--free.
*10:00p.m., Campus Entertainment, Tyler Auditorium.
- Friday, Nov. 19 *6:45 and 9:00p.m., Union Board Film "Wait Until Dark, Dow Auditorium, admission--50¢
*8:00p.m., Drama dept. play, "Tartuffe," Dow Auditorium, admission--free.
- Saturday, Nov. 20 *11:00a.m., Cross Country, NAIA at Liberty, Mo.
*6:45 and 9:00p.m., Union Board Film, "Wait Until Dark," Dow Aud., admission--50¢.
*8:00p.m., Drama dept. play, "Tartuffe," Dow Auditorium, adm.--free.
- Sunday, Nov. 21 *2:00 and 3:30, Western Civilization Film Series--"The Light of Experience," Dow Aud., free adm.
*8:00p.m., International Film Series, "Horsefeathers," Dow Aud., 75¢ adm. or season ticket.

THE ALMANIAN

America's Finest Small College Newspaper

Any opinions expressed or implied herein are not necessarily those of Alma College, its student body, or its faculty.

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