

The Almanian

February 16, 1993

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Issue 17

Board of Trustees implement interactive format

By William S. Hull
News Editor

Future dreams and goals for Alma College took a giant step toward reality last Thursday and Friday when the Board of Trustees met for its 1993 winter meeting. The meeting introduced a new format created by President Alan J. Stone and Chairman of the Board Larry Beck.

"They (Stone and Beck) wanted to get the Board more involved as a whole, I felt it went quite successfully," said senior Associate Trustee Scott Schoessel.

"It is good for the Board to talk to each other, we had students and faculty in each group," said Stone.

The meeting ran through the yearly business and then divided into groups of six people per table to discuss the College's future enrollment. Each table received the same four questions to answer and discuss. The questions were: (1) The advantages and disadvantages of increasing enrollment to 1,350; (2) List five qualities to maintain Alma's current status; (3) List five

ways of maintaining the current level of quality at Alma if enrollment is increased to 1,350 students; and (4) Where are the resources for this growth going to come from? All ideas were recorded for future use and reference.

"The trustees at my table were very receptive to the feeling the students expressed," said Noreen Lyall, junior associate trustee.

"They really wanted to know more what we wanted," said Schoessel.

Discussion continued for roughly an hour. At the end of individual discussion, each group shared its answers. Because of the variety of answers each group had a second chance to give an answer not yet given by another group.

"The principal quality that must be maintained is the faculty to student ratio," said Stone.

Crowding in the library and the need for more intramural space followed the student to faculty ratio, rounding out the list of top concerns.

"The primary thing to do is main-

tain quality...I really think that came across as the critical issue," said Provost Ann Stuart.

Increasing enrollment to 1,350 students allowed for one advantage most everyone in attendance agreed upon—the ability to add more professors to eventually reduce the student to faculty ratio over the next few years.

Each trustee will receive a list of the meeting's ideas, good and bad, concerning the future enrollment of Alma, so further thought may be given to the topic before the spring Board meeting. A final decision may be made at the spring Board meeting regarding these proposed ideas. The current admissions levels and the final budget numbers will factor into the trustees' decisions.

Commenting on the experience and the use of this format in future Board meetings, Lyall said, "It was a completely different kind of interaction. I feel it will bring students, faculty and trustees closer together in the future."

Yearly business included budget

hikes for the upcoming year—a four percent increase in salaries and a six percent increase in tuition. Plans for a new phone system and switch to be included in the budget to accommodate the Heritage Performing Arts Center were also mentioned.

The Board also approved faculty tenure and promotions. Carol Bender, assistant professor of English; John Ottenhoff, associate professor of English and George Choksy, associate professor and chairperson of economics, received tenure. Meanwhile, three faculty received promotions: Melissa Strait, from assistant professor of chemistry to associate professor of chemistry, John Arnold, associate professor of German to professor of German and Timm Thorsen, associate professor and chairperson of sociology to professor of sociology.

The Board also bestowed professor Emeritus Status upon Hal Slater, associate professor and chairperson of mathematics, Charles Gray, professor of exercise and health

sciences and Philip Griffiths, chairperson of theater and dance. Emeritus Status is a special award given to retiring faculty who have worked at Alma for an extensive time and have shown great quality over those years.

Other Board actions included: approving the names for graduation pending the Registrar's final approval and approving the awarding of three honorary degrees to individuals who remain undisclosed at this time.

Most attending members felt the meeting went well. The different style allowed members to participate in the meeting and more easily voice what they felt were important issues.

"It allowed everyone an opportunity to express one's thoughts....It made it a participatory meeting," said Stuart.

Stone claimed the meeting was one of the best he had attended. He followed saying, "Some of the trustees felt it was the best meeting they have had."

Switch-A-Day proves to be learning experience for all

By Maria Stephens
Freelance Writer

It's the stuff of daydreams and self-righteous complaints: "Well, if I ran this school..." "If I were President..."

It's also the thought a student can't help but harbor, as s/he rushes from class to work to study to extracurricular activity, in a blur that extends from the earliest class until the wee hours of the night (or morning): "Do 'they' [faculty, administration] really know what my day is like? Sure, they all did it at some time, but is it like childbirth, where you forget the pain?"

The Senior Challenge Committee's "Switch-A-Day" raffle offered one lucky student the chance to see these daydreams and wonderings fulfilled. Senior Katy Hamtak was this student, whose name was picked out of a hat by President Alan J. Stone to switch-a-day with the President: he would take her schedule, she his.

"At first I just bought the raffle ticket from Jen Clement as sort of a joke. I never really thought I'd win," said Hamtak. Nonetheless, she found the day very enlightening, she said.

"It gave me the opportunity to find out about all the management that goes in to the administration of the College," she said.

Hamtak's day began with the

weekly Executive Committee meeting with Vice Presidents Jon Groteluschen, John Seveland and Ann Stuart. "I got to see how the administration of the College is organized into these separate components, headed by each Vice-President," said Hamtak.

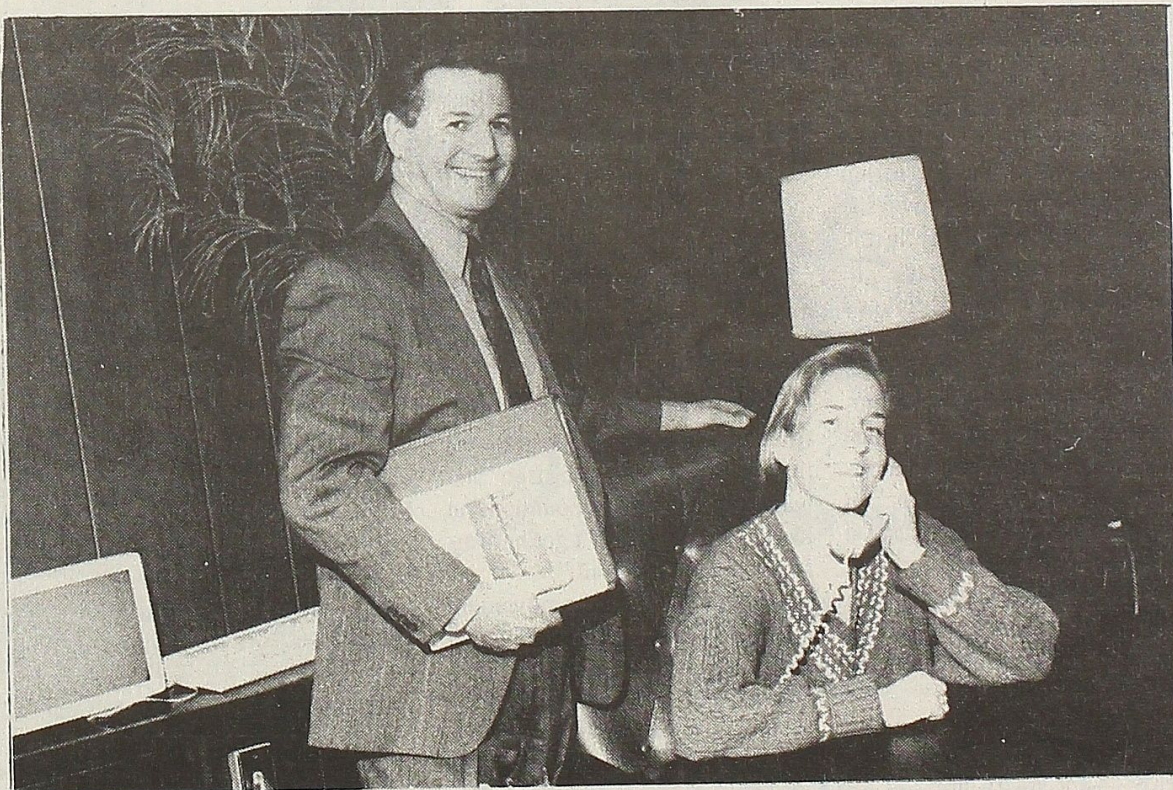
Next, Hamtak was taken on a tour of the new Heritage Performing Arts Center currently under construction. "I think we tend to take facilities like this for granted once we have them, and so it was good to see all the effort that goes into making something like this," she said.

Hamtak also spoke to Athletic Director Deb Mapes about the exercise center which will go in the dance studio of the new Heritage Center. The center will include treadmills, bikes, "steppers" and nautilus-type equipment.

"This [exercise center] will give us something to draw athletes to Alma, and will make us more competitive in terms of exercise equipment with other Michigan colleges," said Hamtak.

Next Hamtak met with Liz Beck, director of Marriott Food Service, about proposed changes for next year. "At first I thought it was kind of a joke—meeting with the Food Service, but I found out they really are making some major changes next year," she said.

Included in these changes is a



President Alan J. Stone and senior Katy Hamtak switch roles last Tuesday. Photo by M. Stargardt

major re-decoration and re-organization of Hamilton Commons, which will give students more food options. Alma Marriott will also have more freedom to plan menus according to student input, because Marriott headquarters will no longer require it to follow set menu plans.

While Hamtak was getting a peek at future plans for Alma, President Stone was experiencing Hamtak's typical Tuesday, which begins with

7 a.m. aerobics instruction.

Although Hamtak decided to get a substitute instructor rather than have Stone instruct, he still participated in the work-out.

"I'm not very rhythmic, so I had to work about twice as hard as everyone else. It took me several hours to recover and I was sore for most of the rest of the week," said Stone.

Next he worked Hamtak's shift as receptionist at Wilcox Medical

Center, and then he went to her biomechanics class, taught by Exercise and Health Science Assistant Professor John Davis.

"He's a wonderful teacher—there's a lot of give and take in his lectures. I had to catch on to the terminology, but I learned a lot," said Stone. Davis even asked Stone a bit about his training for the boxing he did years ago.

Stone also attended Hamtak's oil

Feb. 16, 1993

Inadequate education furthers racism in athletes

Problems of today require more attention from Black History Month

By Char Vandermeer
Freelance Writer

Black History Month is not merely a time to remember famous African-Americans and their accomplishments. This special month is also a time to draw attention to current problems. Wednesday, Feb. 9, guest speaker Richard Lapchick spoke on the world encompassing issue of racism in athletics.

"I'm not a dispassionate observer," said Lapchick. In 1978, Lapchick gained nation-wide attention for his work in preventing South Africans from participating in the Davis Cup. A few days later, he was seriously injured when two apartheid supporters brutally assaulted him.

Such a violent incident only strengthened Lapchick's desire to make a difference in the treatment of black athletes. Currently, he is focusing on the inadequate education these athletes receive.

Functional illiteracy is a serious problem among African-American athletes. "We want to believe they are the exceptions, but this is just not the case," said Lapchick. Of all the African-American basketball and football players leaving high school each year, 20 percent to 30 percent fall into the category of functionally illiterate.

"I thought that the statistics he gave were interesting and eye-opening," said first-year student Jen Ryan.

However, this sentiment was not shared by everyone. Sophomore Amy Doucette said, "Although I found some of the statistics surprising, this topic has been thoroughly covered by the media."

History shows that colleges, especially Division I schools, will give special considerations to athletes. Sadly, schools have let athletes slip through without receiving an adequate education. Again, Lapchick stresses, "the worst vic-

tim is the black athlete."

Positively, in 1983, Proposition 48 was passed. This proposition requires a 2.0 high school grade point average and an ACT score of 15 to be eligible for college sports.

"Players produced academically when they were challenged to do better," remarked Lapchick. Prior to 1981, 80 percent of black athletes would not have been eligible under this law. After 1983 however, all but 40 percent of the athletes were eligible.

"I thought it was extremely interesting, and it's a shame more people weren't there," said first-year student Erin Bush.

While Black History Month is a time to commemorate the strides that have been made throughout the past centuries, it is also a time to confront current issues such as the lack of education of African-American athletes in today's society.



Richard Lapchick discusses racism in athletics. Photo by M. Stargardt

English no longer one language

By Mike Walsh
Freelance Writer

Geneva Smitherman, a University Distinguished Professor at Michigan State University and director of the African-American Language and Literacy Program, lectured last Thursday evening on the numerous faults of a national language policy.

Smitherman felt that it is important to "Recognize that those who do not speak English need time and encouragement to learn, but that their ability to prosper over the long-term requires facility in the dominant American language." In addition, Smitherman encouraged "immigrants to retain their first languages, to pass them on to their children, and to celebrate the life-supporting customs of their parents in the company of other Americans of differing backgrounds." In particular, Smitherman emphasized African-Americans have roots in West Africa: "The American term 'hip' can be traced back to the West African word 'hepi' which means to be aware," she said.

During a seminar Thursday morning Smitherman outlined some distinctive aspects of Black English.

"Black English not only operates outside the guidelines of standard English, but it also has rules of its own," Smitherman explained. For example, when blacks engage in what seems to be casual character assassination, "anything goes so long as it's not true." Those unfamiliar with the unwritten rules of Black English might go too far and actually insult someone. Smitherman related the time when her son had attempted to interject on such an occasion "when two



Geneva Smitherman advocates language diversity among ethnic groups. Photo by M. Stargardt

friends had begun saying things that everyone knew to be true" and was rebuffed with the comment "at least my mom doesn't get her furniture at the Goodwill."

"English only"—as the movement is termed—argued Smitherman, in addition to being unnecessary, unrealistic and counterproductive for the nation as a whole would also be unfair and dangerous, invasive and educationally unsound for the African-American community. Smitherman labeled the movement to pass legislation in Congress mandating 'English only' unconstitutional.

The more academic aspects of her lecture appealed to linguists. Linda Rashidi, assistant professor of English said, Smitherman "emphasized something important to not just blacks but to everyone: that is the importance of maintaining one's ethnic identity along with the importance of gaining fluency

in the mainstream society."

Sara Groves, a junior majoring in English, found Smitherman's topic "appealing from both an academic and a personal perspective."

The audience as a whole responded favorably to Smitherman's examples from her personal life. First-year student Supriya Saxena empathized with Smitherman's "being forced to attend an English proficiency seminar for an employer, even though it must have been clear that she was in fact more than proficient."

Saxena continued saying, "for a linguist and professor of English, [Smitherman] was somewhat of a disappointment as a communicator."

First-year student John Kapp agreed that "the lecture was dry." However, he felt, "[Smitherman] had some good points that we need to think about."

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Tax on phone bills added to student costs

By Brett Powers
Staff Reporter

Screwed again. The first thought, or at least one similar, that entered the minds of most Alma College students when they received notification along with their January phone bill of the new four percent state sales tax on their phone calls. After much unrest over FAC codes and being charged eight cents for local calls, it once again looked as if the students were getting the short end of the stick. Not so.

The State of Michigan is the one who really gets cheated here, not the students. "We really never considered the students having to pay tax; I guess we did not see far enough into this," said John Johnston, Alma College controller.

"The school is exempt from paying taxes on its phone bills, but the students aren't. We were wrong before; students should have been paying this all along," said Johnston.

The mistake was discovered in October by a sales tax auditor. "After the auditor told us the students should be paying tax on their phone calls the state came in and said we were going to have to pay the back taxes," said Alan J. Stone, Alma College

president.

The College is required to pay the back taxes covering the past four years. "The final figures are not definite, but it looks like we are going to have to pay about \$8,000," said Johnston.

Taxes will not be charged on out-of-state calls. "We will only apply the four percent sales tax to long distance calls to places in the State of Michigan," said Carol Merchant, office manager for physical plant.

"We had to integrate this new procedure into our existing software. It has not had any problems yet, but bugs in these types of things always seem to come up," said Johnston.

Students are not happy about having to pay the tax, but knowing they have no voice in the matter has brought about a realistic perception of the tax. "I guess it's fair; our parents get taxed. What can you do?" said senior Katy Hamtak.

"People are unhappy about having to pay more, but we talk about wanting to reduce the deficit. We have to come to terms with what we really want," said senior Cathy Tloczynski.

But, senior Matt Nielson best summed up the new four percent sales tax on student phone bills when he said, "I guess you gotta do, what you gotta do."

Eyes on the Prize

Video series fails to draw audience

By Jeff List
Freelance Writer

February celebrates Black History Month. In observation of Black History Month, Roseanne Hoefel, professor of English and Co-chair of the Alma College Task Force to Enhance Diversity, sponsored, in conjunction with the latter organization, a viewing of the *Eyes on the Prize* video/discussion series in Swanson Academic Center.

The series, which began last week, had minimal attendance. At one showing, only two people attended. The presentation on Thursday went unattended. Hoefel had no explanation for the poor student participation, and did not attribute it to a lack of publicity around campus.

"The series shows the breaking apart of America and the struggle to get it back together. The series shows the reasons behind the movement and why it was, and is, important," said senior J.C. Clarkson, who assisted with the presentation of the series. The series continues through Feb. 17.

The *Eyes on the Prize* series details the struggle of African-Americans to achieve equality in America. The series, in total, has 14 sections covering the Civil Rights movement from 1965 to 1985.

As a final cap to the series, the Co-Curricular Committee will bring the series producer Juan Williams to campus Wednesday, Feb.

17. Hoefel stated the series was intended to introduce Williams and provide some background information before he arrived on campus, as well as to celebrate Black History Month.

According to the Public Events Winter Term 1993 flyer, Williams is the author of the highly-acclaimed PBS television series, *Eyes on the Prize—America's Civil Rights Years, 1954-1965*, not to mention an award-winning political analyst for The Washington Post and a frequent commentator on civil rights and politics. He appears regularly on PBS' "Washington Week in Review," "The MacNeil-Lehrer News Hour" and others.

"It (the series) is a real eye-opener," said Hoefel, "It has a lot to offer the students of Alma."

Hoefel stated activities like the series will be pursued in the future. As a member of the Celebrations Subcommittee of the Diversity Task Force, Hoefel will sponsor future events to expand all areas of diversity at Alma, not merely racial.

"I'm very committed to supporting the acceptance of varied groups. I think it is important to appreciate others, and celebrate our differences. I have supported, for quite some time, the inclusive nature of the Task Force. By that, I mean that we are not limiting ourselves to racial diversity, but appreciation of women, those of all sexual preferences and those with handicaps," said Hoefel.

Similar activities are planned for March designated as Women's History Month.

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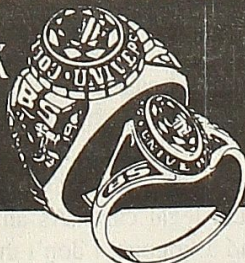
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Feb. 16, 1993

Mock Rock succeeds despite poor contestant turnout

By Mike Walsh
Freelance Writer

Some people really know how to have a good time. Saturday night's Mock Rock competition made up in audience enthusiasm what it lacked in quantity of performers.

Mock Rock was sponsored by the Alma College Union Board (ACUB). Junior Dan Baker and senior Andy Sutton, along with the rest of the members of the Union Board, should be complimented on the organization of this year's Mock Rock competition.

Before the acts took the stage, comedian Mary Ellen Hooper kept the crowd in stitches with her gender-biased humor. Females in the audience found Hooper more to their liking than did males. Hooper's straight-from-the-gutter-to-you style had a broad appeal due to its baseness. After all, "Vulgar is funny," observed first-year student Mike Zahn.

Senior Audrey Gillipsie pointed out that ACUB, in scheduling acts, "tries to get performers that appeal to the diverse humors and interests on campus," and that "it is a gamble as far as who will like which acts."

The acts followed Hooper and were divided into large-group and small-group categories.

The Macho Men of Third West Mitchell were truly *sui generis*. First-year students Greg Kolander, Zahn, Adam Hines, James Compau, Josh Dinsmore, Chad Mills, John

Whether or not they were acting, the Macho Men of Third West Mitchell repeated as champs in the large-group category.

Gamble, Marty Engel, junior Brad Engel and seniors Bill Nelson and Mike Peterson, broke out their Sunday-best attire for an inebriating performance of *I Like Beer*.

Whether or not they were acting, the Macho Men of Third West Mitchell repeated as champs in the large-group category.

Interestingly, because of the lack of participation, the second place prize in the large-group category was not distributed. "There were other acts, but they dropped out," said Gillipsie.

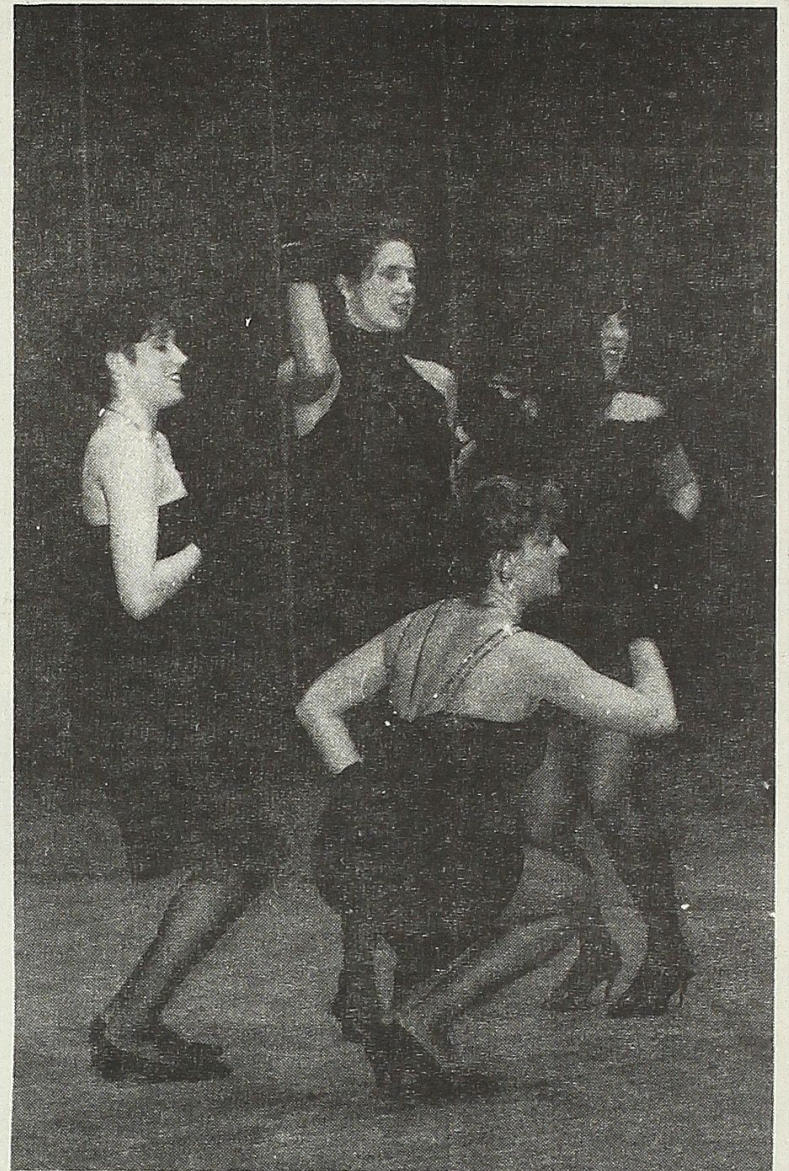
Sean Toomer, R.J. Raleigh, Colton Lewis and Calvin Woodard—the Homeboys—took first place in the small-group category. A \$225 prize-check made them the big winners of the evening.

Seniors Lauri LaBeau Constance Gulczynski and Colleen Wruble and junior Kelly Jaster were runners-up in the small-group category as En Vogue. They won a quick and easy \$125.

Juniors Sean Seveland, Matt LaJune and Brian Hood and sophomore Nick Chiodini performed New Edition's *Any Heartbreak*, but went home uncompensated for their effort.

Regardless of the brevity of the performers' list, the perennially popular event drew an audience of 600 plus. The turnout matched last year's and a good time was had by all.

Upcoming ACUB events include a coffee-house with 'Theresa' on Feb. 26, as well as the ever-popular Irish Pub on Mar. 13. 'Innovation,' a high energy hip-hop act, will play at the latter event.



Constance Gulczynski, Colleen Wruble, Lauri LaBeau and Kelly Jaster strut their stuff at Mock Rock. Photo by L. Shoemaker

Linguist promotes language of Wider Communication

By Katie Novak
Feature Editor

In an interview during her visit Thursday, Feb. 11, Geneva Smitherman, distinguished professor of linguistics at Michigan State University and an internationally recognized expert on African-American speech, offered her perspective on important aspects of the education of multicultural students and discussed some of her own work.

KN: What do multicultural students face in today's classroom, with today's curriculum?

GS: One thing that they face, and I think it is problematic, is a teacher who, however well-intentioned and well-meaning he or she may be, does not have the knowledge base of multicultural content. And that goes for multicultural teachers too, because they have not been trained in African history or African-American history, for example. I think that poses a problem for students in the sense that they are looking for something to reinforce their sense of themselves, their knowledge of their own culture and history, and the teacher may be effectively sympathetic but cognitively not equipped. I think that is a failure on the part of the schools of education and of colleges and universities because that's where the teachers are trained.

KN: What are some important things, then, that educators need

to realize and could do in teaching multicultural students?

GS: They've got to do some reading outside of the classroom. I don't mean this to be heavy reading...I read *YSB*, (*Young Sisters and Brothers*). It's a black magazine for young teenagers... I want to know what's going on with them...I could read books by some of the experts on raising black children, but I could also get an entertaining as well as informational survey by reading something like *YSB*. Look at the popular culture, that's what I'm saying: People could read these magazines, watch the movies that come out occasionally and films that are available, go to museum exhibits. Detroit is not that far from here, and the African-American Museum has wonderful, exciting exhibits. You've got to get the knowledge base.

KN: How do you think a teacher should approach the subject of Standard American English, or what is the problem with the way this topic is approached currently?

GS: For starters, we (the professors I work with at MSU) are promoting the Language of Wider Communication. When you say Standard English, to me as a linguist that has a scientific meaning, but to the popular mind, to someone on the outside, to say standard means there is a substandard or a nonstandard. The term is an unfortunate one. We talk about the language of wider communication,

which is the language all people need to know which lets them communicate outside their own community, whatever that happens to be.

Think of, secondly, making students multilingual so the goal is not to replace a person's native language or native dialect, but to add to it. And this goes for students who come from the language of wider communication community, typically middle class and European American students. They need to know a language other than their own, too, for them to be multilingual... So, we are now promoting the National Language Policy, the goal of which would be to make all Americans multilingual. You can think of, then, making students multilingual; you are expanding, not taking away what they have.

KN: To switch to your own career specifically, would you describe your involvement with the 1979 Ann Arbor case in which the school board was sued for not properly educating young black children? What impact do you think the case had then and now?

GS: I was the chief expert witness for the children. I think it had a tremendous impact far beyond the local legal case...As an educator and a linguist, I don't think it did not need to be appealed to set a precedent for us in the educational linguistic world. It really made people aware. It said: "Hey, everybody look, there is something going on here in a different speech

community, and it's not being addressed." What is this language that linguists have been studying for all these years, and how does it affect the way kids are learning, how teachers perceive the abilities of these children to learn? What is the obligation of the school to teach these children, despite the language they bring with them?

School districts all over the country began to re-evaluate their policies about placing linguistic minority kids in special education classes (as Ann Arbor had done). They had to call this into question. Schools of education had to call into question how their teachers were being trained, if they were being trained to deal with this new multiverse, multilingual population. School districts started having workshops to help teachers deal with this, and it spilled out to include the Native American and Spanish students... I still see the impact today; the influence has been far-reaching.

KN: What was involved in creating your mentoring program in the Detroit Public Schools, My Brother's Keeper? How have these young children benefited?

GS: This is a mentoring program for the African-American elementary kids, focusing primarily on black males who are struggling in our society. It involves African-American students at MSU who go to the Detroit elementary schools—we were at the Malcolm X Academy this year—on Saturdays and

interact with the kids, tutor, take them on field trips. The kids also get to visit campus with their mentors, go to classes and hang out in the dorms. They get to experience aspects of college life. The idea is to start getting them to think about going to college which means they must finish high school first... This catches them in the fourth and fifth grades before it is too late.

We've been very successful with My Brother's Keeper; there's a great need for that. You can see the impact already, and we've only been doing this for two or three years...With all of the problems with no money, the buses breaking down, all that notwithstanding, 75 percent of these kids scored at or above grade level on the California Achievement Tests in math and reading.



Geneva Smitherman. File photo

Entertainment Review by Sara Groves

Highlandaur serves as off campus hang-out

By Sara Groves
Staff Reporter

Oh, how I love going to college in Alma. While many college towns come complete with the so-called college scene (i.e. college bands, coffee houses, cool bars that have bands play, etc.), Alma has the Highlandaur. And, for some strange reason, that seems to make up for all that Alma is missing.

I've always envisioned myself as an "intellectual," wearing a black turtleneck and a beret, hanging out at bars where people grab the mike and say things like, "Dogs bite hitchhikers on the Great American Highway." I envisioned myself sipping on cappuccino, smoking a long, skinny cigarette in a back corner, snapping my fingers and whispering, "Shalom. The beat goes on."

I never envisioned myself hanging out at a bowling alley/bar, munching popcorn, drinking cheap beer and discussing

the plusses and minuses of dating a guy who was in a fraternity. But, in my sad Alma reality, this is what I do. And even sadder is that I thoroughly enjoy myself.

The Highlandaur is one of the coolest bars on earth. I don't think I'd be going out on a limb if I said that probably very few college students in the world would jump at the opportunity to hang out at such a fine establishment. For places like the Highlandaur are often filled with the dreaded townie. Granted, the Highlandaur does have its fair share of local yokels, but this only makes the bar more interesting. The townies and the college students mix together graciously, helping to create that 'down home flavor' that the city of Alma seems to ooze out of every pore.

Not only does the Highlandaur have a great atmosphere, but it also has pretty cheap drinks and free popcorn. A pitcher goes for around \$5.50; mixed drinks range from \$1.50 to \$4.00, and shots start at \$1.50.

The drinks may be relatively in-

expensive, but they aren't watered down like in some lesser-known watering holes. Depending on your tolerance, you can get pretty schnoekered for \$10 to \$20.

"The drinks are strong. I like it here," said junior Liberty Reiter after one long night at the Highlandaur.

And the Highlandaur may not have live bands, but they do have karaoke every Friday night. And let me be the one to attest that it is far more fun to watch your friends make fools of themselves than it is to watch a bunch of people you don't even know who have dreams of landing a recording contract with RCA.

So, the Highlandaur may not be the coffee house you envisioned yourself in, but life isn't always what you expected it to be. Go, have a beer and eat some free popcorn anyway. Have a few more beers and then karaoke. And while you're up there belting out the tunes, ask yourself where else you could have that much fun. And then go have another beer.



The Highlandaur. Photo by J. Dial

Griffiths to wind up career with Shakespeare production



Phillip Griffiths. Photo by M. Stargardt

By Brett Powers
Staff Reporter

At the end of this term Philip Griffiths, professor and chair of theater and dance, will retire from Alma after serving here 27 years. But right now, Griffiths is busy directing his last play—William Shakespeare's *Much Ado About Nothing*.

"The process of rehearsal is rigid, demanding and time consuming, especially since this is such a large cast, so I really don't think about this being my last play," explained Griffiths. "I'm sure as we get closer and into the dress rehearsals that I will realize this is the last one."

Griffiths directed many plays in his almost three-decade career here, and a few stand out as special. "I've done all kinds of plays at Alma College: musicals, dramas, comedies, but a few like *A Funny Thing Happened on the Way to the Forum* and *Antigony*, which is a modern rewrite of a Greek play, were great to do," said Griffiths.

Some of the students Griffiths has worked with have gone on to New York, and have become professional actors and actresses.

Griffiths has noticed two trends over the years. "There are not near the number of theater majors that there once were; I think people are scared they will not be able to get a job with a theater major. Students who get involved in plays seem to do so in large groups. I'll get a big group of people who will come in, and for four years they will dominate the department; and when they graduate, there always seems to be another group right behind them," said Griffiths.

Much Ado About Nothing has a very interesting setting; Griffiths has changed the setting to the western territories in the 1850s.

"Whenever someone puts on one of Shakespeare's plays they have what they call their own unique concept. I thought that by putting the setting in the U.S. that it would make it a little more accessible to the student body as a whole. I also

changed some of the 'thee's' and 'thou's' to 'me's' and 'you's'. But for the most part it is straight Shakespeare. Plus, Shakespeare borrowed the story from an Italian, so many of the characters' names have similar sounding names to the large Spanish population in California in the time of our play. So I think all the small changes work well together and are reasonable," said Griffiths.

After the play is over and Griffiths gives a speech at Honors Convocation, he and his wife are packing up the truck and heading for New York, just outside of Albany. "We have a house there...my wife's house actually. We plan on settling there. We have spent most of our summers there, and we really like the area," said Griffiths.



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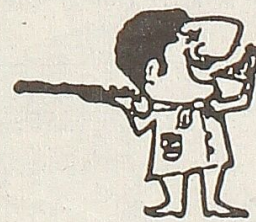
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Feb. 16, 1993

Black History Quiz

By Maria Stephens
Freelance Writer

Here's Part II of our Black History Month Quiz. Answers appear on p. 6.

1. In 1955, in Montgomery, AL, this brave African-American woman refused to surrender her seat on a bus to a white man and was arrested. Dr. Martin Luther King, Jr. called for an African-American bus boycott which sparked the Civil Rights Movement.
2. Name the woman who, in 1905, invented a hair softener, grower and straightening comb, that revolutionized

- the cosmetics industry in the African-American community. She became the first African-American, self-made millionaire in America.
3. This outstanding African-American woman rose from a fieldhand picking cotton to the position of confidante and advisor to Franklin Roosevelt. The 17th child of sharecropping parents, this outstanding educator founded and built a well-known liberal arts college that bears her name.
4. Name the famous agricultural-chemist whose crop research at the Tuskegee Institute led to better and more productive farming in the South. He also discovered a multitude of products and uses for the soybean, peanut and sweet potato.
5. In 1940, this important African-

- American educator and founder of the Tuskegee Institute became the first African-American to be featured on a postage stamp, belonging to the "Famous American" series.
6. This prolific writer, philosopher and political organizer graduated from Fisk University and then went on to Harvard from 1888 to 1892. He was a principal organizer of the NAACP and editor of its publication, *The Crisis*. His most famous work was *The Souls of Black Folk*.
7. During the decade after World War I, an exciting cultural movement emerged in the African-American community, a resurgence of African-American literature, art, music and politics; it was named after a well-known New York com-

- munity.
8. This prolific poet, novelist, essayist and world traveler flourished during the cultural movement mentioned above. One of his most famous poems, *A River Speaks of the Rivers*, inspired the theme of the African-American Pavilion at the 1984 world's fair.
9. Name the African-American poet, who in 1950, became the first African-American to win a Pulitzer Prize.
10. This African-American woman, a figure skater, became the first African-American to win a medal at the 1988 Winter Olympics.

Part II

Calendar of events

February 16-23

CAMPUS:

Tuesday, Feb. 16

Eyes on the Prize video series
4-6 p.m., SAC 113

Epic Poetry reading/desserts
9 p.m., Fireside Lounge

Wednesday, Feb. 17

Co-Cur speaker: Juan Williams
Eyes on the Prize: The Civil Rights Years
8 p.m., Dunning Memorial Chapel

Thursday, Feb. 18

Bruske Hall Program:
Personality Survey with Jonieta Stone
9 p.m.

Friday, Feb. 19

Africa Fellow Auction
6 p.m., Louanna Baker Jones Auditorium

Reception: Hugh Timlin, CMU artist-in-residence
7 p.m., Clack Art Center

Saturday, Feb. 20

Today's Professional Woman
sponsored by Gamma Delta Alpha
Lunch 12:30-1 p.m.
Panel Discussion 1 p.m.
Heather Room, Tyler VanDusen Student Center

Sunday, Feb. 21

Eye on the Symphony
2 p.m., Fireside Lounge

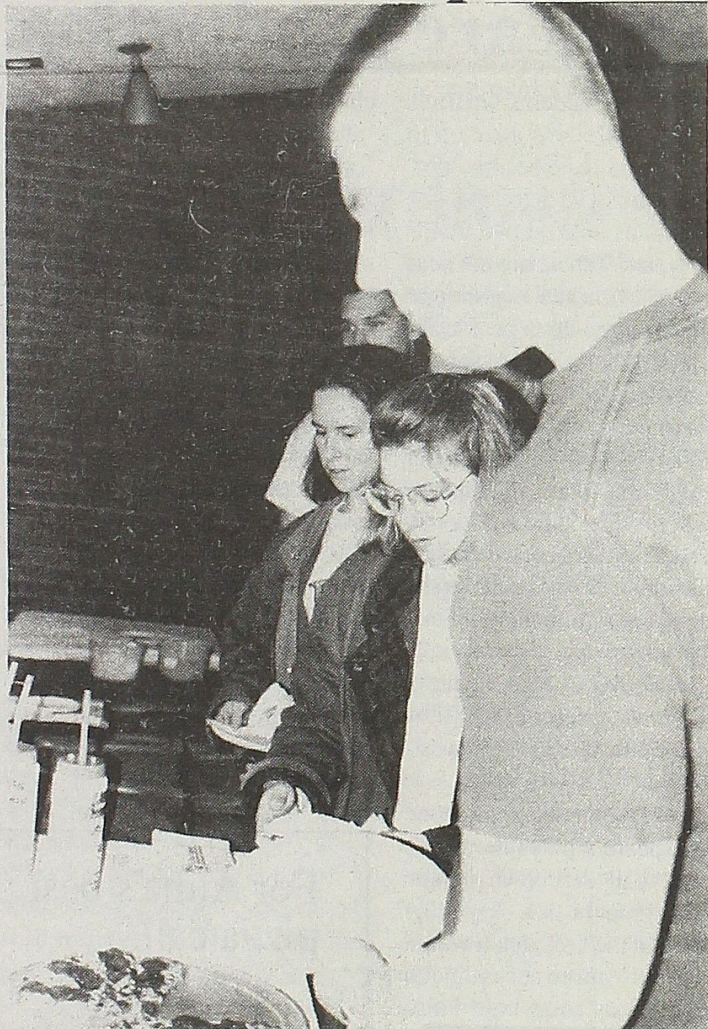
Alma Symphony Orchestra
4 p.m., Dunning Memorial Chapel

Tuesday, Feb. 23

Chemistry/Biochemistry biweekly seminar
7 p.m. Dow L-2

ACUB Coffeehouse
8 p.m. VanDusen

'The Best of Alma' featured at Mitchell Hall food expo



Molly Delind, Julie Johnston and Marty Engel enjoy the free food at Mitchell Hall. Photo by P. Sandberg

Choir prepares for Spring break tour

By Christy DeBurton
Freelance Writer

Are you lucky enough to be heading south for Spring Break? If you're one of the 36 members of the Alma College Choir you are. This year the choir is going on a one-week whirlwind tour that takes it from Alma to Alabama and back again, with several stops for concerts in between.

Cincinnati, Ohio marks the first concert stop on Friday, Feb. 26. From there, the choir will travel to Brevard, North Carolina, stopping at the Biltmore Estate, a famous mansion built by the Vanderbilts that rivals many of the great European estates. The next several days include stops at Warren Wilson College in the mountains of Swannanoa, North Carolina, the alma mater of George Gazmarian, professor of business, and Atlanta, Georgia, to perform songs for Alma alumni in the area.

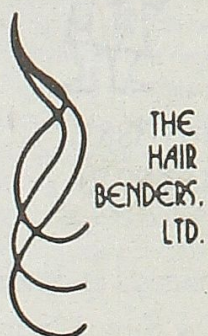
During the week, the choir will also continue the exchange with Stillman College in Tuscaloosa, Alabama.

"We wanted to be sure to stop at Stillman as part of a continuing relationship between our schools," said Will Nichols, associate professor of music and choir director. The group then heads to Tennessee and Kentucky, performing one concert in Nashville and two in Louisville which, as Nichols explains, has become the center of the Presbyterian Church in the United States. And for the last segment of its journey, the choir will stop in Chicago to catch a performance of *Miss Saigon*.

The choir plans to give a two-part concert at each of its stops—one part consisting of sacred music and the other secular. The sacred half includes several songs about the Virgin Mary in Latin, Spanish and English, and several African-American traditional songs such as *My Soul's been Anchored in the Lord* and *Out in the Fields with God*. The choir is also planning to sing a new piece by a Georgian composer John Rattledge, and has even invited Rattledge to attend one of its concerts to hear his piece performed. *Michigan Morn* and select Canadian, Hungarian, Serbian and, finally, Scottish songs comprise the secular portion of the concerts.

Preparing for a tour of this magnitude requires a lot of work. Besides the choir's regular Monday-Wednesday-Friday practices, choir members have also been meeting for two hours every Thursday night.

Choir members look forward to the traveling. "We have certain rehearsal days that sound good—and when we sound good, we really sound good. I'm hoping that our performances go as well as a good rehearsal day," said junior Kelly Marino.



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Black History quiz answers

1. Rosa Parks
2. Madame C.J. Walker
3. Mary McLeod Bethune
4. George Washington Carver
5. Booker T. Washington
6. W.E.B. DuBois
7. Harlem Renaissance
8. Langston Hughes
9. Gwendolyn Brooks
10. Debi Thomas

Jaster leads Scots to convincing 75-46 victory

Calvin, Adrian rematches to decide MIAA

By Mike Walsh
Freelance Writer

In defeating Kalamazoo 75-46 Saturday afternoon, Alma extended its winning streak that began back in January to nine games, and set the stage for this week's dramatic title-deciding clashes against Calvin and Adrian.

Junior center Katie Mans' (15.5 ppg) reduced role due to illness provided a minor challenge to a team that Coach Charlie Goffnett praised for "no matter the circumstances...finding a way to win."

All 11 players saw action in this game in which the Scots easily added on to their 39-18 halftime lead. The Scots had the game so well in hand by intermission, that the day's excitement for the crowd was when word quickly swept through the stands that Calvin had defeated Adrian 88-81 in overtime, to now leave only Alma and Calvin tied for first-place in the MIAA.

Junior forward Kelly Jaster turned in a sterling performance for the Scots scoring 23 points on 10-13 shooting from the field, including 3-6 accuracy from behind the three-point line. "She would be my pick for player-of-the-week," said Goffnett.

Senior guard Colleen Wruble,

despite sitting out the much of the first half because of foul trouble, scored seven points, dished out six assists and, along with junior Tara Sherman, led the team with six rebounds. Sherman and sophomore Michelle VanDamme each put up eight points. Senior Lauri LaBeau, first-year player Ashley Reagh and sophomore Terri Hogan all had seven points in a well-balanced scoring effort.

Perhaps due to Mans' illness and Wruble's foul trouble, the first half seemed sluggish. However, in the end, the Scots had little trouble in dispensing of their opponent on the way to a ninth consecutive victory. Alma's combination of excellent shooting—53 percent from both the floor and three-point range, along with strong defense—forcing 28 turnovers, proved to be too much for Kalamazoo.

Jaster felt the team's performance to be indicative of their "peaking at the right time."

The victory over Kalamazoo improved Alma's record to 9-1 in conference play (14-6 overall) and placed their MIAA destiny firmly in their own hands. Alma is currently tied with Calvin for the league lead, while Adrian lurks just one game behind the leaders.

A win tomorrow in the decisive game against Calvin ensures Alma

Women's MIAA Standings

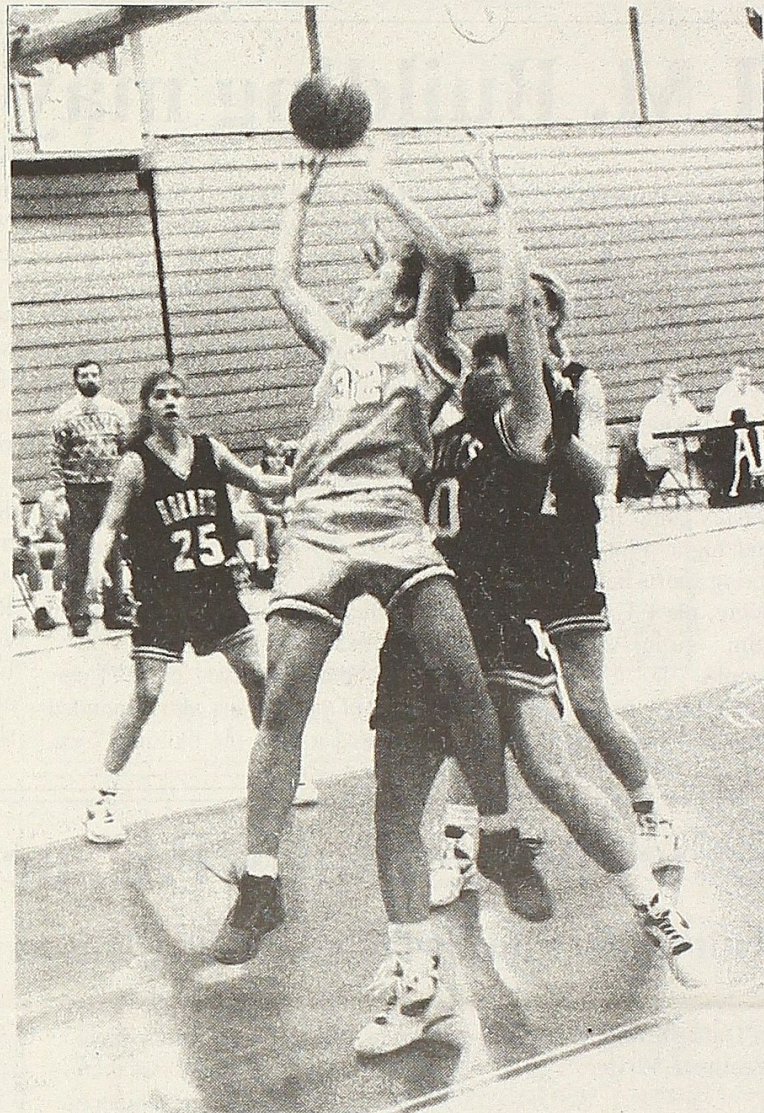
	Conf.	Overall
Alma	9 - 1	14 - 6
Calvin	9 - 1	14 - 7
Adrian	8 - 2	16 - 6
Albion	5 - 5	10 - 11
K'Zoo	3 - 8	6 - 15
Hope	2 - 9	7 - 14
Olivet	0 - 10	0 - 20

a share of the MIAA title. In the last meeting between the two teams on Jan. 16, the Scots recorded an inspiring 85-70 victory. However, the Scots also would need a win Saturday when Adrian visits Cappaert Gymnasium to give Alma the title outright.

Mans said, "Nothing is a given at this point in the season. We have to just play this week one game at a time."

Goffnett felt that although this will be a tough week, "This team's competitiveness and desire to win are exceptional." He concluded, "They will do fine," if the team plays like they did Saturday against Kalamazoo.

Alma is currently ranked seventh behind Calvin (third) and Adrian (fourth) in the NCAA Division III Great Lakes Regional Poll.



Senior Colleen Wruble fights for the ball against Kalamazoo on Saturday. Photo by R.J. Webber.

Scots prove ineffective on the road, lose 72-57

By Bill Ballenger
Freelance Writer

With a week of rest following their thrilling overtime triumph versus chief nemesis Albion, the men's varsity basketball squad traveled to Kalamazoo. The Scots had hoped to avenge an earlier 76-71 defeat—their only MIAA loss at Cappaert Gymnasium—to avoid a Hornet sweep.

But Kalamazoo, led by a suffocating defense which limited the Scots' upstart to 18 of 61 shooting from the field (28 percent), prevented the Scots from winning their first MIAA away match, 72-57. The loss dropped Alma to 9-13 overall and 4-6 versus league competition.

The Scots trailed 31-30 after a physical first half. A pair of free throws by sophomore forward Todd Blomquist put Alma on top, 35-34, with 14:48 to play. But Kalamazoo erupted for 12 points in just over a minute, while also holding the visitors scoreless, to reclaim the lead, 46-35. It was a lead Kalamazoo would never relinquish, as the Scots could get no closer than eight points the rest of the way.

Blomquist led the Scots with 14 points, and junior point guard

Reggie Reed added 12. Sophomore center Matt Lotterman snagged seven rebounds.

"The rest didn't help us out too much," said Blomquist. "We played sloppy—especially offensively."

"We played all right in the first half," said Reed. "But they just killed us inside in the second half, and they started to also hit from the

outside."

"No one played that well," Reed later added.

"We just couldn't hit our shots," remarked Coach Bob Eldridge. "Their defense had something to do with it, but we had many open shots that just didn't fall. After their 12-0 run, we could only get it down to eight. We just couldn't get over

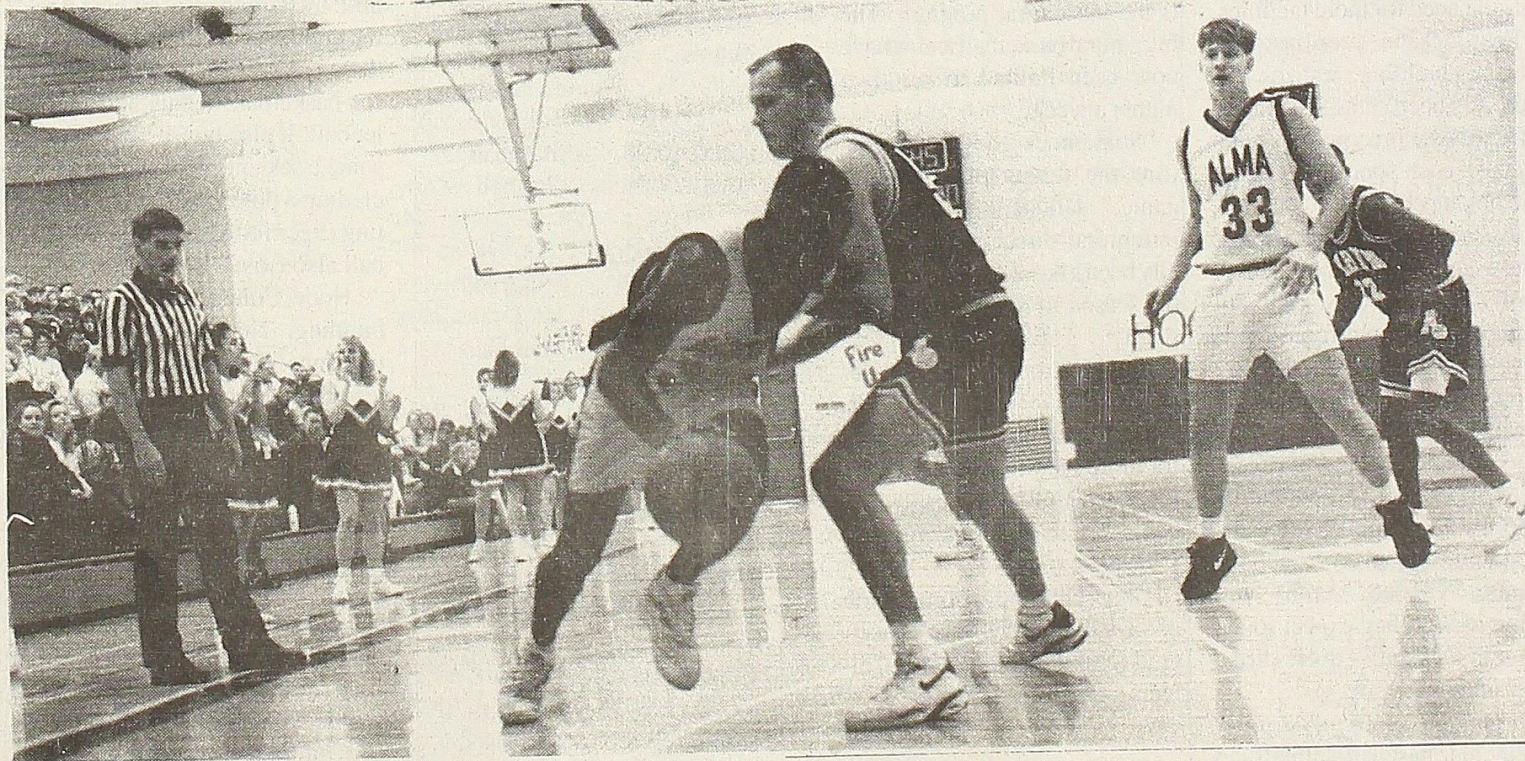
that hump."

"We played well defensively, and both of us only had 15 turnovers," Eldridge summarized. "But when you shoot only 28 percent, you are not going to win too many games."

The Scots host first-place Calvin this Wednesday and head to Adrian on Saturday to challenge the hapless Bulldogs.

Men's MIAA Standing

	Conf.	Overall
Calvin	9 - 1	19 - 2
K'Zoo	9 - 2	19 - 5
Hope	6 - 5	15 - 7
Albion	5 - 5	14 - 7
Alma	4 - 6	9 - 13
Olivet	3 - 7	7 - 15
Adrian	0 - 10	6 - 16



Junior Colon Lewis drives for the basket as Sophomore Matt Lotterman looks on during a previous game against Albion. Photo by J. Dial

Feb. 16, 1993

I.M. Building

I.M. Building may be looming on the horizon

By Brett Powers
Staff Reporter

Walk into the Physical Education Center anytime of the day and you see enormous amounts of activity. Everything from women's and men's basketball, to intramural sports, to aerobics, to Exercise and Health Science classes using the building day and night. Plus, now that the spring sports have started practicing, the P.E. Center has become super-saturated with people.

But, in the final results of the Student Long-Range Planning

Committee's survey, an intramural building was not one of the top priorities. "Out of the eight or so major proposals on the list, the IM building came out way near the bottom of the list," said junior Aaron Howald, member of the Student Long-Range Planning Committee.

There were two surveys given out by the Student Long-Range Planning Committee in the fall of 1992. The first one asked students to state their interests in what the College should pursue as goals in the next four years.

"In the first survey about 77 percent of the students who responded wanted a new IM building," ex-

plained Howald. "The students want an IM building, but they want other things more."

In the second survey the students were asked to rank all their possible goals in order of importance. This second survey is where the intramural building was shown as not having much support.

"The (second) survey was worded in such a way that the students were asked to choose between apples and oranges," said Associate Athletic Director Bob Eldridge. "Of course, they picked computers and books over an IM building; that is always going to happen. They should have had to choose between

something like a new football field or an IM building."

The Athletic Department is currently exploring all the possibilities for a new intramural facility. "Dr. Stone asked us to come up with some ideas. There is no time table, no commitment. We have no concrete plans, we are just brainstorming at this point," said Eldridge.

"The IM building is not out because of the four year plan. It is on the top of the list of new buildings we would like to be constructed, ahead of a small hi-tech classrooms and an addition to Monteith library. But we

would have to have a single donor gift in order for it to be a reality. At this point we will not start a new campaign to raise money for it," said Alma College President Alan J. Stone.

There was some discussion regarding a supporter of the College providing funding for the intramural building. "It was just talk," said Stone. "Nothing concrete or any formal promises were made."

"The IM building is something in the future; if someone will donate the money we will take it, but there are no short-range immediate plans for this building," said Shannon Hunt, student member of the President's Advisory Committee.

Scheduling limits P.E. accessibility

With winter and spring sports, students have no place to play

By Danielle Salgat
Freelance Writer

Planning on running down to the gym to shoot some hoops? You better plan on checking the schedule for the Physical Education Center before you do, because chances are it is already being used.

Imagine trying to schedule practices for men's and women's spring sports around the games and practices of winter sports that are currently in-season (a total of seven athletic teams), and then try to find time for intramural basketball games. The obvious conclusion is that the availability of the P.E. Center has been restricted for teams as well as students and there is a definite need for more facilities.

Eric Jackson, coordinator of the P.E. building, realizes that there has been some scheduling difficulties. "Free time is tough because each sport takes about two hours per practice," he said.

This not only affects students who want to use the basketball courts but also those who lift weights, as weight room hours have now been reserved. Also, people who participate in night aerobics in the lower gym must work around the batting cages.

Members of the community who use the gym are often denied access because of the sports teams. "The community will come in and they expect to get it," said Jackson. "I think it frustrates them."

Spring sports currently in training include baseball, softball and men and women's tennis and

track teams. They often have practice times that are less than desirable and an inconvenience for the athletes and the coaches.

"We can't meet every day," said baseball Coach Bill Klenk. "This makes it difficult because you don't get to cover the things you would like to cover as often as you want to."

The spring teams are limited because of a lack of space and facilities as well as conflicts with night classes that are held at the P.E. Center. At a definite disadvantage are first-year players. "Coaches don't get to see the younger players enough so we have a harder time evaluating them," said Klenk.

Quite possibly the program that has suffered the greatest setback is the intramural program. The intramural basketball teams have now been limited to just two nights a week.

"Sometimes it is 10 days before the teams play another game," said Bill Huddelston, intramural director. "It has really been a hassle and has caused the season to really be dragged out."

Judging from the current demand for the use of the P.E. Center, there is an obvious need for more facilities. "It is always tough scheduling because everyone wants to use the gym," said Jackson.

Hopefully, the incorporation of such facilities will be considered for the future at Alma College.

P.E. Center Schedule

2-16-93

(Note: This is a tentative illustration of Tuesday's scheduled activities)

Upper Gym

10:00 - 11:30 EHS 116

Badminton

3:00 - 4:00 Track

4:00 - 6:00 Men's

Basketball

6:00 - 8:00 Women's

Basketball

8:00 - 10:00 Men's

Tennis

10:00 - 12:00 Women's

Tennis

Lower Gym

3:00 - 6:00 Baseball

6:00 - 9:00 Softball

Weight Room

4:00 - 6:00 Reserved

for athletics

8:30 - 10:00 Aerobics

& Strength Training

Pool

1:00 - 3:00 EHS 201

3:00 - 6:00 Swimming

& Diving

6:00 - 7:00 Water

Aerobics

Dance Studio

7:00 - 8:00 Hi/Lo

Combo Aerobics

4:00 - 5:30 THD 151

7:00 - 8:20 THD 248

Other MIAA schools showcase quality facilities

By Jennifer Cosbey
Freelance Writer

"To have a new sports facility, or not to have a new sports facility," is the question being put to the students here on campus.

Right now the possibilities of a new building, which would serve as an intramural facility, as well as being open for general student and community usage, are entering the "talk" stages.

Presently, several other MIAA schools already sport such facilities.

Adrian College has a brand-new building, complete with an indoor track, four tennis courts, four basketball courts and a baseball and softball practice area.

Albion College's building is three-years-old. It has a 1/10 mile track with a sprint lane. In the middle of the track, there are three courts which can be used for basketball, tennis and volleyball. It also houses areas for some track and field events, including a pole vaulting pit. Hitting cages for baseball and softball also exist.

Hope College has an older building. This building has a two lane track on the second level, and some multi-use facilities on the bottom level.

Kalamazoo College has a separate tennis house and a field house for basketball and volleyball. Olivet College has two gyms; Calvin has two upper balconies which create a three gym situation.

In an informal poll asking what people would like to see if this new building is proposed and built, the most commonly suggested requests included more

basketball courts, a new weight room, an indoor track and indoor tennis courts.

Justin Webster, a junior, said, "I think they need to have lots of hours so everyone can get in to play. Open it up early and keep it open late."

Continuing with what he sees as the ultimate design, Webster said, "I think they should have a two-story building. The bottom level would have basketball, volleyball and indoor tennis. Then the second floor would be open, and around the open area there would be a track. Off to the side there would be a weight room and racquetball court, which could also be used as a wallyball court. It would be a combination of Albion, Hope and Kalamazoo."

"I think an IM building would be very beneficial to the IM program. There could be more games earlier in the evening," said sophomore Dan McCaughey. "They should definitely have more courts, maybe some tennis courts. Tennis really doesn't have a good indoor facility."

First-year student Maggie Taylor said, "I'd like to see wood floors and all-glass backboards for the basketball courts, an indoor track, a good weight room and good locker room facilities."

"They should look at CMU's Student Activities Center," said senior John LaRue. "Here, especially in the spring, it's impossible to play hoop."

Junior Jennifer Yirsa said, "A new building would take pressure off the gym for people with spring sports; that way they wouldn't be practicing until 2:00 in the morning."

While the administration concedes that a proposed intramural facility is only in the "talking" stages, student support is essential to make the building a reality. Students should let President Alan J. Stone know how they feel about this issue.

SPORTS STAT S

WOMEN'S BASKETBALL

Saturday, February 13

Alma 75, Kalamazoo 46

ALMA (75)
McCallister 0-2 0-0 0,
Doucette 1-4 0-0 2, LaBeau 3-
5 0-0 7, Reagh 2-4 3-3 7,
Hogan 3-4 0-0 7, Kieffer 1-1
0-0 3, Sherman 4-7 0-0 8,
Wruble 2-7 3-4 7, VanDamme
3-9 0-0 8, Mans 1-1 1-4 3,
Jaster 10-13 0-0 23. Team
Totals 30-57 7-11 75.

KALAMAZOO (46)
Perry 2-2 0-0 5, Wujek 1-3 0-0
2, White 5-7 0-0 10, Younts 3-
8 1-2 7, Graveel 0-1 0-0 0,
Musser 4-10 6-7 14, Stevens 4-
9 0-0 8. Team Totals 19-40 7-9
46.

Halftime - Alma 39, Kzoo 18.
Three-point field goals - Alma
8-15 (Jaster 3-6, VanDamme
2-4), Kzoo 1-5 (Perry 1-1).
Rebounds - Alma 28
(Sherman, Wruble 6), Kzoo 26
(Stevens 9, Musser 6).
Turnovers - Alma 14, Kzoo
28. Fouls - Alma 9, Kzoo 8.

SWIMMING & DIVING

Saturday, February 13

Men
Alma 129, Adrian 13

Women
Alma 114, Adrian 51

Men's MIAA Standings

Hope	5 - 0
K'Zoo	4 - 1
Albion	3 - 2
Alma	2 - 3
Adrian	0 - 4
Calvin	0 - 4

Women's MIAA Standings

Hope	6 - 0
Albion	5 - 1
K'Zoo	4 - 2
Alma	2 - 3
Adrian	1 - 4
Calvin	1 - 4
Olivet	0 - 5

IM BASKETBALL STANDINGS

"A" League #1

Dawgs	3 - 0
J.T.'s Crew	2 - 2
Choke & Poke	2 - 2
Homes on Attack	2 - 2
No Blood	1 - 2
Highlanders	0 - 3

"A" League #2

GTFOOH + 2	4 - 0
League of Doom	2 - 2
Zeta Sigma (A)	2 - 2

Minerva's Machine	1 - 2
SAE	0 - 2
Redmen	0 - 3

"B" League #1

Sprung Cats	5 - 0
Slick & 7 Dwarfs	3 - 2
Zeta Sigma (B)	1 - 2
Last Chance	1 - 1
Don't Bother	0 - 4

"B" League #2

Duke Dynasty	3 - 0
Busta U	2 - 0
Smegs	3 - 1
We should be better	1 - 3
Zeta Sigma (B)	1 - 2
Eight is Enough	0 - 3

"C" League #1

Plai'tuff	4 - 0
Flaming Cheeses	2 - 0
TKE	1 - 0
Big Bad & Ugly	1 - 2
Zeta Sigma (C)	1 - 2
Theta Chi	0 - 4

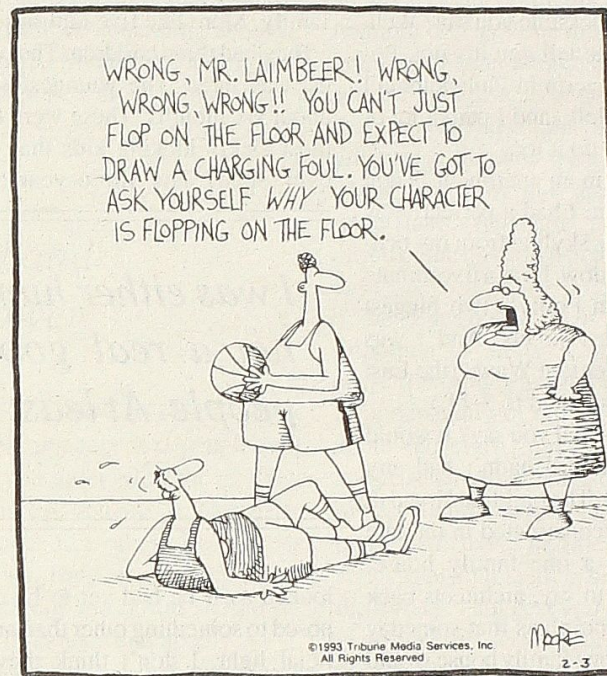
"C" League #2

Run "N" Gun	3 - 0
Holik's Hoopsters	3 - 1
Intensive Care Unit	3 - 1
Over the Hill Gang	2 - 1
Theta Mu	1 - 2
Blue Boomers	1 - 3
Gelston Globsters	1 - 4

Women's League

The Hoopers	4 - 0
Intimidators	2 - 1
Feast of Friends	2 - 2
Duke's Dynasty	2 - 2
DWD	1 - 2
Alpha Gamma Delta	0 - 3

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ATTENTION ELEMENTARY EDUCATION STUDENTS: A senior comprehensive exam is required for graduation from Alma College. Elementary Education majors may choose to take either the Graduate Record Examination (GRE) or the National Teachers Examination (Specialty Area Exam in Elementary Education). Information about test dates and registration is available in the Center for Student Development (lower

level of Hamilton).

ATTENTION STUDENTS INTERESTED IN TEACHING IN ELEMENTARY OR SECONDARY SCHOOL: Registration materials for the Michigan Teacher Competency Testing Program are available in the Education Department. Registration deadlines and test dates for the Basic Skills and Subject Area tests are listed in the registration materials. **MICHIGAN TEST OBJECTIVES FOR THE BASIC SKILLS TEST AND FOR EACH SUBJECT AREA TEST ARE AVAILABLE IN THE EDUCATION DEPARTMENT AND ON RESERVE AT THE LIBRARY CIRCULATION DESK.** Please see Mrs. Farrier in AC 237 for registration materials or for information about what tests must be passed prior to being recommended for certification to teach. Deadlines and policies will be strictly enforced

by the State Department of Education

ROBERTA B. SWANSON PRE-MED SCHOLARSHIPS: Students enrolled in the College's Pre-med curriculum are eligible for consideration for a Roberta Swanson Pre-Med Scholarship. If you are interested in applying for this award, please stop by the Financial Aid Office for application information. Completed applications are due Monday, March 15, 1993.

THE ADCRADT CLUB OF DETROIT'S EDUCATION FOUNDATION WILL BE AWARDING 3-4 SCHOLARSHIPS TOTALLING AT LEAST \$10,000. Contact The Almanian for more information.

FINANCIAL AID FORMS FOR 1993-94 academic year have been received by the Financial Aid office. Students who have received aid in the past

have had aid forms sent directly to their home addresses. If, by chance, you or your parents have not received the applications and the Alma College Aid/Scholarship Renewal Form please stop by the Financial Aid Office to get the forms. The Aid Office is located in the bottom of the Kherl building. Remember, even if you do not file applications for federal or state aid, you must submit the Aid/Scholarship Renewal Form to be considered for renewal of any Alma College Awards.

THE THOMAS E. GROEN MEMORIAL AWARD to the students whose work in News reporting, Feature writing or Expression of Opinion is deemed by the judges to be outstanding. \$500 cash award. Many prizes awarded. Deadline **FEB. 25, 1993.** Contact *The Almanian* more information.

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Applications can be picked up from Gelston Hall Director, Becky Spartz - Ext. 7600. Interviews will be held during the 2nd, 3rd, and 4th week of March. Deadline for Applications: Thursday, February 25th

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Feb. 16, 1993

Lifting the kilt by Sara Groves

Thank God the apartment hell is in the past

Imagine your worst domestic nightmare. Imagine living in a place even worse than a dorm room. Impossible you say? Well, I'm here to tell you it's not. Because last term in Philadelphia I lived in Hell...and I paid a lot of money to do it too.

I lived in an apartment. Right downtown. I had a perfect view of Philly's skyline from my bedroom window. I was a five minute walk from Philly's two biggest and busiest streets. And I was even closer to a Wawa (the East Coast equivalent to 7-11.)

Sounds ideal you say? It would have been if I hadn't had any neighbors. The building I lived in had been constructed in the late 1700s as a one family house. Needless to say, architects back then had no plans that someday the same one family house would be split into eight apartments.

So, the walls were pretty thin. Actually, that's an understatement. I could have put my fist through one of those walls with no problems, except for maybe a plywood splinter or two.

You could hear everything. And I mean *everything*. We had two groups of neighbors. The first was relatively uninteresting. Every once in a while you could hear them blow their noses, which was actually pretty entertaining if we'd been drinking a lot.

But the other neighbors...Whooee. While they were sometimes entertaining, I think they were probably the source of my pre-mature graying hair. There were supposedly five

people living in that apartment. But my roommate, Hillary, and I were pretty sure there was more than one family. More like five families.

They had three children. The oldest was three. The youngest was about six months. These were the most sickly looking kids that I'd ever seen. The three-year-old

As if that wasn't enough of a Hell to have to suffer through every day, the lady of the house was also the biggest Cyndi Lauper fan that ever walked the face of the Earth. Now I was a Cyndi fan right along with the best of them...in sixth grade. And every once in a while it's a good time to listen to those *Rock of*

and influence people. At least not the kind of friends I wanted to make.

Apparently, however, their friends didn't mind these people's poor choice in music. Because when our neighbors entertained, we were graced with such lovely music as Michael McDonald, Men at Work,

who they would probably try to sell their new concoction to. But the best part of living above Jimi Hendrix, Cyndi Lauper and their three children, the Three Stooges, was when they told us to be quiet.

"They told us to quiet down," Hillary would say in disbelief as she shut the door after yet another encounter with the lovelies of downstairs.

So, we carried on our own little war with them. We planted our stereos right next to the heating ducts, which seemed to be very effective forms of noise transportation.

"Take that!" we would laugh with Dr. Jekyll and Mr. Hyde glee as we blasted the theme songs to National Lampoon's *Vacation* and *Raising Arizona* through to their apartment.

We would stamp our feet and throw the biggest books we could find on the floor. We would jump up and down. This is all a little immature, I realize, but it did make us feel better at the time.

Jimi, Cyndi and the Stooges probably weren't too upset to see us pack up and leave last term. But every once in a while, when I'm around a screaming child, or hear faint strains of Cyndi Lauper somewhere off in the distance, or see somebody struggling through a guitar riff, I have a flashback to the apartment Hell. And as I'm breathing in a paper bag, trying to recover from hyper-ventilating, I thank the big guy in the sky that I'm no longer neighbors with Jimi, Cyndi and the Stooges.

I was either humming Cyndi Lauper or Poison, which is not a real good way to make friends and influence people. At least not the kind of friends I wanted to make.

looked as if he had yet to be exposed to something other than artificial light. I don't think they'd ever been outside in their entire lifetimes. Each of those kids was the color of Elmer's glue...that sickly white color people become after they've ridden the Tilt-a-Whirl one too many times.

And, these kids cried non-stop...all day, every day. I was about ready to go through a hysterectomy via weed whacker just so I wouldn't have to live through that Hell myself. Sometimes I would almost feel sorry for the mom. Let me stress *almost*. Because after the kids would be crying all day, she would scream, "That's all you kids ever do!!! Waaahhh! Waaahhh!!!" And yes, she would pretend to cry right along with them. It was like one barking dog getting the rest of the neighborhood dogs to howl.

the 80's tapes. But if I heard the song "Girls Just Wanna Have Fun" one more time, I was thinking about going next door and having some fun kicking that lady in the teeth.

But the husband...now he was a real piece of work. He owned a guitar and because of that, he was under the mistaken impression that he was the next Jimi Hendrix. Thank goodness he didn't practice very much, although that is what he really needed. He played little riffs of songs, but in slow motion. Everything was unrecognizable because it was at this new speed...a much, much slower speed. The only thing he could play at normal tempo was that song by Poison, where the lead singer belts out, "Cece - talk dirty to me!" So for the entire time I lived there, I was either humming Cyndi Lauper or Poison, which is not a real good way to make friends

Michael Jackson and REO Speedwagon. And then, after their kids went to bed, we were blessed with their conversation topics usually involving how to become self-made millionaires.

"Yeah...You know what we should do? We should go around and see how many people like to drink Jack Daniels and Coke in this neighborhood. And then we should bottle it and sell it," said one bright entrepreneur one evening after consuming a little too much J.D. and Coke himself.

"Yeah. And then we could just sell it every weekend and make up a name for it and tell everybody that it was homemade. Nobody would ever know!" said our neighbor, Jimi Hendrix.

Nobody would know except for me and Hillary, that is. And the rest of the neighbors in the building

Gossip and rumors add to the high school atmosphere

By Stacie L. Herriman
Editor-in-Chief

Rumors and responsibility go hand in hand. On a small, close-knit campus such as ours, where everyone knows everyone else as well as some piece of information about that person, it does not take long for word to travel the infamous grapevine and reach even the remotest corners and ears. What's more amazing is that the "wire" is even more rapid and works overtime if the information is big news and involves recognized individuals and groups. Why is that? Why do rumors and gossip spread like wildfire across a dry prairie on the Alma College campus?

Probably the number one answer with which most students would respond to these questions is the fact that the campus is so small, there is no privacy and one cannot but help talk about others. Granted, I agree with that assessment and have sadly enough resorted to its use myself a few times, but I would like to argue that the real reason why rumors

and gossip travel like wild, untamed animals is that few individuals on this campus are willing to put their foot down and crush them while they are young. Why?

It is simply easier to go with the flow and blend in with the crowd rather than speak up and demand to know the truth. People, Alma College students in particular, are afraid to be and act different for fear of being rejected and left out of the group or activities. As such, they join the majority and add their two cents worth to the now distorted "telephone lines."

This phenomenon is quite odd considering one is no longer in high school, where such communication lines worked double-time during the school day and triple-time at the Friday night basketball or football game. But maybe I am mistaken; maybe students still need

someone to hold their hands and tell them the difference between right and wrong.

I always thought and was told college is where the child matures into an adult and begins to take

dissemination of both rumors and gossip.

However, as previously implied, it is part of human nature to talk about others and what they did or did not do. But did one ever stop to

think that maybe what someone else told them was to be kept in confidence and not publicized to half the campus? That maybe you are, to that person, one of her/his most trusted confi-

dants, although you do not feel the same about her/him? Probably not on this campus.

Yet, it is about time that people accept responsibility for their actions and think before speaking. Think about how others will feel if this information is spread about them—true or not. Imagine yourself in her/his position. Think about how you yourself will look to others. What will they think of you?

Will you be able to live with yourself and what you did?

The answer to both questions will more than likely be negative, so why put yourself and others through this emotional heartache and pain? Don't plant the seeds for a grapevine, and don't contribute to its growth. If someone comes up to you and says, "Have you heard about so and so, they...", do not comment and direct them to the individual in question, who will be able to provide them with the real, truthful story.

Accept responsibility for your actions. Use and demand the truth and help end the vicious circle of lies. Remember that one day you could be the object of the gossip or rumor, and that you too would appreciate it if others did not feed the hungry mouths of others with any information—true or not. Therefore, if you cannot accept responsibility for what you say to others, maybe you should think twice and just keep your mouth shut!

Therefore, if you cannot accept responsibility for what you say to others, maybe you should think twice and just keep your mouth shut!

Apathetic attitudes riddle diversity program

By Jeff List
Freelance Writer

The "Eyes on the Prize" series that was shown last week went virtually unattended. Even though fliers were up across campus, not enough attention was paid to them. A lack of publicity was not the problem, apathy was. Either a majority of Alma college students do not care about the struggle of a race of people to achieve a modest level of equality in the country in which they live, or they do not want to know. Either way, the situation is just sad. We are at a liberal arts college. We should want to learn about different cultures. We should be interested in learning for the basic need of learning. Knowing about different cultures helps us understand each other. We are all living together in this country, it helps to understand each other's cultures.

I, by no means, consider myself a multi-culturalist. I do not believe

we should meld the cultures of America's varied citizenry. Each culture deserves its own distinctiveness. This is what makes them special. This is what gives each culture their separate characteristics which need to be cherished not

everyone is a perpetrator and a victim of some generalization. Think about the targets of jokes frequently heard; no one is excluded. Women, men, African-Americans, Hispanics, Orientals, whites, Jewish, Catholics, paraplegics, quadriple-

edge is power. Since knowledge is power, ignorance is weakness. And no one should want to remain weak. If you see something that you disagree with, do something about it. Speak up. Sometimes when you remain quiet those same close-

would someone base a generalization on? Most times it is only the color of someone's skin that raises so much of the problems. There is no more or less value in being one color other than another, or being one religion instead of another for that matter. I just cannot see why anyone would not want to learn about something that they do not understand. Why are people so afraid of the unknown or the different?

The "Eyes on the Prize" series is important to Alma College because it provides us all with a way to understand not only a little bit about the civil rights movement and African-Americans, but white history and the mystery as to why bigotry still exists in America. The series is available in its entirety in the library. I suggest you rent it. It is a powerful series and deserves everybody's attention. You just might learn something; at college no less.

Apathy has no place in a liberal arts education. Apathy is for close-minded and unconcerned people. Knowledge is power.

ignored. However, that does not mean that we should not try to understand and appreciate other cultures. That does not mean that we should remain ignorant and apathetic to the concerns of different cultures and lifestyles. It is because people are unaware of different cultures and practices that generalizations and prejudice are still evident all around campus. Almost

gics, the blind, the deaf, mutes, homosexuals, WASPs, racists, blonds, brunettes, ruralities, urbanites, greeks, non-greeks, liberals and conservatives are all targets of some form of insensitivity or another.

Back to the main issue. Apathy has no place in a liberal arts education. Apathy is for close-minded and unconcerned people. Knowl-

minded, unconcerned people will think you agree with them. They will believe you are on their ignorant side. Let others know your opinions. They are important. Understanding and desire should replace ignorance and apathy.

What all this comes down to is that there is a pervasive belief that different is inferior. This belief reeks of insecurity. What else

What is funny to some may not be funny to others

By Jason Ricks
Assistant Copy Editor

Did you go to Mock Rock last Saturday? If you did, what did you think of the comedienne? Chances are if you were female you thought she was funny; however if you are male, depending on your degree of fairness and open-mindedness, you were probably likely to think she was dumb or boring or worse yet, a feminist.

Before she was even introduced, I predicted to a friend of mine that many people probably wouldn't like her because she was a woman comedian. Judging from the male negativity I sensed during, and especially after, the show, my prediction was accurate.

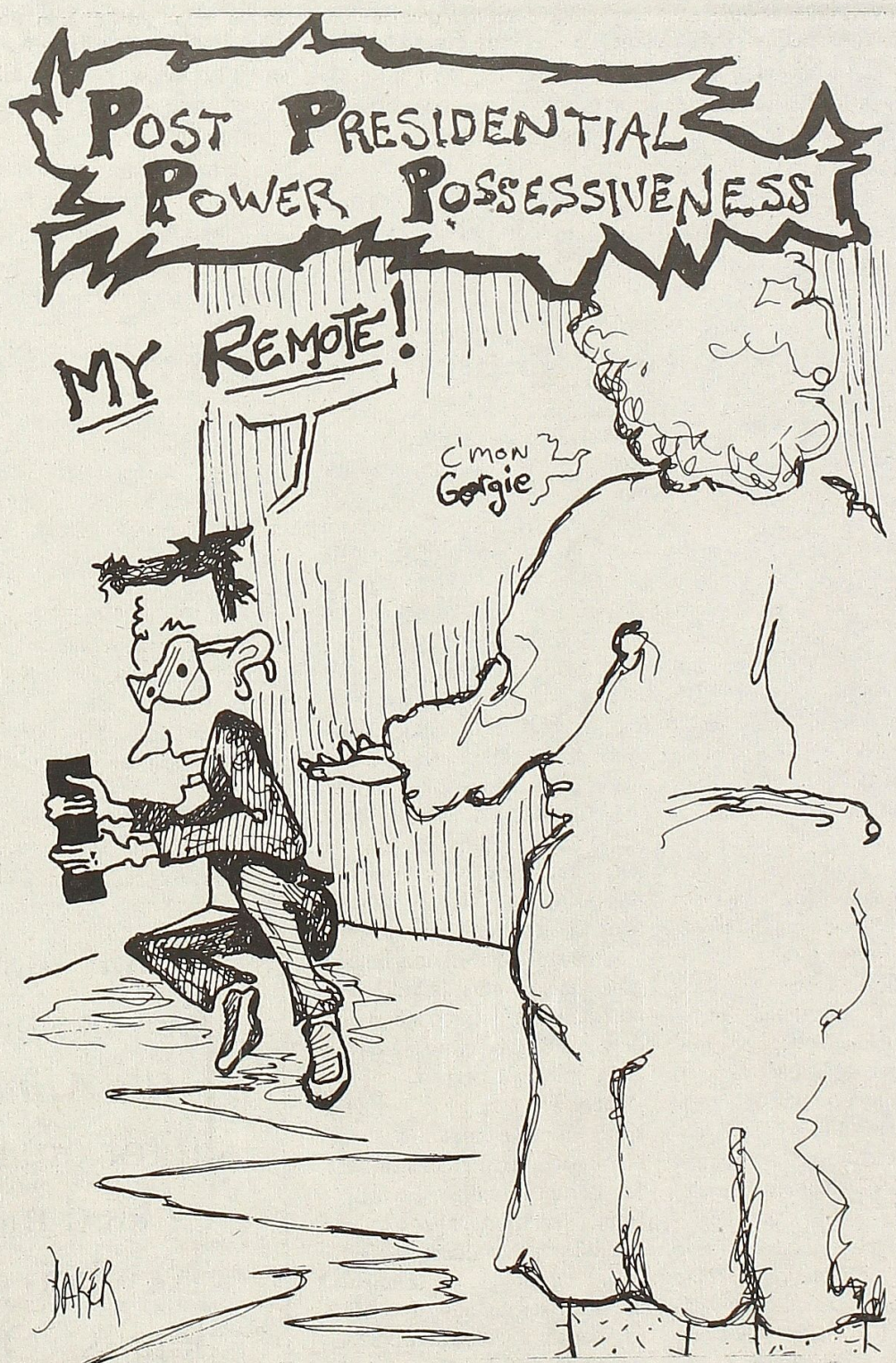
Yes, she did gender specific jokes. In a male dominated society it is easy to notice that this breaks the norm; however, it often goes unnoticed that there is a norm and that many of the male comedians we laugh at make gender specific jokes as well—male specific jokes.

Of course most comedians, male and female, do non-gender specific jokes. Most comedians make fun of themselves and of events that most people can relate to, such as: mocking our daily habits, famous people, movies, the media, government, society and common childhood stories. There are, however, those male comedians who stick to the norm of this male dominated society and exploit, or at least make fun of women without objection. For instance, I once saw a man who went through a very funny routine about his wife's menstrual cycle. And that's fine, it's comedy. Comedians frequently have routines that are very ethnic-biased; either they make fun of their own ethnicity or at one or several other ethnicities. And that's fine, it's comedy, it's all a harmless joke, something to laugh at.

So she did some tampon and cleavage jokes. Of course men can't relate to those kinds of jokes. However, how many people disapprove of the comedians that make jokes about jock straps and penis jokes? Not everyone can relate to having a penis and not everyone can relate to using a tampon. So as a society we are diverse, which seems to me to be a good thing. Different strokes for different folks.

Another thing to keep in mind is that comedy is entirely subjective. Everyone has a different perspective as to what is funny. If you didn't think she was funny, lay off, don't call her stupid, or a slut; and definitely don't call her a feminist in a demeaning or patronizing way. If you want to say she's a feminist, well good for her all women, rather, all people should be feminists. If you didn't think she was funny, then just don't laugh.

Weird in a serious way by D. Baker



Feb. 16, 1993

Staff Editorial

Increase enrollment demands change

The reason most students come to Alma College is for the close relationship that occurs between student and teacher in this educational setting. We were promised this in all the advertising brochures that lured us to Alma College; we were promised this on college nights throughout Michigan at our high schools. It is not easy for some students to come here as far as financial matters go; however, as long as the quality education takes place that we deserve, then the struggle to stay here for four years and get our degrees is all worth it in the end.

With this in mind it is no wonder that students, faculty and administration all get concerned if we feel our education quality is being jeopardized. So when enrollment exploded to the 425 student mark this fall, it was no wonder we were all concerned. Was this addition going to be a positive one? Was the financial aspect of this college just simply being greedy? Would the upper class students have to suffer for all the new bodies on campus? As we approach the mid-term point of second semester these questions can be more easily answered by students, faculty, and administration. One thing we all agree on, this class has changed the college.

To begin with there is no question that bringing more minds on to a campus is going to be an enriching experience. And let's face it, at \$15,000 + a year, the nearly 200 additional students are going to create a more stable financial brick for the college to build off of; however, this class received more scholarships than the rest of the students who entered Alma College in the last four years. This obviously means that there is not as much money coming in from this class as there seems at first glance. This could create problems; but so far everyone has worked together to overcome the possible friction. Some of the problems will be worked out in a more long term manner, but some of the changes occurred promptly.

In the English Department, for example, Dr. Linda Rashidi was hired in to help with the over abundant first year composition students. This allowed everyone to enroll that

needed to, and also kept the classes as small as wished.

In the Biology Department BIO 180 was offered to take some of the load off of BIO 189 and BIO 190. This class was for non-majors. But the results that were wanted did not occur. BIO 189 and 190 were not thinned out. Dr. Roeper feels that more time might be needed for people to realize about this class. Also a new position in the department needs to be filled.

Right now the faculty to student ratio is 14.6 to 1. This is too large. But Dr. Stone promises to bring the ratio down next year to 14.2 to 1 with the new faculty that will be hired. Stone also insists that Alma College will remain a small school, and that quality education is still the major priority of the faculty and administration here.

More classes were and will continue to be added to help with the additional students. The first year students will soon be entering into upper level classes. Changes will need to be made there. It seems obvious that there has been added pressure in many of different areas. Faculty have had to be more flexible with the classes they teach. Dr. Ottenhoff noted, for instance, that instead of teaching a literacy training program that he has been interested in, more composition classes needed to be taught. And as Stone has noted, the student service staff has been strained. It is also agreed upon that the library is a major area of congestion. And speaking of congestion, the parking has proven to be a problem.

The increase in enrollment is not going to make Alma College a big school, nor is it going to decrease the credibility of our degrees from here. But it is important that no one loses sight of what Alma College stands for. It is treasured for the way students, faculty and administration interact. It is treasured for the way we are all given equal opportunity to grow. This cannot occur if the classrooms are overflowing; this cannot occur if we have no where to study in the library, or in our dorms because of noise. When more students are added to a campus changes have to occur. We must continue to adapt, and make Alma College the best environment it can be for students to learn in.

The

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The Almanian Letter Policy

All Letters to the Editor must meet the following standards for publication: signed, include the author's phone number and address, and pertain to the Alma College community. Letters are published on a first come, first serve basis, up to three per week. We reserve the right to condense letters for layout purposes. Deadline for publication is 5 p.m. the Friday before requested publication. Address letters to: The Editorial Board, *The Almanian*, Newberry Hall, Alma College, Alma, MI 48801.

Distributive requirements should reflect cultural plurality

By Maria Stephens
Freelance Writer

Here's an idea: "Starting next fall, students at Hunter College, in New York City, will be required to take four courses dealing with different aspects of cultural pluralism...Incoming freshmen will have to take a course that focuses on historical and intellectual issues on non-European cultures, a course on "the perspectives and contributions" of one or more U.S. minority groups, a course that examines issues relating to gender or sexual orientation, and a course that focuses on intellectual traditions derived from Europe." (Chronicle of Higher Education, Feb. 3)

Although I realize that our resources at Alma College are limited and that we cannot hope to offer the same curricular options as many larger institutions, I still wonder if we could use the "distributive requirements," which are the trademark of this 'liberal arts college', more creatively to better achieve the aims of "the liberation of people from ignorance, prejudice, and parochialism." (Mission statement, Student Affairs Handbook).

Many liberal arts colleges have a mandatory first-year interdisciplinary seminar which can often achieve, in a consistent fashion, the humanitarian aims which are at the heart of a liberal arts college, including the exposure to "cultural pluralism" and experience in cultural comparison mentioned above.

Alma College fails to achieve this in any consistent fashion. While students may choose to take courses in Eastern religions, racial and ethnic minorities in American history, and Women's Studies, still, the average student may graduate from this institution with very little experience in cultural comparison.

Some students will undoubtedly groan about "more distributives," but I am not in fact proposing more, only that they be more effectively and creatively designed.

Those who fear loss of the "classical" European tradition should note the fourth requirement in western European cultures, which, a Hunter faculty member explains, "would help the students study different cultures more comparatively." By examining the dominant cultural tradition from the "outside" and in relation to other tradi-

tions, appreciation of it will not be diminished, but rather enhanced.

I have been lucky enough to experience many of these "cultural comparison classes" by my own choice, and I have found them an unforgettable intellectual and personal experience. While some may say that my area is humanities and that is my area of interest, I argue that this exposure is necessary for everyone's education for the 21st century.

Without this experience in cultural comparison, Alma College has hardly succeeded in its aims of

"liberation from parochialism," or for that matter, even adequately prepared him/her for life in the increasingly pluralistic United States. Most experts predict that by the year 2000, white Europeans will be the minority in this country. Experience with cultural diversity and sensitivity to these issues will be a must in any field.

If Alma College wishes to remain in the forefront of liberal arts education and to achieve the aims expressed in its mission statement, it should model distributive requirements to reflect the value of cultural "diversity."

What are you thinking?
Let us know and write for
the Almanian. See an
editor or stop by the office,
located in the basement of
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details. Or call Ext. 7161.