WORLD FAMOUS MIME TO PERFORM AT ALMA



As a part of the continuing Lecture-Fine Arts Series at Alma College Zwi Kanar, internationally acclaimed Israeli mime, will appear in a show without words Thursday, Dec. 2 in Dow Auditorium, 8:00 p.m. Using no scenery, no dramatic lighting effects, no accompanying actors, Kanar appears alone on stage, creating scenes and characters soley from gesture and facial expression. He presents a world of the silent, similar to old Charlie Chaplin films but sprinkled more heavily with irony and satire.

During the second World War Kanar was deported to the infamous Buchen-wald Concentration Camp-"my university" as he jokingly calls it. It is from here that many of his themes and characters originated. Following his liberation he began his career as a comedian simultaneously with dramatic studies in Tel Aviv. Next he went to Paris, where he was in-troduced to the art of pantomime under the tutelage of the father of modern mimicry, Etienne Decroux, and later with Decroux's famous pupil, Marcel Marceau.

Imagination plays a large part in his act: he works with invisible props, eats without eating, walks without walking; he stylizes and exaggerates, projecting his meaning larger than life. He changes from youth to old age by a shift in posture and bearing, he suggests weight and mass by ges-

ture and position, and he uses eyes and face to speak without speaking.

In his 90 minute presentation Kanar gives a variety of sketches. One is of an aquarium, in which he makes his hands swim like fish, rippling and pulsating down and around, even reproducing the typical, vacant piscine mouth motion. He does a symphony orchestra sequence in which he comicly pantomimes the flutist, violinist, bassist, harpist, drummer, and xylophonist as well as the director. One of the most extensive views is of a pathetic little character called "Zwika". He is a tramp similar both to Chaplin's 'Charlie the tramp" and to Marceau's "Bip" figure. Zwika eats French fried potatoes, sharing with an illusory female who ditches him as soon as they are gone. He suffers in the dance hall with partners too tall and too short, finally losing his ideal partner to an overbearing "big guy." Best of all he dreams in front of the mirror of restoring hair to his bare head, shattering his dream by misjudging distance and poking his hand through the mirror, then trying pathetically to recapture the dream in a broken piece.

Calling all the turns from pathos to drollery and back again, Kanar presents an evening of silently unique entertainment. Kanar is one of the leading exponents of pantomime, a recognized art form within only the



SYMPHONY TO HAVE FIRST CONCERT



On Monday, December 6 at 8 p.m., the Alma Symphony Orchestra will present its first concert of the season in Dow Auditorium. This is the twelfth season for the Symphony and the fourthunder the direction of Mr. Jack W. Bowman.

The program will include the Brahms "Academic Festival Overture," the Charles Ives "The Unanswered Question," the Khachaturian "Masquerade Suite," the Bruch "Violin Concerto in G minor," and "Pace, Pace Mio Dio" from La Forza Del Destino by Verdi.

Featured in the Bruch "Violin Concerto" will be Mr. Michael Marusak

violinist. Marusak is one of the star athletes on the Alma College foot-

ball team. Miss Melody Sischo, soprano, will be featured as soloist in "Pace, Pace, Mio Dio." Miss Sischo is a 1971 graduate of Alma College, having studied under Dr. Ernest G. Sullivan for four years. She has received many awards, including the George and Hilda Thomas Music Award, and has placed in the semi-finals of the student auditions of National Association of Teachers of Singing.

The Alma Symphony is a semi-professional non-profit organization, comprised of students and interested local residents. Alma College students and faculty will be admitted to the concert free of charge upon showing their identification cards.

ALMANIAN INTERVIEW STUDENTS: Judy Long







JANET WORTH

Mike McShane Robert Taylor

Robert Taylor

Judy Long

Mike McShane

Worth: What are your views on interacial dating? Bob: It depends on the people involved.

Mike: There can be no moral basis against it. Judy: It's up to the individual. Worth: Do you think that the dorm policies are

Mike: They are not fair at all. I think that there should be complete freedom for total open dorm. The dorm rules here are a wee bit

Judy: No, the present dorm system, particularly sign-in, sign-out, and 'per' is absolutely asinine and ridiculous. I don't care about when Open Dorm is. It doesn't bother me.

Worth: Are there any changes you'd like to see

take place at Alma?
Mike: I don't think that there should be any Major or academic requirements.

Bob: The school, as a school is okay, but there is nothing for the students to do but study or get in trouble.

Judy: So far, I've been very busy and have not really had the chance to become familiar with it. I don't like all the requirements and the only purpose of grades is to show what you've crammed for, but not what you've learned. Worth: What do you feel is the most important

part of your education here at Alma? Mike and Bob: Solidifying personal belief and learning self-discipline.

Judy: I feel High School was a big waste of time. I really want to learn something.

Worth: What effects do you think Nixon's visit to Red China will have on world affairs, if any? Bob: The visit to Red China is definitely something that needs to be done to achieve world peace, but the visit is also being used as a political ploy.

Mike: Yes, the visit is just part of Nixon's ploy to win in 1972.

Judy: The visit can't hurt anything, it might even

Worth: What do you think of forced busing as a means of desegregation?

Bob: Hell, no. Mike: Forced busing is bad, but not as bad as

defacto segregation.

Judy: From my experiences in my home town, Pontiac, Michigan, forced busing was not the right thing at the right time. The people of the community were not ready for it, nor could they handle it. I'm not really against it as an ideal, but the people are not ready for it and there might be other answers to the problem.

Worth: Are you in favor of the present draft

Mike: I'm not in favor of any draft system. As an alternative, I think that an all volunteer army should be sufficient, if and when we get out of

Judy: No, there's enough people in the United States for a volunteer army, unless some attack is made on us or we become involved in a World War III.

Worth: What was your initial reaction to the Pentagon Papers?

Mike: I felt that some political ploy was going on and I was not surprised.

Bob: If accurate, they were a very necessary

Judy: I believed them and was not shocked. I think that the government should tell the public

the truth, but I know they never will.

Worth: What do you think the top priorities in the National Budget should be? Mike: 1) The cities are the hubs of America

and should be helped in times of plight. 2) Education 3) Poverty

1) Education

Restoration of Natural Resources

Defense

Judy: Clean up pollution

Education

3) More financial aid should be given to the states and cities.

Worth: Do you think that money is being wasted on the Space Program?

Mike: Yes, the money could be used much more effectively to help many more people than are presently affected by it.

Bob: Yes, the money is not being spent efficiently, but the Space Program itself is worthwhile. Judy: Science is important, but it's too bad the

astronauts are littering the moon. Worth: What do you think of Abortion Reform? Mike: Definitely, the laws concerning abortion should be abolished and abortions should be given upon request of the individual, and be paid for by the government. It is a general known fact that children unwanted and unloved between the ages of one and four develop into amoral psychopaths. Bob: I think that the laws should be changed. Abortions are harmful, but in some cases nec-

Judy: I believe that there is nothing wrong with abortion. We have too many people as it is. Worth: Do you think that the present legal and judicial systems in this country are fair

or discriminatory in any way?
Mike: Prisons do more to create criminals,

rather than reform them.

Bob: The system in itself is fair, but unfortunately, because of corruption in powerful political offices, the system has been polluted. Judy: The legal system is discriminatory because it is run by humans. I is not a machine.

When asked for any more general comments which they would like to make, Bob and Mike replied:

"In all, moderation." - Mike McShane
"If you try and fail, you have learned, but if you fail to try, you suffer the inestimable loss of what might have been." - Robert Taylor



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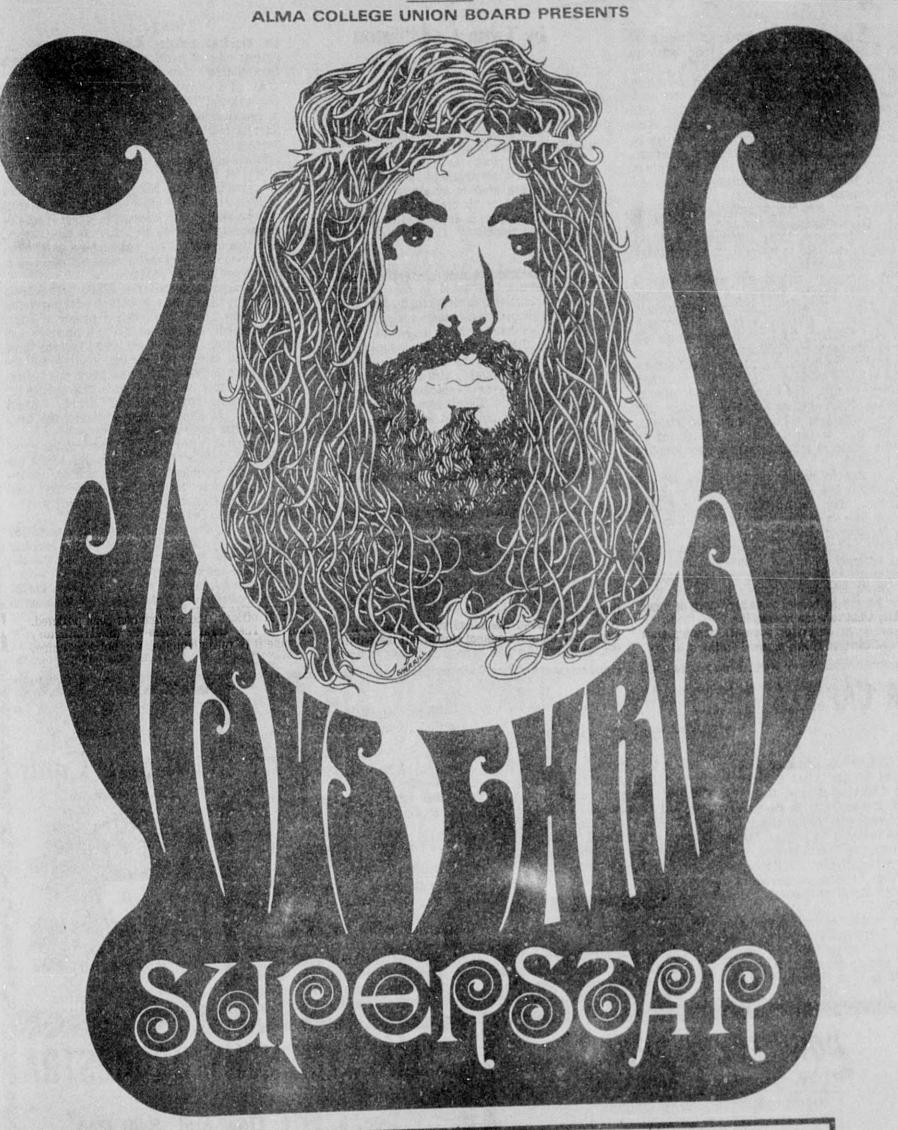
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URBAN PRACTICUM

Editor

There are an exciting number of educational possibilities at Alma College. Unfortunately, only a small percentage of students advantage of these courses. The Alma College Program of Studies in France is one such program. It is developed in cooperation with L'Ecole de l'Alliance Française in Paris. One does not have to travel thousands of miles to experience a novel and rewarding program. The Urban Practicum, offered in the spring term of each year brings the challenge of a work/ study program closer to home.

Beginning in this last Almanian of this school year and continuing in the new year's first several Almanians, there will appear a series of articles designed to interest students in these work/study programs.

The following article was written after I talked with Harriet Shaklee, a June graduate from Alma. Subsequent articles will include experiences of interns working in Saginaw this past summer, the French program abroad and an internship in Washington, D.C.

A psychology major at Alma, Harriet's experience involved working at the Children's Center of Wayne County. The Center is a day treatment program which acts as a school substitute for children. Between the ages of six and thirteen, the children at the Center are designated as problem children and usually have been asked to leave school.

According to Harriet, the children are not psychotic though some do have types of hallucinations. They have bad temper control, dissolving into tantrums very easily. Usually, they are over-dependant.

School authorities encounter problems with these students because of a vicious circle. The children do poorly in school, begin to dislike it and finally encounter trouble. The poorer they perform, the more uncontrollable they become until the school finally can not keep them. At that point, the school can refer the student to an organization such as the Children's Center.

by Lynn Coddington

One should realize that these are not simple problem children but children who have developed an abnormal way of expressing anger. Their anger can be violent and unpredictable.

Harriet described the school as structured with emphasis on special education. The classroom staff is on almost a 2:1 ratio, twelve students to six hired staff plus Harriet. Included in the staff is an occupational therapist and a recreationalist. The class is designed

> (<) XXIII () XXIIII () XXIII () XXIII () XXIII () XXIII () XXIII () XXIII () XXIIII () XXIII () XXIII () XXIII () XXIII () XXIII () XXIII () XXIIII Students interested in the Urban Practicum in Detroit during the spring term should contact their advisor and Mr. Eggelston prior to the end of this term. The program is open to Juniors (exceptions may be made for Sophomores and Seniors) with at least a 2.0 average. Departments sponsoring the program are Psychology, Religion, Political Science and Sociology. A meeting will be held early in the winter term for anyone interested in learning about the program.

to aid the child in overcoming his problems so that hopefully he will return to a normal school situation.

MANAGOR TROOPERSON

Upon referral to the Center, a child is tested to discover at what level he may best begin at the Center. This is based on ability and maturity, not age. The classroom staff then attempts to shape the child's behavior, to develop in the child a more acceptable manner of expressing frustration and temper. As Harriet said, hopefully the child will return to school. However, some of the children require a more restricted, inpatient type of care. Other children return to the Children's Center for a second year.

As an assistant in the classroom and in the Occupational Therapy sessions enabled Harriet to practice the theories she learned at Alma. Harriet told me she attempted to discover what personality best fits the type of child/teacher relationship she experienced.

Harriet felt the greatest value of her job was the opportunity she had to actually work with a problem child. The often violent tempered child who possesses an inadequate anger-reducing mechanism is not easily found at the College. This type of work is very helpful for a psychology major -- to have personal contact with the type of person one so often reads.

Two other graduates from Alma, Lynn Schram and Sandy Deevy were in Detroit with Harriet as was Kathy Loesel presently a senior at Alma. Lynn, Sandy and Harriet are still involved with the program. Harriet explained that the three intend to assist in locating housing for the students involved with the Practicum this spring. This was supposed to be done last spring for the students but difficulties arose. Sandy contacted Dr. Kapp to inquire whether she, Lynn and Harriet could assist this year.

Of greater importance, however, is the girls' intention to help the Alma student relate his Practicum experience to school studies, Apparently, the girls felt that more could have been done to incorporate classroom learning with the experience in Detroit.

Hopefully, placement for the Practicum will be completed by the middle of next term enabling the girls to begin smoothing the way for the

students coming to Detroit.

Harriet felt that her spring was a very worth-while experience. The value of involvement in situations not learned from books is not to be Hopefully, students will consider the importance of work/study programs such as those offered in the Urban Practicum program.

A CAPELLA CHOIR

Christmas Concert

Two Chirstmas concerts will be

Adoremus, "by Searle Wright, City, Port Huron, Sandusky, V "Christmas Calypso" by Robert W. Caro, Bad Axe and Sebewaing.

Jones, Tom Yalanis, and Harold Lorimer, "It's the Most Wonderful Time of the Year" of the Year"

Wyle, a cantata called "A Feast of Praise" by Randall Thompson, "When Mary to the Temple Went" by Johann Eccard, and an arrangement of "Lo, How a Rose E're Blooming" by Van A. Christy.

The A Capella Choir will be leaving presented by the Alma College A on their Christmas Tour around the Capella Choir on Sunday, December state of Michigan on December 12 5 at 3:00 and 8:00 p.m. in the Chapel, and will be returning on December The program will consist of a varie- 14. They will be visiting and singing ty of selections, including "Venite in churches and high schools in Bay City, Port Huron, Sandusky, Vassar,

> Sociology 204, Introductory Anthropology, will not meet Monday after Thanksgiving vacation. The class will meet Tuesday, November 30th.

Anyone interested in stamp collecting (buying, selling, trading, or looking) is welcome at the Alma Stamp Club. There will be a meeting Tuesday, November 30th at 7:30 p. m. downstairs in the Bank of Alma. For further information call 463-3231 in the evening.

The library is in need of two copies of the September 22 issue of the Almanian. They are needed so two complete volumes can be bound at the end of the academic year. Anyone who still has this issue and is willing to give it to the library, contact Harold Kruse at either the Almanian office, extension 234 or Wright Hall.



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STUDENT COUNCIL NOTES

by Linda Gail Neely



Last Wednesday there was a joint session of Student Council and student members of Community Government. Bob Vandenbos explained that this joint session took place to obtain student opinion and reactions to the President's Commission Report in a formal manner. He noted that all members of Student Council and the student members of Community Government could participate in discussion, proposal of resolutions, voting and any business conducted during the joint session. He then asked for topics of concern. These resolutions are not formally adopted by the Student Council as Community Government members were allowed to vote, who are not voting members of student council.

Tom Hill introduced the following resolution: Whereas we consider lack of a suitable student union detrimental to the development of a sense of community at Alma College therefore resolved that we recommend that utmost priority be given to the establishment of such a student and community center at Alma College. Since student council had already spent much time discussing the union, this resolution

was passed unanimously. Barb Battin expressed concern with regard to the housing aspect of life at Alma College and recognized that the President's Commission did not speak directly to this in the report except to recommend that the residential character of the college be continued. Feeling this deserved further consideration, she preposed that Council endorse the following:

Because we feel that housing is a major and determining factor in the eyes of prospective students at Alma College, we recommend that a greater diversification of housing be explored and implemented for Alma College. A few suggestions were made as to possible housing such as the possibility of co-ed quads in Bruske, more small housing, and the possibility of co-ops and apartments. These suggestions served as clarification and were not tacked onto the resolution. The resolution received unanimous approval.

The following resolution was introduced by Kirk Hazen:

Resolved that we feel the program of emphasis to be an innovative and progressive educational policy and that we urge farther study and evaluation of the President's Commission's recommendation. A program of emphasis will enable faculty members to suggest a planned package of disciplinary and cognate courses. Hazen pointed out that this type of program would do a lot for attracting the kind of student the Commission wants. The motion was passed 22 - 2.

The Commission proposed that a core of three courses be required of all freshman. Gary Morrison expressed a feeling that a core program went along with such a liberal arts program and introduced the following

Be it resolved that we believe a core program is necessary to insure a true liberal arts education. Be it also resolved that this is not an endorsement of the President's Commission recommendation, but of the program itself.

Hazen spoke in favor of the core program noting that other educationaly progressive schools had core programs and were need to get a truly liberal arts education. Winnie Hill brought up the problem of students doing poorly on the URE's and GRE's because of lack of exposure. The motion on the core program was defeated, 8 - 18.

Hazen proposed the following motion:

Be it resolved that we believe that the development of competance in the general perspectives is necessary to insure true liberal arts education. Be it also resolved that this is not an endorsement of the President's Commission's recommendation but of the concept of general perspectives

Vanden Bos explained that the difference between the general perspectives, which require student's to participate in a creative or synthesizing activity, whether in the arts, in writing, or in research, and the present system was that there are more divisions as envisioned by the Report. Hazen disagreed with the intent, and said it was not like setting up two history courses and saying that a student had a historical perspective. He emphasized that a student should be able to look at his own discipline with such a perspective. He believes that obtaining competancy in a perspective meant integrating it with his own discipline. Gary Klepper thought no more than 1 or 2 courses should be required in each area so as not to take a lot of time from the Program of Emphasis. The motion was passed, 21 - 3.

W. Hill expressed a concern that the grading system should be considered

carefully and proposed the following:

Resolved that student council support a grading system reflecting equitability and more accuracy for student work. Therefore it would tend to decrease the punitive nature of the grading process.

T. Hill felt that a new system was not needed and that too much emphasis was put on grades. Batten felt that grades encouraged competition, which was not beneficial to the community. The motion was passed 23 -

Alman made a motion that students be included in the recruitment process and passed unanimously.

Student council unanimously approved the Concerned Women Students

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Administrator's Admission Why Do We

Why Do We Have R.A.'s?

by JEFF SOUTHERN, DEAN OF MEN

"Why do we have Resident Assistants?" This is the question I was asked to address myself to in this article for the Almanian.

As I see it, Alma College aspires to a philosophy of education which puts emphasis upon the individual student and his total development as a person. As one segment of this philosophy, our residence halls are not viewed simply as "places to hang our hats," but as places where learning can and does occur. The student is not only training his intellect and preparing for a vocation through academic studies, but also is living in a complex social environment and developing proficiency in social skills by his experience.

Since our residence halls are comprised of a great many people, all with different backgrounds, interests, and abilities, it must be realized that all people will not react to a situation in a similar manner. Therefore it is necessary to establish a system of supervision which provides for order and guidance while still allowing the individual to express himself.

Contrary to some student opinion, we do not employ R.A.'s merely because it gives us more student jobs on the campus, or because we need to keep the "lids" on our residence halls. We have R.A.'s because we believe they can and do play a major role in facilitating the learning which takes place in our residence halls and on Assistants.

our campus.

In the "Consultants' Report on Personnel Services" found in the AD HOC STUDY ON STUDENT LIFE, it is stated that, "the Resident Assistants and Head Advisors have so much information about students and student reaction that they should be the advisers to faculty and top administrators at least once per month." As Dean Plough has said, "I think our consultants were simply observing the fact that professors, academic advisers, personnel deans, health service personnel, food service managers, admissions staff, the provost's office, etc., cannot offer the student body the kinds of services for which they are particularly trained unless they have access to the kinds of intimate knowledge of student life styles that only on-line R.A.'s have at hand."

Serving as a two-way pipeline, the R.A.'s not only transmit accurate information and policy to students, but also communicate student suggestions and concerns to the people who must have this information.

I would encourage students to talk with their R.A.'s about the responsibilities which they are expected to fulfill and how they go about doing this. Too, I would welcome opportunities to come to the residence halls and expand upon the reasons why I believe we need Resident Assistants.

LETTERS TO THE EDITOR

An Open Letter to The Student Body, Wednesday evening, assembled to discuss whether or not we as a body would adorn ourselves with caps and gowns at graduation ceremonies (whereas the gala events are ONLY seven months distant, a timely question indeed!) the Class of '72 demonstrated that although our stay at Alma College may have resulted in our learning how 'to make a living', many have failed in learning to LIVE.

As one of us was stating that he would not sport the traditional garb—that he would rather prefer the monies collected be donated towards worthy projects (African Fellowship, American Friends Service Committee, Conservation Park or scholarship funds for needy students at Alma College) in lieu of caps and gowns, the Vice-President of the Senior Class broke into his comments with the notation that checks could be made out to himself. Great laughter from the audience.

For an encore, the VP LITERALLY brought the house down. He related that a member of the social committee had suggested to him that as a class gift we donate 'a train'. Those who may have failed to grasp the humour of such a proposition were silenced as laughter caromed from one wall to another.

It was suggested by another that retainable gowns might be preferable to Flush-a-Bye disposables, noting that they could be later worn as appropriate apparel at gatherings of the Ku Klux Klan. Similar reaction.

Those of us who attended the meeting were informed that twenty-five dollars has been marked for a Senior TG preceding final exams. Apparently this donation to THE SIDE DOOR constitutes the 'social concerns' of the Senior Class. As a class we may well be without.

Name witheld upon request.

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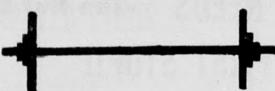
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SWIM TEAM HINDERED BY SHALLOW RANKS

by Theodis Karshner

One day last week while taking a breather in the infamous P.E. Ill class I approached instructor Art Smith to check the progress of his swimmers. His first reaction, or conditioned response as B.F. Skinner prefers, was to ask me if I was interested in swimming on his squad. At first I thought Smith had cracked a good joke because a bathing capped, dog paddling, drowning swimmer is rare for a college team. But after going over Alma's roster I was sobered by the coach's frankness.

In a sports release written by Coach

In a sports release written by Coach Smith he gave the following reasons for the shortage of personnel; 'Eligibility, gradiation, and lack of desire of swimmers in school are the reasons for the squad size.' At this writing the team has approximately ten members (the number fluctuates) which means that the Scots will be unable to fill every event.

At last weeks Winter Sports Conference the Alma squad was picked to repeat as third place finishers despite the handicap. The coaches selected Albion to repeat as champions with Kalamazoo, Alma, Adrian, and Collan following.

and Calvin following.

Albion should have no problem in duplicating its 4-0 record in the MIAA. Five of last year's top seven swimmers are returning. Leading the pack will be sophomore Jim Everett from Birmingham who holds MIAA records in the 1000 yard freestyle, 200 yard and 500 yard freestyle. The other four tankers are sophomore Mark Vanderkaay from Royal Oak,



1971-1972 co-captains Don Myers and Rob Nicholson.



Front row: Bruce Dulin, Don Myers, Jeff Zimmerman, Dave Lady, and Jim Warner. Back row: Rob Nicholson, Bill Murphy, Chuck Keeler, and coach Art Smith.

junior John McLauglin from Jackson, sophomore Richard Hermer from Birmingham, and junior John Karazim from Royal Oak. In addition to these fellows coach Bob Wikstrom has four other returning lettermen and seven

promising freshmen.

Alma's squad will be lead by cocaptain Rob Nicholson who earned
a berth on the all-MIAA team last
season. The other MIAA performer,
Birge Watkins, will be lost after
Christmas because of graduation.

Two versitile swimmers will return from last year's team in sophomore Bruce Dulin and junior Dave Lady. Sophomore Bill Murphy will be counted on in the sprints if he can pull up his academic average.

Coach Smith has three promising freshmen in Jim Warner, Jeff Zimmerman, and Chuck Keeler. Warner is from Lansing where he held the fastest Lansing area high school time im the butterfly. Zimmerman is from St. Joseph and will swim both back and breast strokes. Keeler, who is from Bay City, set the diving record at Howell Military.

The tankers have been swimming 4000 yards a day to prepare for the December 4 MIAA Relays which will be held at Alma starting at 2 p.m. After the relays the team has over a month lay off which has caused Smith great concern. Hopefully, however, by next term Smith will find the right people to fill the open slots.





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WOMEN HOCKEY PLAYERS SLIP TO 5-3-1 SEASON

Marcia Simmons of the women's field hockey team has been busy these past few weeks tending goal in the Great Lakes Sectional Tournament. Marcia, along with teammates Carolyn Sachs and Mel Fortmiller, competed in the sub-sectionals two weeks ago in Brooklyn, Michigan. Marcia was selected as the first team goalie and she played last Saturday in the sectionals at Springfield, Ohio. At this writing the outcome of Saturday's game is not known. If Marcia is selected she will advance to national competition.

This year's squad of hockey players slipped from a championship season to a third place finish behind Adrian and Olivet. The first team accumulated five wins, three losses, and one tie. The second team finished one and one.

Coach Jean Ann Reilly explained that this season's outcome was due to inexperience. 'Instead of improving as the season progressed, we fluctuated and our record shows it," commented Miss Reilly.

The Scots finished their season by travelling to Albion, Ann Arbor,

The Scots finished their season by travelling to Albion, Ann Arbor, and Kalamazoo. The first team shutout Albion 2-0 and the second squad triumphed 4-1 last October 26. The second team was led by Judy Sachs and Dana Woolson who both tallied twice.

University of Michigan and its artificial turf proved to be too much for the girls on the following week. Coach Reilly blamed the 3-1 defeat on the premise that her players couldn't adjust to the mod sod.

On November 6, the team clashed twice at the Michigan Collegiate Field Hockey Association's Selection Day in Kalamazoo. In the morning the squad performed what Coach Reilly termed as "their best ever" as they edged Hope 1-0 on a goal by Carolyn Sachs. That afternoon the squad had a shot at undefeated Adrian but Bev Palmreuter's lone goal was not suffice as Adrian scored three times.

Miss Reilly, unenthusiastic about the third place finish, has the unfortunate task of rebuilding next season. Graduation will erase the services of Carolyn Sachs and Mel Fortmiller. Carolyn, who copped nine goals this campaign, has scored more goals in her four year career than any previous Alma female. Mel consistently played well at right fullback.

The first team was composed of Ellen Miller, Carolyn Sachs, Bev Palmreuter, Cindy Reicks, Kathy Jackson, Wendy Rigby, Judy Sachs, JoJo O'Leary, Melissa Lloyd, Mel Fortmiller, and Marcia Simmons. Forwards Dana Woolson, Emily Carter, Becky, Gratnt, Kathy Hammond, halfbacks Sherri Hansen, Enily Kerr, fullbacks Debbie Frye, Sue Furthy, and goalie Libby Watkins rounded out the 1971 women's field hockey team.



Photo/Sawyer

Judy Sachs, Ellen Miller, Carolyn Sachs, and Bev Palmreuter celebrate after the scoring of a goal.

INTRAMURAL NEWS

A LEAGUE			B LEAGUE		
Team	W	L	Team	W	L
Delt Gams	2	0	TKE's	2	0
Delt Sigs	2	0	Delt Sigs	2	0
TKE's	1	0	Mitchell	2	0
Bruske	1	1	Delt Gams	1	1
Wright	0	1	New Dorms	1	1
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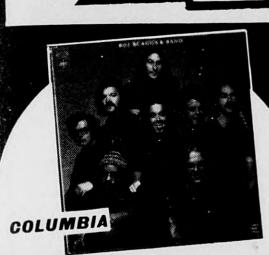
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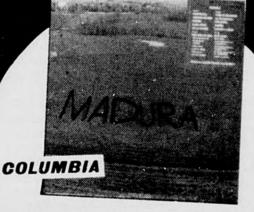


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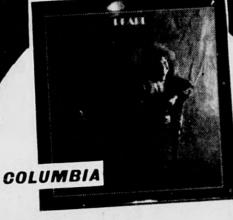
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GRAND JURORS DO FBI'S WORK

by Jim Reif

Jim Reif, author of the contempt brief in the "Chicago 7" conspiracy trial, is an attorney with the Center for Constitutional Rights.

You're at home with friends one night, and there is a knock at the door. It's two FBI agents. Would you mind, they say, if we asked you a few questions?

Do you know John Doe, they ask. Did you meet with him on the 19th of last month? Who else was there? What was discussed and who said what? The agents are only a few questions into their thing, but you've already gotten the scene.

You are sorry, you say, but you don't think you want to answer any questions. OK, they counter, but if you don't tell us what we want to know, you'll get a subpoena to appear before a grand jury. Good night, you reply.

to know, you'll get a subpoena to appear before a grand jury. Good night, you reply.

About a week later, there is another knock at your door. It's the FBI again. This time they have a subpoena.

Under compulsion you appear before the grand jury. After swearing in the United States attorney begins the inquisition: do you know John Doe? did you meet with him on the 19th of last month? who else was there? what was discussed and who said what? After the first few questions, you anticipate the rest--you've heard them before.

With slight variations this scenario has been repeated over and over in the last year throughout the country, wherever political dissidents are thought to be: in Tuscon, Harrisburg, Seattle, Boston, Brooklyn, Detroit, and Washington--federal grand juries have been convened in order to interrogate dissenters.

In a number of cases, United States prosecutors have asked long series of questions without the faintest idea of what the answers may be. These "fishing expeditions" are an improper use of the grand jury. Rather than present the grand jury with evidence already collected.

prosecutors seek to discover evidence for the first time. Discovery, however, is not the legitimate role of the grand jury; under our system that role belongs to the law enforcement agencies of the executive branch--in particular, the FBI.

But the FBI has been singularly unsuccessful in investigating alleged criminal activity. The "Ten Most Wanted" has grown to the "Sixteen Most Wanted," and the Capitol bombing as well as the Media, Pennsylvania ripoff remain unsolved.

Therefore, the executive branch--which has never been allowed subpoena power to fulfill its law enforcement responsibilities--seeks to circumvent Congressional denial of the subpoena power by adopting as its own the compulsory process of the grand jury: refuse to talk to an FBI man, and you are shortly subpoenaed before a grand jury and asked the same questions; it is apparent that the list of questions asked by the United States attorney has been written by the FBI.

It comes as a surprise, then, to recognize that under our legal system the grand jury is actually supposed to protect the citizen and to be skeptical, if not downright distrustful, of allegations by the government of criminal activity. Historically, the grand jury was intended to act as an independent buffer, standing between the citizen and the government. Instead of letting the executive branch commence a criminal prosecution on its own, it was the intention of the Founding Fathers to interpose a body of citizens to determine, in the words of the Supreme Court, "whether a charge is founded upon reason or was dictated by an intimidating power or by malice and personal ill will." If the executive has insufficient evidence, the grand jury is supposed to refuse the indictment sought.

Disregarding this protective role, the Justice Department is using the grand jury as a prosecutorial tool. The current rash of inquisitions is not unrelated. Almost without exception they are conducted by personnel from the Justice Department, rather than local United States attorneys. Uniformly the investigations bear directly upon the First Amendment freedoms of expression and association.

Sometimes the Justice Department uses the grand jury as a surveillance device. Instead of widescale physical surveillance or the use of informers to learn about lawful activity with which it disagrees, the Justice Department simply subpoenas political activists before the grand jury and "asks" them to divulge details under threat of comtempt and possible imprisonment.

This technique often intimidates witnesses and their supporters from exercising their constitutional right to associate with each other and further political ideas.

The unnecessarily broad cloak of secrecy surrounding grand jury inquiries enables the Justice Department to abuse its power without accounting to an uninformed public. The case of Anthony Russo is instructive. Russo, a close friend of Daniel Ellsberg, refused to testify before a Los Angeles grand jury investigating the Pentagon Papers and was held in civil contempt. Later he told the court he would answer questions as long as the government made available to him a transcript of his testimony.

The judge agreed, but the Justice Department has refused to let Russo testify on that condition. The simple explanation for the government's position is that it does not want its shennanigans exposed. It seeks to hide its misuse of the grand jury as an intimidating tool, which now performs the investigative function that the FBI is unable to fulfill.

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ASK YOUR BROTHERS AND SISTERS

Mike Anderson said he wouldn't worry too much about these incidents because they represent simply a lack of thought on the part of the students. As for drinking in the vicinity of the dance, it doesn't make any difference concerning the punishment. He holds the pessimistic view that Alma students will not get the drinking law changed, especially if they keep making problems like the ones mentioned.

BUDIONONO

Rob Keintz wondered whether the people who did these things in fact college students. He suggested perhaps these people came from outside the campus. As a preventative to furthur occurrences he feels the people holding the dance should be responsible. Maybe they could set up a hat check so no more coats or other personal items are stolen. He points out that there can be no punishment unless a person is seen doing something wrong, therefore everyone should watch for signs of negligence.

Four freshmen and a sophomore answered the following question: Recently at an Alma College dance there occurred several incidents: a girl's new expensive midi coat was taken from the coat room, food was thrown on the stage during the entertainment, food was stolen from the snack bar, and there was drinking in the immediate vicinity of the dance, endangering any chance students have of obtaining liquor on campus as of January 1. If you were in a position of authority, how would you deal with these irresponsible acts?



Mike Seeley said there wouldn't be much to do, except warn the people doing these things that they are hurting their own chances of getting liquor. He suggests that a student group be formed to act as a miniature police force, not only to prevent incidents like these but to deal with the offenders after the





by Barb Miller



Rob Schwartz says stealing is unforgivable and the thief should be punished according to the law. The only thing he found wrong with the drinkers is that they were caught, showing poor judgemnt. The fault here lies not with the students but with the administration, which refuses to accept change. He agrees that the food throwing was minor, done on impulse, and will not happen

Dale Nowling was not as concerned with the drinking infraction as with the theft of the coat. The abolition of drinking is just a minor college rule that can be bent by going off campus to obtain liquor. Stealing is a more serious crime, therefore the punishment should be severe. The thief should be at least put on probation for two terms or more, or maybe suspended, especially if he does it again. However, these are isolated incidents and not likely to happen

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Kruse is a senior religion major who plans to attend seminary next year. He, and the rest of the ALMANIAN staff, would like to thank our advertisers for helping * the ALMANIAN become "America's Finest Small College

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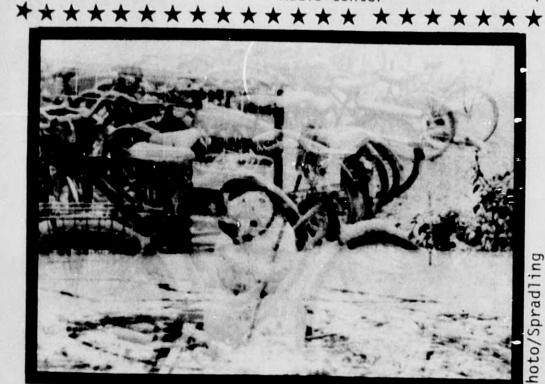
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When Will Alma's Discrimination End?

by Janet Worth

The women's dorm rules in effect at Alma College significantly and subtly exemplify the deeper, the more complex, and the more overt discrimination practiced against all women in this country. Even though the dorm rules are merely a result of discriminatory attitudes and therefore barely touch the real problems and the real issues involved, the elimination of the rules would help to provide a beneficial understanding of the causes of discriminatory attitudes towards women prevalent in the United States and would, and at the same time, help to relieve some of the pressures of such a deep-rooted oppression.

Contrary to some belief that women's dorm rules, particularly the restrictive hours, provide some satisfying sense of security for women, in effect, they deprive a woman of the satisfaction of making her own decisions and of developing fully her sense of responsibility by not allowing her to experience real decision-making. These rules, made exclusively for women, psychologically reinforce a feeling of reliance and drive a woman to unhealthy and inhuman dependence on someone or something to make her own decisions. This dependence not only limits a woman's personality and true potentiality, but it also deprives a woman of contributing happily to the society in which she lives. As a result, the society will not be able to function in its fullest capacity. Be the society a college community such as the one here at Alma or a nation, the effects and the results are the same.

Another proof of the discrimination against

women at Alma College is evident in the argument by those in support of dorm rules. These people argue that freshmen women need time to adjust to the new responsibilities, the new freedoms and the new experiences of college life, and must therefore be restricted in some way in order to adjust gradually. If this is true, then the supporters of this argument fail to see that if freshmen women need dorm rules, then fresh-

men men also need them.

As a vital part of a college community, all freshmen need to be treated as equal components of that community, and therefore, should not have any restrictions placed upon them that other members of the community do not have. Freshmen should be and are mature enough to make decisions and learn from experience the same as any other member of the Alma College Community. Being a part of that community means that each member should feel a responsibility to that community, and the only means of obtaining the feeling of responsibility is by equality of all involved.

Dorm sign-in and sign-out for all women on campus presents another phase of discrimination. The excuse for this procedure is that it allows safety and protection for women; whereas, in essence, the procedure is a means for keeping track of all activities and operates on the assumption that women do not know what they are doing, are not responsible or mature enough to handle their own affairs, and are not ready to face the consequences of those affairs. The sign-in and sign-out system may provide secur-ity and assurance for the parents, but seldom, if ever, any real protection for the student.

Dorm rules also serve to assure parents that their daughters will be in at what they term to be a "reasonable hour". It is unfortunate that the Alma College Administration feels that the parents have the only say in the matter. In order to become a mature, responsible human being capable of contributing in the best way possible to society, a woman must be allowed to decide through her own experiences and feelings what she believes to be a 'reasonable hour' The College should not be allowed to treat a woman as if she were in need of an out-dated babysitting service.

Some women in favor or undecided about dorm rules fail to realize the implications and consequences of accepting such rules and say that dorm rules provide an easy excuse for getting rid of not so well-like dates. Provision of ready-made excuses limits a woman's development of mature and responsible judgments in her social life and also encourages and shows her dishonesty in dealing with other people.



OUR SCHOOLS SUPPRESS

Janet Worth CREATIVITY

In addition to home-life in early childhood, our educational system in the United States is one of the most potentially powerful and influential elements of our society. Unfortunately, however, many disheartening changes have taken place in past decades which have not only reshaped various negative attitudes in education, but have also deeply affected participants in a wide variety of harmful ways. I speak not only of school systems, per se, but of the propagandized mass media, whose pulsation pollutes and smothers individualized thinking. It will be necessary to pinpoint specific examples, contrary to the erroneous notion that our present system is valid, in order to understand why it is developing into a system which tends to mass produce human beings, and to begin to evaluate and ameliorate it.

De-emphasizing the effects of mass media, perhaps the most evident and pertinent undermining componant of our present educational system prevails in the network of incompetant and closed-minded educators in this country. In most instances in classroom teaching, typically in early elementary education, only certain accepted techniques and styles are taught and developed in pupils so that they, too, like their teachers, are denied the chance to fully and potentially develop their minds. A certain amount of order must be maintained to provide security, but not to the extent of smothering individual imagination and creativity.

An example of this type of limitation was relayed to me by a friend, who had felt the pressure in her early elementary years. In being taught the accepted method of subtraction, she had rejected it and had developed her own system which seemed to work better for her. When she tried to share her enthusiasm for the new method with her class, the teacher immediately responded very negatively by trying to suppress my friend's excitement. This, and other instances have contributed widely to the general attitudes displayed in the classroom and reflected in the outside world, that, in order to be successful and fit into society, an individual must conform to that society by forfeiting his uniqueness and his creativity.

Individual suppression is only one form of suppression found in our educational system. More and more, we become aware of the results and problems presented by group discrimination practiced in preceding years. Probably the two most suppressed groups in this country are non-whites and women. Individuals of these groups are not only suppressed as individuals, but are also channeled only into certain areas of education which are thought fit for them as a group of people. Because of this vicious cycle, individuals actually are conditioned to believe that they are inferior in all ways, and because of this belief will never seek to

The mass media in this country, used as an educational device, or perhaps vice, also distorts, manipulates, and suppresses the human mind. The television, particularly, is used as a means to mold images and pictures into the individual mind without any real or substantial thought process. This is especially harmful to children, even in watching educational television, because it requires only a certain limited kind of thought process, which stifles imaginative, or what is called linear thought.

Television not only develops only a certain type of limiting thought process in an individual, but it also formulates in the mind a set, propagandized series of presentations. Although evident through-out all kinds of television programming, the most common and harmful type of presentation is found in the advertisements. Women, for example, are used over and over again on television in stereotyped roles thought fit for them, such as housewives, cleaning ladies and sex objects. Blacks are used over and over again in token roles which do not even begin to portray the reality of the black experience in America. Television is often an untruth and a mistaken representation of reality.

Steps must be taken to re-direct our thoughts, our attitudes, and our educational objectives before we are all molded into a pattern of identical thought. Education must be used as a tool for re-establishing our ultimate goals as human beings ans lead us into the direction of a just and worthwhile existence.

POETRY WINNERS ANNOUNCED

Winners have been announced in the Poetry Contest sponsored by the English Department.

1st Prize (\$20)--David Vegter, for 'Ship Launching at Defoe's' 2nd Prize (\$10) -- Mark Wangberg,

for "The Gray Fisherman"

3rd Prize (\$5)--Morgan Ohwovcoriole, for "I was Fishing"

Honorable Mentions to:
Joan Albury, for "Ted Issac"

Andy Bonamici, for "Prelude to Autumn'

Linda Pitts, for 'Such a Good Day"

Liisa Wise, for "I Was Free" Antonio Sims, for "We Need You

Terry Dean, for 'Fishing by the

There were 208 entries. Judges were Dr. Joseph Sutfin, Mr. Larry Johnson, and Mr. James Tipton. Vegter's poem will be printed in the Almanian's first issue of Winter

There will be a fiction contest winter term, details to be announced

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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MARTIN STORES

'TARTUFFE' ACCLAIMED A GREAT SUCCESS

by John Kunik

I'm not the kind of person who likes to say I told you so, but... I told you so! Indeed, if Napoleon were alive today, he would have gone to see "Tartuffe" for a third time. The Alma Players succeeded in accomplishing an all too rare event on the Alma College campus. They filled Dow Aud two and seven-eighths times, twice being forced to place chairs in the aisles, and (a well deserved finale) received a standing ovation on the final night of the performance.

The entire cast and crew were pleased to see that the Alma College students, faculty, and administration, and the Alma community finally discovered that you CAN get something for nothing. And it's much better than the stuff you pay for at that place in the little town next door. It should be clear by now that you don't have to drive to Saginaw or Detroit to see a good production, or wait for a touring company



I can't really say too much more about "Tartuffe" without sounding like a braggart. However, I must admit that I would love to see many repetitions of this type of enthusiasm.

Under Dr. Phillip Griffiths' direction, the Alma Players obviously understood what Moliere wanted out of "Tartuffe." They attacked the play with the energy needed to bring off laughs that grew out of precision timing. "Tartuffe" was easily one of the, if not the, best productions in the last four or five years the last four or five years.



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I daresay that 99% of last week's audience were very pleased that they attended the play. I saw quite a few people who came twice or three times. Who wouldn't love to see Paul Harasim, looking like the Indian Rubber Man, pulling Sally Bahlman, who gave a great impersonation of the Rock of Gibralter, toward the sofa? Or Lynda Davy standing center stage with a handkerchief in her bosom, looking as though she couldn't possibly imagine how her bosom could excite anybody? Or Chuck Waltmire's two great Snidely Whiplash exits? And Joe Sobel rising from under the table like the Creature from the Black Lagoon— Occooch... Of course, we can't forget Jim Marvin and Bev Magley sighing with hurricane force--Aaaaaah.... Plus Sue Muir's production of "Patton," Mike Siebeneicher's production of "The Moose that Roared," Henry Matthews rendition of "The Pawnbroker," Greg Wegner's production of "The Longest Day," or "Inherit the Wind," and Wendy Barich in the "Silent Spot."

Sam Cornelius Jr. designed a dignified and simple setting that blended very well into the production. The stately columns, which were covered with some fine art work, afforded an excellent contrast to the bustle on the stage. The technical crews, led by David Birkenmeyer on lights, must be commended. Not one cue was missed in three performances. James Kloosterman did a superb job in blending the sound(harpsicord music) into the production.

This was a production that the Alma College Drama Department can be proud of for a long time(or at least until the next production which will be very promising if "Tartuffe" is an example of the new talent at Alma College.) The best compliment I can pay is that I saw it five times



The work in this week's "Gordonville Review" is by Mary Spradling, a student at Alma College. If . you have any short prose works or poems that you would like to see printed in The Almanian, please contact Mark Ioset (Managing Editor) at the Almanian office or at 209 Bonbright Hall.

I went to the lake. Mommy and Daddy took me and we went swimming. But after a while the waves got really big and the lifeguards that sit in the tall chairs told us not to go in any more. They are supposed to make sure that nobody

The sun was still nice, so we walked down the beach and after a while we met another mommy and daddy and they had a little girl. She was only three and I was four, but we walked together and our parents came along behind because they're so slow.

When we came to the long pier, we went out on it and way down past where the round house with the big horn is. Our daddies were talking to a fisherman and our mommies were looking at birds. Me and Kathy went way over to the edge and watched the big black waves go up and down against the end of the pier. Kathy said she was scared, but I said she was just a baby and I leaned way over. When you're four you're much braver than babies like Kathy, so I told her so. She said that she

wasn't a baby and she hated me.
"I hate you." I hate you. I hate you. I hit
the hard black water and it folded over me. I wanted to scream but the water was all around me. It got in my mouth. From below the water was all smooth and blue, but it was strong and it pushed me and I hit the rough cement pier. . .

After I fell in the water, I used to dream about it every night. I had it mommy in the me have it any more. it every night. I hadn't had that dream in a long time but I had it again last night. I didn't tell Mommy in the morning. I wasn't supposed to

My blanket was blue, blue like the water from way below. No, no I didn't drown. The boat had come, but I didn't ever see Kathy any more because her mommy wouldn't let her play with me. So I went shopping with mommy because it was Saturday. I always came shopping so I could pick out the cookies. When we came home, I put them away and helped my mommy.

Later on I heard Mommy putting things the special closet. There were funny things on the top shelf, Mommy told me what they were but said I wasn't to play with them, to make the special closed. There were some mouse traps and bottles of things to make ants sick. There was one bottle of purple

water for violets and some flower seeds. There were lots of cans too. They had buttons on top that made spray come out. Most of them had pictures of crawly things on the side, and Mommy said that the spray made them go back outside.

I noticed a new bottle when I looked this time. It must be what Mommy put there. Inside were some round blue pills. They were very pretty. I opened the bottle and looked at them, but I didn't take one out.

I looked in the bottle every day after that. Those pills were so pretty. They must be for me because Mommy knows I love blue. They were like the sky and very smooth. I guessed that they were a surprise. Sometimes I took some of the pills out and played marbles with them, but I always put them back. My birthday was soon, then I would have them to play with all the time.

On Wednesday Mommy told me that she and Daddy were going out to a party and she called Becky to babysit. I liked Becky. But Becky couldn't come, so Mommy called Carol and finally Wendy. Wendy could come. She wasn't very nice but no one else could take care of me, so she had to come. I didn't like her because she always laughed on the telephone with her boyfriend and once she had him come over. Wendy hadn't come since before I went to the hospital. Mommy always called her last and didn't really like her, but she couldn't help it so I didn't complain.

After supper I got out my crayons and some paper. Wendy came and Mommy and Daddy left. I colored. I made pictures of fish and dolls with blue hair and blue dresses and then I drew a girl. I colored her all different colors of blue, ones that said "periwinkle" and "cornflower" and "trurquoise" and "midnight" and "sea blue" and others. There were eight different ones in all. I can count them.

The pictures came out beautiful. I showed it to Wendy. She said I was morbid. I don't know what that means, but I remember ...

I was supposed to take a bath. It was two days after I fell off the pier. My mommy put the water in the tub and it got deeper and greener--kind of bluish green because we have a blue bathtub. Mommy tried to put me in the water and I screamed. Mommy didn't understand. She tried to put me in again and all I could see was smooth blue and I kept screaming before it could hold me

and go over my head again.

I woke up at the doctor's office. Mommy was worried about me. She was telling the doctor what had happened and about how much I liked blue. Then he said it was something and morbid and I went to the hospital. I told them about my dream. Even in the hospital I had that dream every night for a long time...

Pretty soon Wendy said I had to go to bed. We went upstairs and she helped me get ready for bed. I put on my pink nightgown. Mommy gave it to me when I was in the hospital, but I still wore it, even now that I was home...

Wendy went back downstairs and I could hear her talking on the phone. I thought of my pretty blue girl and the blue pills. So pretty. I went

Back in my room again, I sat on the bed and looked at that pill. It would be easy to swallow. "Take your medicine, Cary. Take your medicine," Mommy always used to say. My pill was prettier than the ones she used to give me. It was round and very smooth. It was my friend. I rolled it between my fingers.

My bedroom surrounded me. It was large, all panelled with dark wood, but not pretty like my pill, not blue. The wood was brown,

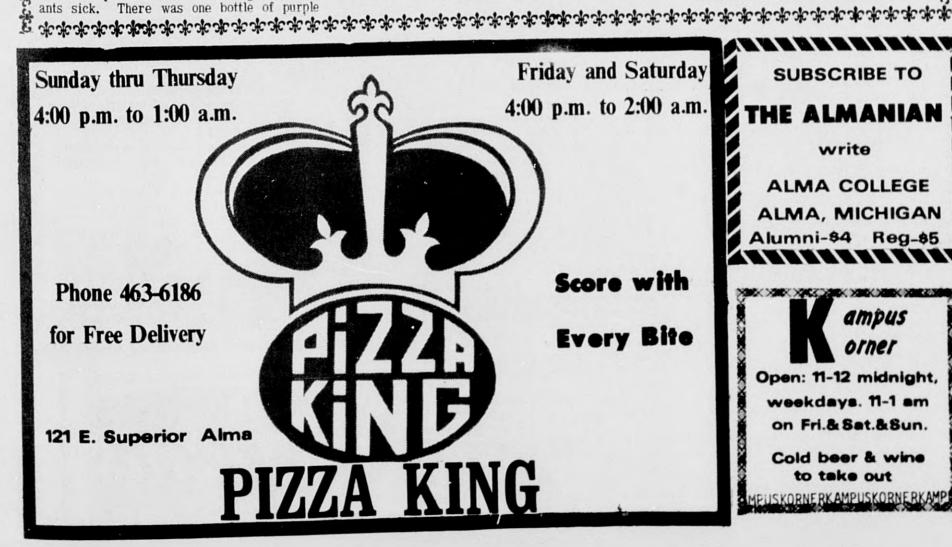
mahogany Mommy said.

Now it was quiet downstairs. Wendy must be reading. She didn't even notice when I got up to get my pill. It was so pretty. The bottle had a picture of a mouse on it.

I put the pill in my mouth and let it roll on my tongue. It tasted funny but it was such a nice color. Maybe if I chewed it I would turn blue too. Blue like the beautiful girl in my picture. Beautiful blue like water.

I bit the pill hard and lay back, across my bed, so I could see the navy blue night sky out the window. My babysitter tip-toed up to the door and said, "Goodnight." I said, "Goodbye," softly, staring out at the night, the blue night, all soft and watery. I was floating. Then the water closed over my head.

MARY SPRADLING



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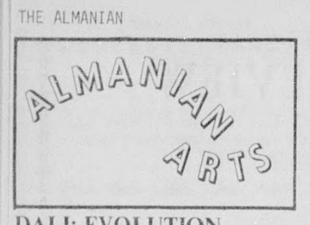
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DALI: EVOLUTION OF AN ARTIST

by Mary Spradling

Salvador Dali is known for his weird and imaginative work in the field of Surrealism. Yet it was only after much experimentation that he settled on this style. Many other genres of art interested him and their impressions are found heavily influencing his early works. From 1924 through 1927, Dali's style varied radically. He did several Cubist works such as "Still Life" and "Figures on the Sand." Realism still interested Dali and he did several paintings reminiscient of the Northern Renaissance, two of these including "Girl Sewing" and Back." Picasso's influence, too, is evident, seen in a later "Still Life" of 1926. Perhaps Dali's first painting foreboding his obsession with Surrealism was finished in 1927. It is called "Blood is Sweeter than Honey."

Because of Dali's knowledge of and skill in so many styles of painting, his work has a special quality to it. It is "both pleasing and shocking: a mixture of a clear, insistently present, almost tactile feeling of reality with a mood that is utterly unreal, impossible and almost night-

The nightmarish quality is achieved through just that. Dali has an uncanny talent at depicting parts of his dreams. He often uses one idea from a dream and fills in the space around it with images suggested by the first.

Yet without a doubt, the two strongest influences on the subject matter of Dali's work are his wife and the landscape near his home. Again and again the rocky hills of the coast of Spain near his home appear as does the face of his wife. Nearly every female figure found in Dali's work can be recognized as this man's wife, Gala, His childhood, too, had a strong effect on his work and in more than one painting, Dali has depicted himself as a small boy holding a hoop and dressed in a sailor outfit. He is usually viewing the remainder of the picture.

The reason for Dali's work being so effective is his skill in illustrating the principal of Surrealism. This is the ability to express what to most men is hidden away in the subconscious. Dali takes an everyday object and puts it into juxtaposition with something unknown. Another technique is to stretch, decompose, or discolor an object to make it have other than its normal significance. It often appears suggestive or repulsive. Dali declares that he is "fascinated by things which resemble something they are not." This idea of painting something as it is not, or using counter-appearances, is what Dali calls his paranoiac thought.

This use of counter-appearances is greatly apparent in Dali's early works, but fades out later. This can be seen in the comparison of two paintings, "The Spectre of Sex Appeal" (1934) and "Madonna of Port Lligat" (1950). In "The Spectre," the effects of impression-

ism can be seen. While the background is clearly depicting the rocky coast that Dali so loves, they are mottled and not done in his later sharp realism. The sky is too brilliant. In "Madonna" though the coast is seen elevated above the water, its actual form is smoother. The sky appears sullen and the clouds are believable.

The Spectre itself is a huge, distorted and decomposed female body, kneeling on the beach. She is propped up by a wooden crutch in the small of her back and another under one wrist. She is headless, footless, and has only one hand. The arm with hand is holding a filthy wad of a handkerchief which she is about to drop. It is rather sickly humorus to think that any man would want to pick it up for her. The handless arm appears rather phallic, ending bluntly and being encircled slightly above the wrist by a cameo ring. The breasts are lumpy plastic bags tied off at the top. They appear to be without skin and are a mottled bluish color. Around the back, waist and between the legs is wrapped a wrinkled

red-hued cloth. As it appears again, below, from between the legs, it seems to be flowing, like blood, onto the ground where it turns into a rocky pile of cloth. The creature's buttocks is distended; stretched out behind her in two rounded points. From her hips and legs, horrible growths poke their way through the skin. The legs themselves are lumpy, poorly shapen and do not match. The left one ends in a boney stump like the drumstick of a chicken. The flesh of the entire spectre is flaccid, bulgy and wrinkled and is a mottled hue of salmon and yellow. The whole figure has the appearance of decay.

Standing, in horror to the side of the spectre. is the tiny figure of Dali as a child in his sailor suit. He has been running barefoot in the sand,

playing with his hoop.
"The Spectre of Sex Appeal," then, illustrates well Dali's "paranoiac" approach. He has taken woman and the symbols of what is attractive about her and distorted them into a terrifying monster. Perhaps it is the idea of woman to a young boy. Whether that, or some other idea, it is certainly an original view of sex appeal, A decomposed body could hardly be less appealing. The very used-looking handkerchief to drop is pushing the repulsion to extremes.

A viewer must not interpret this piece as Dali's hatred of women or of sex, but of his wit and

unique way of seeing what is not.

"Madonna of Port Lligat" lacks Dali's earlier distorted style. While the work is certainly Surrealistic, it is gone about in a different manner. The picture is very large and is done basically in blues and greys. The background consists of a slightly threatening sky and a flat blue plain. In each upper corner is a curtain, looping off the corner itself. This adds closier and is reminiscient of the Renaissance by using the same type of closier as Raphael's famed, "Sistine Madonna."

Directly around the Madonna is some heavy stone architecture. It is an archaic archway and this too is a borrowed touch of the Renaissance. The odd fact about this arch is that it is separated at the top center and two places along each side and is suspended between by air. The base of the arch, on which the Madonna rests her foot, is the idea of a coffin in size and shape. On its lid rests a white rose.

The Madonna, herself, has the face of Gala, Dali's wife. She is not a young woman, nor is she particularly beautiful, yet her face is attractive. Her head is bowed, her hands in prayer. She is sitting typically, with the child on her lap. Her dress is ornate at the top; the skirt is long and plain blue. From beneath her skirt protrudes one bare foot. Next to it, between her legs (if she had a second one) is a single shaft of wheat, a well known symbol of fertility. The Madonna's torso, from just below her neck to her hips is cut squarely out, leaving her midsection empty space, through which the sky can be seen. Framed in this opening is the child. (Symbolically, perhaps it is his birth which left it there?) He is executed well and is a healthy and happy looking child. His face, too, is turned downward. In one hand he holds a ball, the other rests on a book. His body has also been cut away and floating in the center of this space is the end of a loaf of bread, presumably that which is used for communion.

All about the two figures are tiny pictures of various significance. With the rose on the coffin lid, rests a bowl, a fish, a sprig of some plant, and a cloth. On the front is a rhinoceros. Directly above the Madonna's head is an egg hanging on a string from a half shell. To one side of the archway is a basket containing more Eucharistic bread. Floating across the plain of the background are two more figures of Gala,

dressed as brides.

Dali, here, is using Surrealism but not in the distorted fashion of his early works. He now uses a kind of odd juxtaposition while rendering each individual segment of the painting almost Naturalistically. Because of his early interest in so many varying styles, he can achieve a diversity of effects many modern painters are unable to master.

All of Dali's work is fascinating. He uses so much detail that he sometimes works on a single canvas for months. Each work is so filled with detail that a viewer can stand for an hour and still find something new. The symbols or suggestions of the work are humorous, repulsive or mysterious. A work rarely leaves one with no impression at all. Each one is packed with ideas to react to. Undoubtedly, the artist is a brilliantly original man.



AT THE HU

Record Quiz

by Thom Nelson

Thought that we might do something just a bit different this week. Here's a bit of a quiz on rock music, and such. You should know most of the

answers if you are at all into it. 1. Chris Wood hangs out in a canteen. T or F 2. Nicky Hopkins has played with; A. Airplane, B. Jeff Beck, C. Quicksilver, D. Steve Miller,

E. Beatles, F. Stones.

3. John Denver played in the same group with Chad Mitchell, T or F.

4. Union Board is; A. a type of lumber, B. a labor mediator, C. a type of bomb.

5. James B. Lansing is; A. a lecturer, B. a speaker, C. Mayor of a big city, D. a blues harpist. 6. Sylvester Stewart is crafty. T or F.

The Beach Boys have broken up because Carl Wilson was drafted. T or F.

8. Hot Tuna is; A. accoustical, B. electric, C. a Saga dish.

What was the greatest amount of money payed to a performer of a group for a one nighter; A. \$50,000, B. \$100,000, C. \$150,000, D. \$185,000.

10. What are the last two of the original acid * rock San Francisco groups still together; A. The * Baja Marimba Band, B. Airplane, C. ? and the Mysterians, D. Grateful Dead.

II. What is Atomic Rooster; A. Arthur Brown's * back up band, B. A zappa and **

** acid in white rabbit, D. a Saga dish.

** 12. Fleetwood Mac's lead guitarist was...?...

Nankar Phelge?

14. Who is Humble Pie's new lead guitarist? 15. Who was Steve Miller's first lead guitarist? Even though most of you don't need the answers spelled out here they are anyway.

1. The new album by Winwood and the core of Traffic is called "Welcome to the Canteen" ...

Chris Wood is on it.

Nicky Hopkins has played with almost every group imaginable, including all of there. He stayed with Quicksilver for a while, Something

3. Denver joined the group, The Mitchell Trio, when Chad left. Technically they were not together.

4. Ask Bushouse.

5. James B. Lansings are a type of speaker used by most of the big groups...loud and expensive. * 6. Sylvester is known as Sly...of the Family * Stone. He's particularily crafty, blatant and usually * late. 6. Sylvester is known as Sly...of the Family

7. The Beach Boys have had their services volunteered by Carl to play at bases around the country. Carl is a C.O. and will serve his two years this way. They are still together and have a new album

called "Surf's Up." 8. A and B are correct. They're albums done by a few members of the Airplane.

9. The Beatles acquired \$185,000 for their concert at Shea stadium. Grand Funk is coming close. 10. Well it's not A and C.

11. Atomic Rooster was indeed Brown's back up group. Carl Palmer was their drummer and now is with Emmerson and Lake.

12. It was Jeremy Spencer, who, in the middle of an American tour quit the group and joined up with the Jesus freaks.

13. That's the ficticious name that appears on early Stones records. He writes their songs and does the producing.

14. Rick Derringer, the second guitar on the "Johnny Winter And" album, was the lead.

15. Boz Scaggs, who is now on his own with a few musicians was the first to play with Miller.





Pushing Art into the Sky

I remember walking into St. Peter's as a teenager. What a glorious coalescence of art and religion....the massive interior of the dome rising nearly 300 feet above the heads of the faithful, Michelango's 'Pieta' recessed in one small niche in immense marble walls, pillars of tremendous girth pushing the whole structure into the sky.

Art has continually been associated with religion since the time of ancient ritual. Man has found ways of conveying his innermost attitudes and beliefs concerning his religion in his art. Art possesses a vital function in the church past and present. Through the use of art in the church, man continues to explore the various ways of expressing his joy and praise.

One example of art in the church today is evidenced in the liturgical art collection of Dunning Memorial Chapel on the Alma College Campus in Alma, Michigan. The collection is small yet growing with the hopes of its contributors and the parishioners of the chapel.

The notion of the creation of a liturgical art collection for the chapel and its development is interesting and is a tribute to those involved. Dr. Robert Swanson, President of Alma College, has for several years expressed his desire that an art collection be established for Dunning Memorial Chapel. He has continually voiced his wishes for a collection of artistic works which would signify the importance of art in the history of the Christian church and works which would be functional in the worship

Several contributions have been made in recent times which have realized Dr. Swanson's expectations. Mr. and Mrs. Wesley Dykstra have created and presented ceremonial banners to the collection. Mr. Dykstra is a professor of philosophy at Alma College and his wife has been active in the college art department. Their contribution is in the form of two processional cloth banners attached to staffs. The banners present the religious theme of celebration in the worship service. The banners are designed so that they may either be carried or placed in floor-based holders.

Other recent contributions have been made which are representative of man's expression of faith through art. Last year Mr. Edward Jacomo, an instructor of art at Alma College, presented replicas of the chalice and bowl of The Last Supper. He sculptured the vessels in clay and then fired them. Mr. Jacomo also presented an embroidered cloth that is presently used on the communion table.

Another contribution consists of two banners presented by Miss Barb Battin, a senior at Alma College. The banner which now hangs on the east wall of the chapel has a blue felt background with letters near the bottom which spell the words "Come With Joy." The upper portion displays white figures with arms and heads uplifted in praise and celebration to a white felt star at the top center of the hanging. Wooden doles are located at both ends of the banner. The other banner by Miss Battin is found on the west wall of the chapel. It also has a blue felt background but displays a different design. The central figure is that of a Celtic-like cross of orange felt with a white felt chalice superimposed. On the top portion of the banner are the words "Communion" and "Celebration" in white felt. The words "Communication" and "Commitment" are found on the bottom of the hanging.

The most recent contribution to the Dunning Memorial Chapel's

art collection is a memorial cross presented by Dr. Eugene Pattison of the Alma College English department. The design of the cross was inspired by a suggestion by Dr. Swanson that the cross be rough hewn so as to reveal the cross as an instrument of execution and death.

Dr. Pattison became involved in designing and creating the cross

in memory of his parents and a brother. The new processional cross evolved out of a design for a larger cross. Dr. Pattison said that the larger cross would not be designed until more persons are allowed to express their opinions in this matter. Hopefully, the presence of the smaller cross will increase interest in the possibility of a larger cross.

Mr. Jeffrey Blatt, an instructor of art at Alma College and codesigner and creator of the new cross, said that the design for the small cross was influenced by a cross found in Coventry Cathedral in England. Large nails or spikes were used to construct the cross at Coventry and these symbols of suffering and death influenced the design of the new memorial cross.

The cross consists of a fifteen-inch vertical spike and two horizontal seven-inch spikes which are welded together. The construction is plated with bronze. A ceramic base is being completed by Peter Bowen, an art student at Alma College.

The presence of art in the church has also increased interest in the format of the worship service. Experimentation with music in the worship service took place last year when a college rock group played a song called "In the Presence of the Lord" by Steve Winwood, a member of a defunct rock group called, ironically enough, "Blind Faith." Innovations in the area of communion have also taken place. An idea conceived by Mr. Jacomo calls for the congregation to go to Hamilton Commons on the Alma College campus where they will make the bread for the communion service. The idea will soon be realized in an upcoming service. Other innovations in the worship will undoubtedly arise with the increasing interest in the liturgical art of the

Since the time of primitive ritual to the present day, art has been a vital form of man's religious expression. The notion that liturgical art is at once representative of a mixture of artistic expression and religious commitment and conducive to experimentation with the format of the worship service is exemplified by the art found in Dunning Chapel. The art found there is a tribute to its contributors at Alma College and to the role of art in the church.

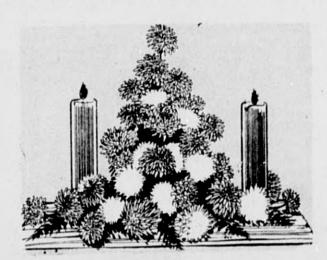
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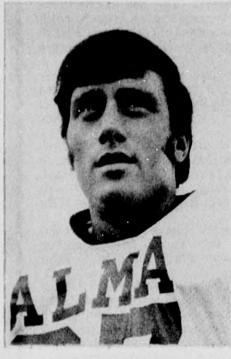
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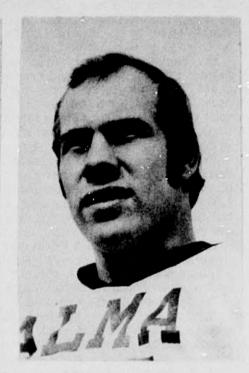
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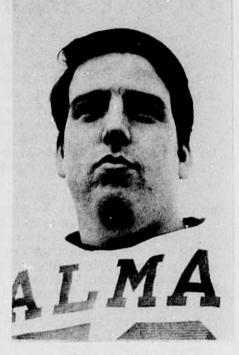
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Larry Hourtienne



Byron Johnson



Ben Weeks

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08.	Name and School
E	Larry Andrus, Alma
E	Pat Walters, Kalamazoo
T	Jim Powers, Alma
T	Dick Nolan, Kalamazoo
G	Bob Blanton, Alma
G	Jeff Winne, Hope
C	Doug Nikkila, Alma
B	Scott Montgomery, Adrian
B	Byron Johnson, Alma

Larry Hourtienne, Alma Greg Voss, Hope

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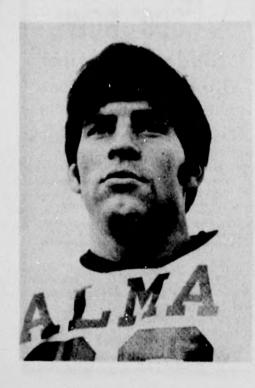
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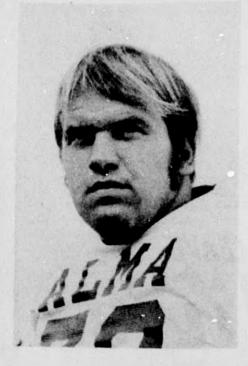
E	John Zang, Adrian	
E	Ted Albrecht, Hope	
IL	Ted Rycenga, Hope	
IL	Ray Hellowell, Adrian	
IL	Ben Weeks, Alma	
LB	John Dukes, Alma	
LB	Harry Marok, Adrian	
LB	Eric Boucher, Olivet	
B	Don Stormer, Adrian	

Dave Zimmerman, Adrian Doug Smith, Hope

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Bob Blanton



Doug Nikkila



John Dukes



Jim Powers