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The Grizzly, February 12, 1988

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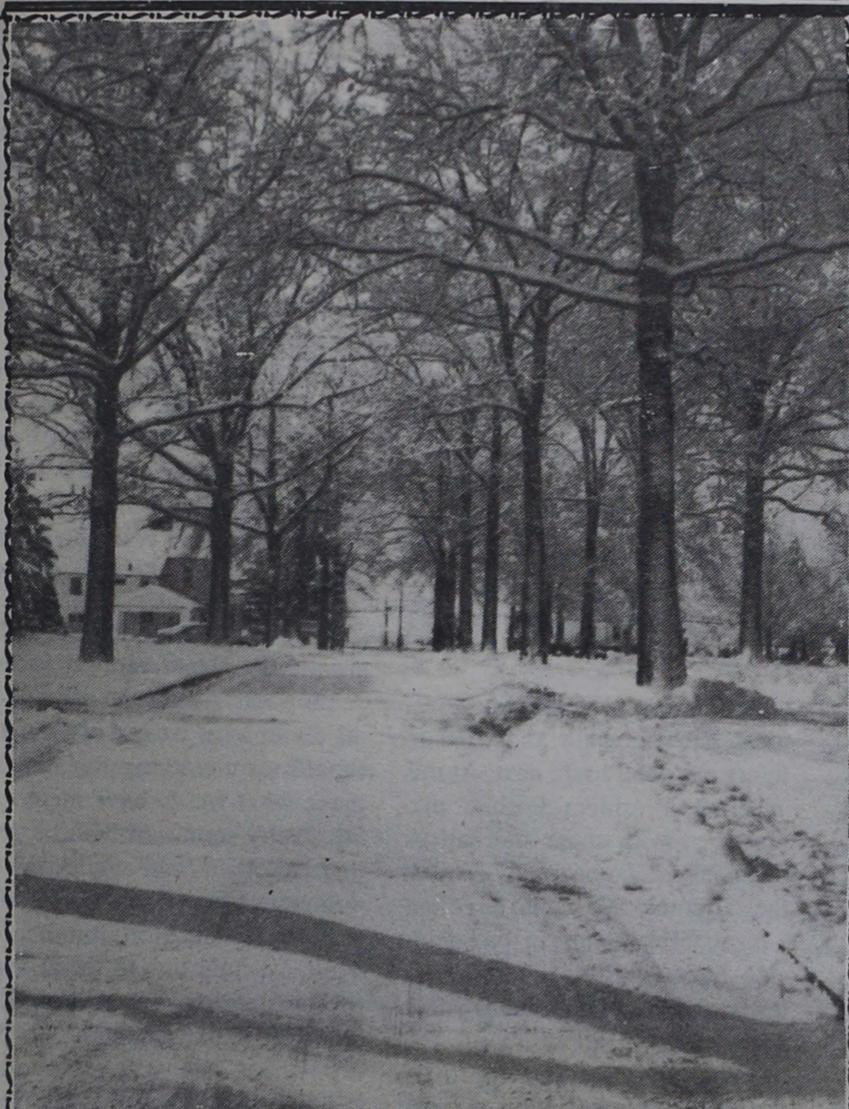


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Snow blanketed the campus for a probable record timing. The storm began at approximately 6:30 p.m. As *The Grizzly* went to press early this morning, rain had already begun to erase traces of the previous evening's snow.

Harassment Runs Rampant

BY LORA HART
Grizzly Editor

For the second time in a week, the ugly sceptre of sexual harassment once again shadowed the Ursinus Campus.

Last Friday morning, February 5, two Ursinus women were followed back to campus, after spending an evening at The Perkiomen Bridge Hotel.

The women left The Bridge at approximately 12:45 am. As they travelled up Main Street, the driver of the car, Lisa Peddicord, noticed a car closely following, without the headlights on. As the women approached the 7-11 convenience store next to the Ursinus Campus, the man in the car behind began flashing his headlights on and off, and attempted to run them off the road.

At this point, Peddicord and her passenger Deidre Fulton became frightened and headed away from campus. After travelling through Trappe and down First Avenue they turned down Route 113 to Route 29 and back-tracked to Ninth Avenue. The other car still

trailed along behind.

Next, the women came back up Main Street to the 7-11. They pulled in the 7-11 parking lot, believing the man had stopped his pursuit. After coming out of the store, the women noticed the man in his car three parking spaces away.

The women were now extremely scared and drove towards Hobson Hall on Main Street. When they entered Hobson parking lot, they realized the man was still in pursuit. At this point, Peddicord's car stalled.

In a panic, Peddicord restarted the car and pulled out of the parking lot, driving down German-town Pike towards Horsham. The man following turned off at Speck's.

Peddicord and Fulton had decided not to report the incident

until reading *The Grizzly's* Feb. 5 *Cavorting 'Cop' Caught*. After realizing the importance of relating the incident, they contacted Security and the Collegeville Police. The police then questioned people at the Bridge, and having an idea of who the culprit might be, showed pictures around also.

On Sunday morning, Peddicord and Fulton were contacted by the Collegeville Police to identify a car. While down at the police station, the man in question drove by, stopped, and stared at the women. They promptly made an identification.

The culprit, Christopher Stotler, age 19-20 confessed immediately to following the women. He was arrested on charges of disorderly conduct and is subject to fines.

Security Tips for Safe Driving

Keep windows rolled up and locked. Intersections and traffic lights are favorite places for wouldbe attackers. Keep your car in gear, if threatened, blow the horn and drive away.

If you experience car trouble, raise the hood, put on emergency flashers and stay inside with your doors locked. If strangers stop, ask them to either call for road service, or call for police assistance.

If being harassed by another driver, don't drive your car into your driveway or attempt to leave the car. Drive to the Security Office, Paisley Security, or look for the Security vehicle. If not on campus, drive to the nearest police station or go to an open business for help.

Don't allow your vehicle to be pulled over or stopped. Keep driving, back up, etc. Write down the license number and report this incident to the proper authorities.

Schroeder for Press

BY MICHELLE L. GRANDE
Grizzly Copy Editor

On August 31, the first day of classes for the 1987-88 academic year, Dr. Patricia Schroeder, Assistant Professor of English, received notification from Farleigh Dickinson University Press that her first book will be published.

Two weeks ago, the publisher presented Schroeder with the award for the best new manuscript in drama for 1987.

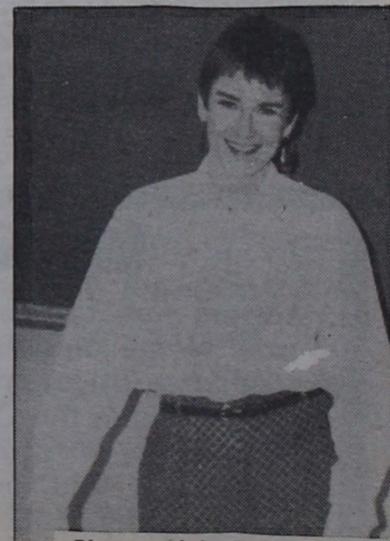
The book, entitled *The Presence of the Past in Modern American Drama*, is based on research which she completed while she prepared her doctoral dissertation in 1983.

The book focuses on the achievements of four distinguished American playwrights before the 1960's: Eugene O'Neill, Thornton Wilder, Arthur Miller, and Tennessee Wil-

liams, and the ways in which they incorporate the past into the present.

Schroeder develops two major themes throughout the book: she analyzes the concept that the past

See Schroeder P. 6



Photograph by Jenine DeLuca

Tapping the Task Force

BY MICHELLE GRANDE
Grizzly Copy Editor

"How can we tap that expertise, that insight that only you [students] have and react to it?" asks Dr. John Pilgrim, Professor of Economics, and Executive Asst. to the President, as he and other faculty members peruse the recent presentation of *Empowering the Life of the Mind*, the report of Ursinus' Task Force on Educational Philosophy and Goals.

The Task Force on Education Philosophy and Goals, headed by Dr. William E. Akin, Dean of the College, was created on September 8, 1987, with the purpose of preparing Ursinus' self-study for 1989 Middle States' college evaluation. Members of the task force included student Matt Darrin and Mark Lesh. Faculty members Dr. George Fago, Dr. Thomas Gallagher, Dr. Nancy Hagelgans, Dr. Colette Hall, Dr. Peter Perreten, and Dr. Victor Tortorelli also participated.

Administrators included Margaret Katz, from the Admissions Department; Debra Nolan, Assistant Dean of Student Life; and President Richard P. Richter. Geoffrey Marshall, a member of the Board of Directors, and Jan Smith, alumna, completed the team.

Members of the task force read relevant college literature pertaining to educational trends in the 1980's to serve as a basis for structuring goals for the 1990's. They also reaffirmed Ursinus' tradition of undergraduate level liberal arts education that continues to remain independently, but voluntarily related to the United Church of Christ.

In reaffirming these traditions, Ursinus shows that it still emphasizes the understanding of peace and justice, individual development of high ethical standards, and

community support through interdependent personal relationships.

After numerous revisions, the Mission Statement of the college was approved on November 12th. The statement serves as the college's standard of measuring its progress toward various liberal arts goals.

The task force report also reinforces Ursinus' commitment to creating a small, residential college community as the best way to promote personal and intellectual independence. Education outside the classroom, therefore, is just as important as development within the classroom, and both students and faculty are encouraged to interact and to participate in the campus' many activities. Meeting others with diverse backgrounds and interests also encourages personal growth and develops interpersonal, relational skills.

See pp. 4 & 5

Ursinus College

THE GRIZZLY

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The Grizzly was founded in 1978, replacing the previous campus newspaper, *The Ursinus Weekly*. It is published by students thirteen weeks each semester. The Grizzly is edited entirely by students and views expressed in the paper are not necessarily those held by the administration, faculty or a consensus of the student body. The staff of *The Grizzly* invites opinions from the college community and will publish them as time and space permit.

Editorial

TIME: January 1988. CASE: *Hazelwood School District vs. Kuhlmeier*. ISSUE: Censorship.

Last month, the Supreme Court voted 5 to 3, upholding a high school principal's right to censor a student newspaper. This action is outrageous—a violation of the fifth amendment!

An informed public is a safe public. Issues such as divorce and teenage pregnancy are especially pertinent to young students. The issues are here; they cannot be ignored. If teenagers do not learn the facts through an *informed* press, they will learn it in the streets. And then it's too late.

In his essay *Areopagitica*, Milton states, "It was from out of the rind of one apple tasted, that the knowledge of good and evil as two twins cleaving together leaped forth into the world. And perhaps this is that doom which Adam fell into of knowing good and evil, that is to say of knowing good by evil."

The *evil* topic must be exposed to readers; this is how they will learn the right from the wrong.

It is not the subject matter which should be censored. Instead, we should be concerned with the *point of view* the young journalist takes in presenting an issue.

I have come to the conclusion that high school journalistic training is lacking, and this ultimately reflects on the medium in general. Students must learn to write *objectively*. Too much emphasis is placed on opinion, instead of on the importance of the *facts*. This is where the Hazelwood High School failed. An article is too often "loaded" with the writer's perspective. Then the issue becomes cloudy, and the readers' opinions will tend to sway (unintentionally) towards the author's viewpoint.

High school principals (and college administrators, if some day applicable) should not have censorship rights. They should, however, be responsible for educating their students on objective news coverage.

JMK

LETTER POLICY

Letters must be typed and no more than 300 words. Name and telephone number are required for verification purposes. Letters should be deposited in the Grizzly mail box in Corson Basement by 7 p.m. Monday. The Grizzly reserves the right to edit all letters. Requests for anonymity will be considered by the editorial board.

Commencing the Issue

Dear Editors:

I would just like to say that I'm really glad that our class is so concerned with commencement—I only wish you could have been this concerned in our Junior year when there was a chance that something could be done. In all honesty, we've all known that commencement was coming. I even held class meetings in January to inform everyone of the commencement plans. A grand total of 15 seniors showed up for the meetings which were held all week. If graduation isn't what you want it to be, it's not because you were denied the opportunity to help plan it.

I want to take this opportunity to respond to the letters and complaints regarding the 1988 commencement ceremonies.

Commencement will take place in Helfferich Hall, despite the desire of the Senior Class to have an outdoor ceremony. I know that makes many people unhappy but the class officers started working with the Administration last year to have commencement moved outdoors. In the fall semester, word came back that it wasn't going to happen. Jeanne Radwanski, the U.S.G.A., and others worked really hard to pull it off, but it didn't work. Unfortunately, when we began making commencement plans in our Junior year, people weren't as vocal then as they are now.

The search for a well-known commencement speaker also began in our Junior year. After speaking

to members of our class and our class officers, I went to President Richter with a list of about 10 names for possible commencement speakers. The top 3 candidates were: Guy Bluford (Astronaut), Ed Bradley (60 Minutes), and Dr. J. Since the majority of people I spoke to wanted Dr. J., President Richter devoted his efforts and "Ursinus pull" to bring Dr. J. on campus.

After Thanksgiving break, we received the bad news: Dr. J.'s agent said he couldn't make it because of a previous commercial engagement. I don't know if that's the truth or a load of bull, but by the time we got the news, it was too late to get another speaker. We did try for Ed Bradley, but he was also unavailable.

At this point, we met with President Richter again and tried to figure out what to do next. At this meeting, President Richter presented us with some alternatives for speakers. To be totally candid, they all stunk. We would have had a speaker that no one in the Senior class liked (if any of you were at last year's commencement, you'll know what I'm talking about). We tossed around and then approved the idea of letting the Senior Class choose a faculty member and a classmate to speak at commencement. Granted, this option doesn't have the thrill of an esteemed speaker, but it does save us the frustration of listening to someone we neither know nor like. In addition, the money that would have

been spent on the speaker is now earmarked for the party/reception that we are having after graduation.

The outdoor procession was merely a suggestion that was proposed by the Class of 1987 at the last moment before commencement. Since there wasn't enough time to plan a procession, however, the idea was tabled. I thought that our class would like to try it—after all, if we had an outdoor graduation, we would have done it anyway. Since there is such opposition to the suggestion, we can easily drop the idea. Before we drop it, however, I would like to hear from more seniors in case there are some of you who would like to have the outdoor procession.

With commencement right around the corner, all I ask is that we stop wasting time by complaining about what we can't have. We should start working together to make what we *do* have memorable. Pretty soon, you will be getting ballots in your mailboxes to nominate a faculty member and a student speaker for commencement. I would like to see at least 85% participation in the speaker selection. I'm not going to be sappy and beg you all to join together and make this the "best darned graduation ever". All I ask is that you use the same vocal power you have been using the past weeks to put two damned good people on our commencement stage!

Sincerely,
Lynne Edwards

Sex Still Religiously Private

BY M. SCOTT LANDIS
Campus Minister

Love is in the air. With Valentine's Day in our minds and hearts and spring just around the corner, it is easy to see why a discussion of human sexuality would attract a lot of attention. Recently, the topic of the sexual roles of college students was addressed at an open discussion moderated by M. Scott Landis, chaplain of the college.

The religious perspectives of the sexual activity of the college students was offered by Rabbi Morton Levine, Jewish Campus Activities Board; Father John Eckert, St. Eleanor's Parish; and Rev. Martha Kriebel, Trinity United Church of Christ. After a brief presentation by the religious professionals, students were given the opportunity to ask questions or challenge the presentations.

The theological perspectives varied. The very conservative point of view of the Roman Catholic Church states that sex outside marriage is a sin. Sex in the Catholic view must be saved for marriage as it is the "ultimate fulfillment of the marriage vows giving the fullest meaning" to the vows. The more liberal Protestant view raises the question "when is one married?" Does the ceremony itself sanctify marriage thus permitting a sexual relationship or does the marriage occur privately through the covenant of the couple? The Protestant view wanted to acknowledge the sexual activity of young persons and address striving for the ideal of sex within marriage, but realizing how human passion may win.

All three presenters referred to

the fact that human sexuality is not a mere physical act. "There is more than just friction in a relationship," said Rev. Kriebel. Human sexuality encompasses feelings, emotions, and communications at all levels. Rabbi Levine spoke of the situation ethics nature of the issue while Father Eckert maintained that there is a standard which must be upheld. When asked if the Catholic church would relax its standards in the next 25 years to become more progressive, Father Eckert replied, "No."

The religious communities have spoken from tradition, from scripture and personal opinion addressing the current activities, but it appears as of religion, like one's sexual activities is a very private matter. The religion of your choice may provide direction, but you must decide for yourself.

Restructuring the Ursinus Tradition:

Goals of Liberal Education at Ursinus

A. Curricular Goals

The curriculum should afford students with a breadth of educational experience that provides them with basic intellectual skills, exposes them to a variety of methodologies and insights, develops their ability to synthesize and integrate knowledge, and to become intellectually independent. Throughout the academic program, students should be exposed to various molds of thinking and understanding so that they learn to apply the principles of logical thinking, rational discourse, critical analysis, and creative imagination.

The curriculum should provide numerous opportunities for integrative experiences. Students should take courses in all four years which encourage continuing development of basic skills and which encourage students to integrate knowledge and to use insights and modes of understanding from a variety of disciplines. Such vertical integration needs to involve students in developmental experiences; that is, the vertically integrated experiences should build on previous courses, thereby allowing students to draw on previous experiences and to expand their powers of critical thinking.

1. Communication skills

Basic skills which enable students to express their thoughts with clarity, grace, and logic from the foundation of liberal learning. Without the ability to communicate effectively human communities are impoverished. With them the individual is empowered and the community is enriched. These skills cannot be mastered in a single course; they must be reinforced and developed in experiences across the curriculum.

a. Effective writing

In the United States, all educated men and women should have the ability to express their thoughts effectively in written English. This most fundamental skill cannot be mastered in a basic skills course or courses, but must be reinforced constantly in writing experiences across the curriculum.

b. Effective speaking

The ability to communicate effectively cannot be limited to written communication, but must include a command of the spoken English language. As with written expression, experiences in oral communication should be numerous and diverse.

c. Study of a foreign language

Study of a language other than one's own sharpens intellectual discipline, exposes the student to different cultures, values, and thought processes, and provides access to the knowledge, insights, and literature of other peoples.

d. Comprehension and use of quantitative data

Students should learn to interpret numerical data because much of modern society communicates through quantitative forms.

2. Fitness and wellness for lifetime health.

Through a greater knowledge of how we can lead healthier lives and through the acquisition of skills to maintain physical fitness, we can lead more satisfying lives.

3. Experiences with conceptual communities

Knowledge in the modern world has become fragmented. Those who seek knowledge pursue their search through modes of inquiries—methodologies—and groupings of subject matter for study—disciplines—as means of better comprehending a portion of the universe. Such groupings can be characterized as conceptual communities. We find the current system for teaching these perspectives is in need of comprehensive revision. The current Ursinus Plan requires students to take introductory courses grouped in distribution areas. Little is done to integrate what is learned in one course with other courses so that students too seldom see the relationship between basic skills, general education, and their major.

An educational goal of Ursinus is to engage students with faculty members in rigorous intellectual adventures with several conceptual communities structured in a way as to build on previous academic experiences. Such experiences, additionally, should be reinforced by experiences outside the classroom. Certain fundamental groupings offer experiences most appropriate for a liberally educated person. These areas make up the heart of the life lived by most liberally educated persons. They provide the substantive and cognitive foundation for a life of service and self-fulfillment.

The task force was unable to settle on a complete definition of a set of conceptual areas. However, it believes that a final list should in one way or another account for the following:

a. Study of the creative and performing arts, literature, philosophy, the history and philosophy of science, and history as a means of developing non-discursive imagination, an understanding of value systems, and defining individual identity;

b. Study in the western and non-western context of art, literature, history, and forms of social organization as a means of developing historical consciousness and understanding of the complexity of the human condition; and

c. Study in the natural sciences, including a laboratory experience, as a means of understanding the fundamental impact of science on the modern world, and the issues in science as they influence the individual and society.

4. Study in depth

Through the study in depth, students acquire an understanding of the modes and processes of inquiry of an academic discipline, learn to appreciate the complex structure of knowledge, and develop the ability to make informed judgments between conflicting methodologies and interpretations, and make connections between different disciplines. The study in depth may be achieved through disciplinary majors, approved interdisciplinary majors, or student-initiated majors. The

experience of studying in depth in one academic area normally involves students in the equivalent of one year of study in the subject matter of the field, and may require the equivalent of another semester of study in ancillary areas needed to support the study in depth. In all majors, students should use primary sources and materials as they advance in their studies.

The study in depth should include a capstone experience which involves students in a focused inquiry. Such exploration should involve the active pursuit of new knowledge, insights or ways of understanding, and should encourage them to integrate the knowledge and insights gained from their liberal education.

5. Explorations

Because liberal education, at its core, is a broadening experience, the curriculum should allow students ample opportunity for exploration and reflection. Students may wish to structure their exploration in areas outside their study in depth, in which case they may pursue a minor concentration, or they may wish to enrich their experience by selecting a variety of courses.

6. Instructional methods

Students, as beings of intrinsic worth, should be active and interactive learners. The goal of developing intellectual independence for lifelong learning is fostered by active involvement in the learning process. Professors should encourage students to come to an independent grasp of the significance of our vision of liberal education. They should avoid the notion that students are merely passive receivers of information, lacking the gifts of insight and understanding. The teaching/learning process should be a deeply social, interactive experience, reflecting the centrality of community in the assumptions. All instruction should involve students in analysis and synthesis. Individual faculty, of course, have the freedom to determine what pedagogical style best achieves these goals in their courses.

B. Community Goals

1. Faculty life and culture

a. Faculty members must be committed to teaching undergraduates, must care deeply about students as persons of worth, and must be profoundly concerned about whether or not their students learn and develop. They should encourage students to be active learners inside and outside the classroom.

b. Although the organization of the College gives high priority to the academic departments and it is appropriate to organize the educational program departmentally, faculty should be committed to living in and developing the larger academic community that is the College. Departments have a responsibility to contribute to the mission of liberal education, both at the level of general education requirements and through the curriculum of the major. The faculty, moreover, is an interdisciplinary pool of scholars. As such, faculty members should be willing to risk moving outside the narrow constructs of their discipline and explore connections and interrelationships between differing approaches to knowledge. They should support and contribute to the development of the larger academic community.

Task Force Transcends Past Goals

c. In an academic community, learning is not restricted to courses and classrooms. Thus, advising is an essential element of the faculty member's life and culture. Beyond formal advising, faculty should be available to students outside the classroom and should encourage opportunities to reflect with and work with students.

d. Faculty must be dedicated to and actively involved in the life of the mind because it keeps them aware of new knowledge, ideas and insights, keeps them intellectually active, and allows them to be more effective mentors and models for students. Thus, faculty should be active and inquiring scholars. The primary purpose of faculty scholarship is to lead faculty members to new insights and understanding because it makes them better teachers. Thus, the most appropriate scholarship is the type that supports the faculty member as teacher and mentor.

2. Student life and culture

a. Students as human beings of intrinsic worth should be active and interactive learners. Just as professors and staff should encourage students to become active and interactive learners, so students in the process of becoming independent, responsible and thoughtful individuals must assume responsibility for their own lives and actions inside and outside the classroom.

b. Liberal education which empowers the intellect, awakens moral sensitivity, and challenges students to improve society, presumes a reflective student body and a community atmosphere which encourages intellectual curiosity. To fulfill its mission, the college seeks students of varied backgrounds who actively search for meaning and purpose in their lives.

c. The college experience should encourage students to contribute to society and to assume leadership positions. The varied programs outside the classroom should provide them opportunities to develop leadership skills and experiences

d. The residential life should foster a commitment to the academic community where all members contribute to the welfare of the community as a whole and to individuals making it up. It should provide experiences which allow students to integrate their academic and residential lives, and should foster an atmosphere which reinforces the values of individual worth, community, and the search for knowledge and insight, a life of learning, and personal growth.

3. Community building and service.

a. Ursinus accepts a responsibility to offer educational and cultural programs for the benefit of its geographical region.

b. Because liberal education is not a fixed canon, the College wishes to actively foster experiences which engage faculty, students and staff in an "unfinished conversation" about liberal education. Such dialog can and should take place in informal ways, but it is best encouraged in formal activities.

IV. Recommendations for Further Study

1. The task force dealt with goals of liberal education at Ursinus, not with strategies for achieving the goals. The task force recommends that further study be undertaken to determine the most appropriate means of achieving the curricular goals. It should be clear that in recommending basic skills and experiences in conceptual communities that the task force was not recommending specific courses. Rather, it was recommending academic experiences that it believes students should have. Specific courses may be appropriate means of achieving the goals, but they need not be. Where specific courses are the most appropriate strategies for achieving the desired goal, they may or may not be existing courses.

2. The task force recommends more vertical integration in the core curriculum. It finds the current "horizontal" approach—a series of independent freshman level courses which students "get out of the way" in their freshman and sophomore years—to be counter to the precepts of alternative models for achieving greater vertical integration;

one would reorganize courses designed to provide experiences in conceptual communities in a manner that made them sequential, a second would be to develop a series of core seminars around specific themes. The task force recommends further study of the best means of achieving greater vertical integration of the core curriculum.

3. The task force recommends that academic departments be asked to study their curricula. The departments should address how their programs contribute to the mission of the college and the educational goals expressed in this report. Further, they should consider how their programs can be modified to better achieve the goals of the study in depth component of this report.

4. The constraints of time prevented the task force from fully addressing the question of how faculty and staff should allocate their time and energy. The goals recommended, however, do stress the crucial role that faculty at a small, residential, liberal arts college should play outside the narrow confines of their disciplines. In interacting with students outside the classroom, in building a stronger academic community, in developing integrative intellectual experiences, while teaching and maintaining an active scholarship, the life and culture of faculty is demanding and challenging as it is exciting and stimulating. The task force recommends further study, building on the data contained in the appendix of this report, of the most appropriate ways of structuring faculty time (including teaching load, professional development, advising, and service) to achieve the educational goals of Ursinus College.

5. A longitudinal study should be undertaken over the next five years to track how the proposed goals are being achieved.

6. A follow-up study of student life should be undertaken to make recommendations of strategies for achieving the goals for student life and culture. Implied in this report is the belief of the task force that students should become more reflective. It follows that student time, both time spent on the curriculum and in extracurricular activities, should be structured in a manner that encourages reflection and that the atmosphere of residential life on campus should be conducive to the life of the mind.

Task From P. 1

The report affirms the college's commitment to respond to the needs of local and regional neighborhoods and accordingly provides cultural and educational outlets for development. Through art, music, drama, and lectures the public gains a deeper appreciation of art and beauty.

Through various degrees and non-credit programs, non-traditional students also learn to enrich themselves and their world.

In explaining the main emphasis of the report, Pilgrim states that the goals reflect the question of "what are we trying to accomplish, not how are we going to do it." Various aspects of curricula will be

refined and will conflict with current practices. Future courses will be designed to promote vertical integration of knowledge, or the idea that education builds upon itself and that courses should reflect an integrated whole. The one-to-one connections between college requirements and a particular course are re-evaluated so that students learn to apply skills across disciplines and do not merely "get the requirements out of the way."

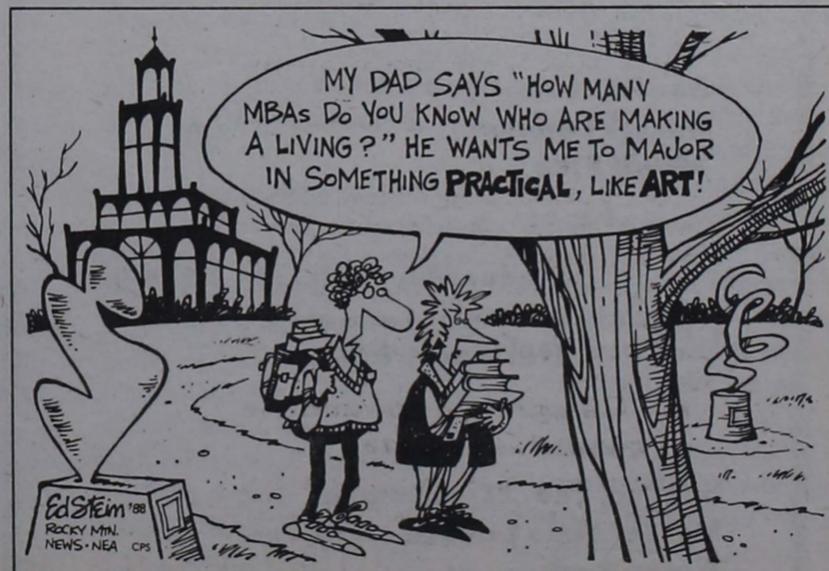
Lastly, a major discipline of study will be evaluated in terms of a unit; that is, the components of a major will be integrated through a comprehensive examination, seminar course, or similar academic programs.

To discuss and implement the goals of the task force, two new task forces were created to develop concrete, positive methods for change. Akin heads the new task force on Academic Programming; while J. Houghton Kane, Dean of Student Life, heads the new Task Force on Student Development Outside the Classroom.

The Academic Programming's function will apply the goals of the college through the curricula and faculty and will recommend changes to the Academic Council.

Student Development outside the classroom deals with activities and residential life and evaluates how effectively these things help students.

See Task P. 12



Speech Exam Announced

The Communication Arts department will hold its exemption examination on Monday, February 29, from 2:30 p.m. to 4:15 p.m. Students who would like to be exempted from Communication Arts 201 (Public Speaking) should register in Dean Akin's office in Corson Hall, where they will receive further instructions.

The exemption exam is offered each semester. Students prepare a 7 to 9 minute speech from a list of topics and deliver it before members of the Communication Arts faculty. If the speech earns a grade of B or better, the college requirement is waived.

Participants "Model" the U.N.

BY LAURA CASE
Of The Grizzly

From March 28, 1988, to April 3, 1988, several Ursinus students will serve as delegates for the nation of Cyprus in the 1988 Model United Nations. This annual program will again be held in New York City, the site of the actual United Nations, and includes participants from approximately 75 colleges, most of which are located on the East Coast.

The cost of participation is approximately 100 dollars, most of which includes food expenses. The Political Science department and USGA are contributing to the expenses, and their financial support greatly reduces individual student costs.

The main purpose of the mock United Nations is to learn, through

role-playing, about the process of politicking. The simulation of an actual United Nations session encourages active participation and listening and understanding the procedures of compromise.

A second purpose of the model session is to meet other college students. Some larger universities and colleges send more than one delegation to the session, while smaller schools (like Ursinus) have only one delegation. Each delegation represents one nation and receives information related to the geography, politics, and social concerns of that nation. Knowledge of the nation's history, actions within the United Nations, and previous votes is crucial to a successful model session. During the session, all delegations will decide what positions they will

take on different issues and will participate in debates and voting.

Cyprus is an active member of the United Nations and serves on many committees, including: the General Assembly, Plenary, the General Assembly First Committee, the General Assembly Third Committee, and the General Assembly Sixth Committee. It also actively participates in the United Nations Conference on Trade and Development, World Health Organization, Non-Aligned Conference, and the General Agreement on Trade and Tariffs. Undoubtedly, the Ursinus delegation will be active in the model United Nations session. The experience will prove to be educational and exciting to all who choose to participate.

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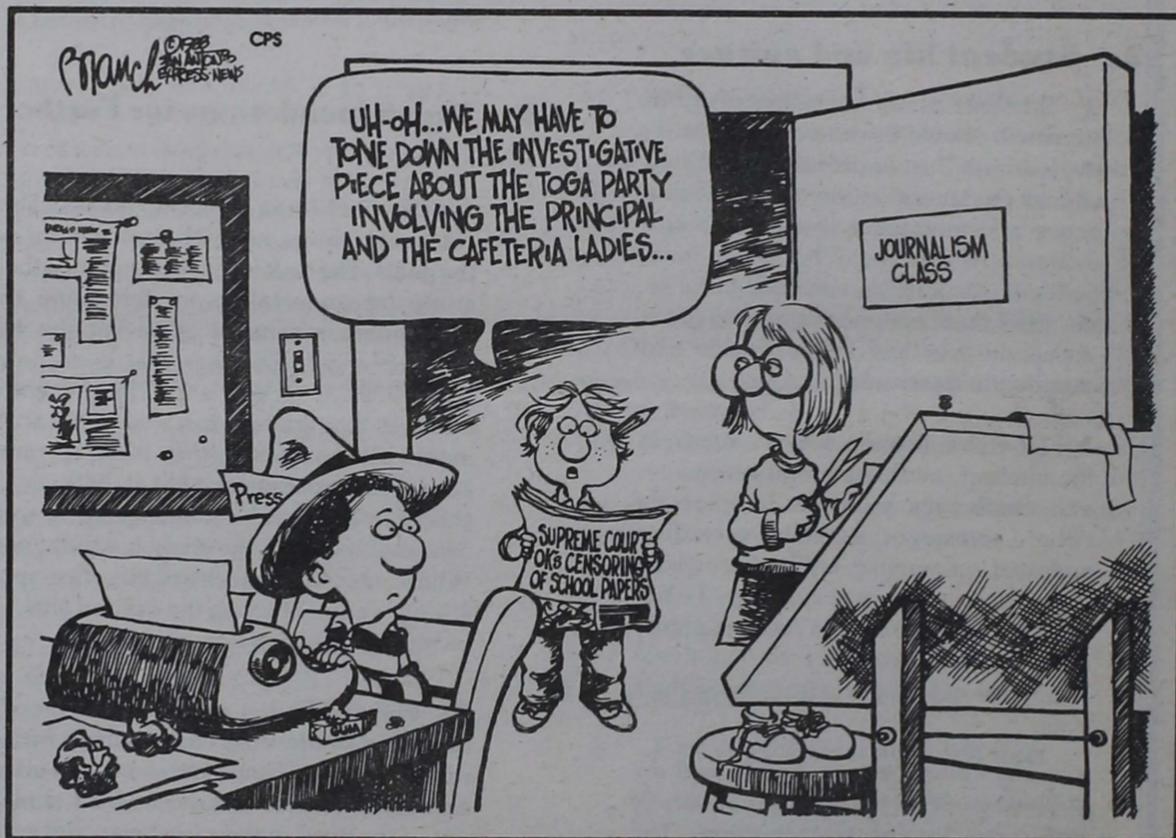
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Schroeder From P. 1

is a completed unit of time and traces methods of the playwrights as they develop the present. The present then relates to the powerful influences of the past by using the memories and unique experiences of individuals. Schroeder notes, "What happens to our concept of time? We tend to think the past is over, but it's not."

However, Schroeder's work is not over, for she must revise her conclusion and complete an index. Copy editing has already begun, but she states, "There's really no timetable for it (printing the book)."

Schroeder completed some of her research while she was a Ph.D. candidate at the University of Virginia. She also used the library facilities at the University of Pennsylvania, and much of the information was received through the InterLibrary Loan program, with the help of Mrs. Margaret B.

Staiger, Assistant Professor and Reference Librarian.

Schroeder is eager to see her book printed yet is ready to pursue new projects. She states, "I've taken this idea as far as I can go with it." Her next project will probably include analysis of contemporary feminist dramas.

Schroeder greatly appreciates the support she has received from Ursinus while she was completing her research. She received further funding from the Faculty Development program at Ursinus in the forms of summer research grants and release time, both which facilitated more in-depth study. Dr. Peter Jessup, Director of Academic Computing, also aided Schroeder in typing her manuscript on the Apple computer.

In the process of finding a publisher, Schroeder received two rejections, both of which provided

helpful "substantial comments as to why they did not want to publish my book." She incorporated these comments into successive revisions and is generally satisfied with the content of the book. "It still doesn't seem real to me.... I've put many hours of my life into it," she said.



Musser Presents

Sunday, Feb. 14 6:30 p.m.

Musser Lounge
Mona Lisa

FILM

Wednesday, Feb. 17 7-9:00 p.m.

Musser Lounge
German Chat

CHAT

Sunday, Feb. 21 6:30 p.m.

Musser Main Lounge
Gorky Park

GRIZZLY BEAR

SPORTS

Winner-Take-all in Ursinus—Moravian Showdown

BY VERONICA ALGEO
Of The Grizzly

This is the game everyone has been waiting for: are the 4-time defending Southeast Divisional champions from Moravian College about to be dethroned by the young upstarts from Ursinus College? or will the Moravian veterans safely retain their title? On Saturday night at Moravian College in Bethlehem, the fate of these two teams will be decided.

Moravian and Ursinus are tied for first place atop the MAC Southeastern Division. A win would put either team (both 9-1 in the division) in the driver's seat with one game remaining to clinch the title.

For Moravian to win the title outright, they would have to beat Ursinus tomorrow night (they lost earlier in the year to the Lady Bears in an 83-74 thriller), and

then they would have to travel to Muhlenberg three days later and win at Muhlenberg, where Ursinus has suffered its only divisional loss.

In order for the UC cagers to have sole possession of the division title, they must beat Moravian and then proceed to beat Widener on Monday night at Widener.

And the Lady Bears are confident that they can bring the championship home.

"We want Moravian," claims starting center Laura Letukas, a junior, "Our team's been playing so well...the chemistry's there...the telepathy's there!"

The team's chemistry definitely has been mixing well lately. The Bears are the winners of five of their last six games with their only loss coming in an exciting 84-76 contest versus the 16th-ranked team in the nation, Franklin & Marshall College.

Ursinus has handled its other five opponents. It has beaten Widener (69-44), Haverford (69-29), Swarthmore twice (94-49, 70-54), and Eastern College (96-51). The Lady Bears are once-beaten at home this season and, but are not as invincible on the road. However, they do not plan on the home-court advantage being a big factor in Saturday night's showdown.

"If we concentrate, if we are patient in our play," says junior co-captain Bridget Algeo, "then we should win. If we're hungry for it, then we'll go get it...and there's no question that we're motivated to go get it."

Thus, the stage is set and ready for the action to begin. Anticipation mounts in hopes that the Lady Bears come back to campus around 11:30 Saturday night—riding the crest of the division title.

Hoopsters Vastly Improved

BY CHUCK SMITH
Of The Grizzly

Night and day. Black and white. Those are two phrases that immediately come to mind when comparing last year's Ursinus men's basketball team to this year's squad. Last year the squad struggled through most of the season while

this year's group is streaking towards a conference title.

Last year the men finished with a 12-14 record and 7-3 in the Middle Atlantic Conference's Southeast Division. The most wins they could put together in a row were three. For the past six seasons Ursinus has been mediocre at best.

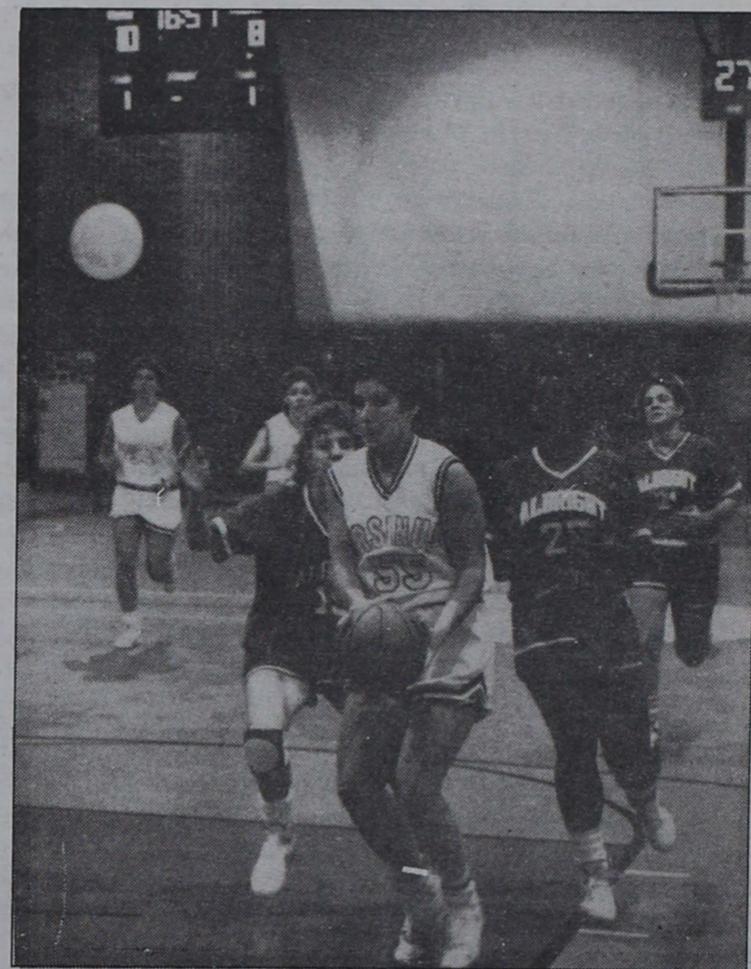
They could beat the weaker scheduled opponents but could never stay with the conference powers.

That was then—this is now.

The 1987-88 team is 16-6 overall and tied for first at 6-1 in their division. They have clinched their first winning season since the 1981-82 squad which went all the way to the final 8 in Division III. At one point this season the Bears won 11 out of 12; included in that stretch was a six game winning streak. But more impressive than that was a span in which the men won three straight games against teams that had been ranked or were ranked at the time in the Division III polls.

Last season's team did have some bright spots though. For example, they did finish 7-3 in the conference which tied them for a playoff spot for the second year in a row. And for the second year in a row, they lost a special elimination game to get that playoff position. Special honors did come to a couple of Bears. Paul Udovich and John Maddox both earned all-MAC Southeast last season and Maddox also gained the division's Rookie of the Year.

But the stars have come out to shine this season. Let's see who these stars are and what they have done to make the 1987-88 squad a



winner.

First we'll start with the only senior on the team. Udovich is the leader on this team. Udi, last year's leading scorer, has taken a back seat to the scoring chores and runs the team at maximum efficiency. The team captain leads the team in assists (4.8pg) and is third in scoring, averaging better than 10 points a game.

At the other guard spot is junior Tom Shivers. A year of experience has done wonders for this Folsom, PA native. Shivers leads the team in scoring with 15.1 a game—five more than his average last season. Shivers also leads the team by hitting for better than 93% from the foul line. He leads the conference in the same department with a perfect 100%.

That's not all this superhooper has done thus far. He was awarded MAC Player of the Week for January 11-17. In this span he scored 30 points in a win over Delaware Valley, in which he set a conference record for three-point percentage by going 6 for 6. Two games later, he scored a career-high 33 points in a game against Spring Garden. He also broke a school record, formally held by Udovich, when he went 7-7 from three-point land in not one game—but two!

Philadelphia has supplied Ursinus with two very talented forwards. They are Maddox and Rodney Joyner. Both of the 6ft.3in. leapers apply tenacious defense on the opposition to make up for their lack of size underneath. Both have dazzling moves to the basket that at times leave the crowd aghast. Joyner, averaging more than 9 points, has come up with some great defensive plays at "crunch time" in very important games to help the Bears.

Maddox, better know as "Ice", is hitting for 10 a game and is second on the team in rebounding, averaging 6 boards per contest.

One of the main reasons for this year's success has been the play at center. Last season the Bears had a very steady player at the position in then-senior John Ginley. Ginley averaged 8 points and 5 rebounds a game. This was the position that at the start of the season had a big question mark. That question mark has been answered with an exclamation point. His name: Nick Goodwin.

Shivers had this to say about Goodwin: "Nick's better. Gins was great, but Nick scores." And score he has. Goodwin is second, behind Shivers, in scoring with 12.4 per game, which almost triples his average from last season. But just



'Reckless' Wrestlers Rustlin' Victory

BY BILL CONNOLLY
For The Grizzly

Competing with what head coach Bill Racich termed "reckless abandon," the Ursinus wrestling team bettered their record to 14-3-1 with four crushing victories in the past week.

Last Saturday's home quad meet resulted in three decisive wins over Lebanon Valley, Western Maryland, and Mansfield State. After the long day's work, coach Racich was pleased with the team's overall domination but bestowed special praise upon the younger players. "Since the West Liberty Tournament, our guys have wrestled with great intensity," he said. "I'm particularly proud of how far our freshmen have come. At the beginning of the season, I wasn't expecting to start four freshmen. But those guys are starting... and they're winning!" he added.

The Bears defeated Lebanon Valley by the score of 32-16; the Ursinus line-up featured some new faces but all of the Bears wrestled

tough. After two early forfeits and a Leb-Val fall, freshman Mike Tyas (142) scored a major decision over Rod Kalbach. Fellow freshmen Matt Becker fought hard at 150, but his opponent prevailed on riding time. Tom Love, another freshman, pinned Leb-Val's Pat Eckman in the first period of the 167-lb bout. Chuck Odgers (190) added a major decision to end the Bears' scoring for the match.

The second match versus Western Maryland was expected to be tough but the Bears squelched that rumor by stomping the Green Terrors by the score of 33-8. Racich admitted that he was surprised by the margin of victory, but after viewing films of the match "saw that we had executed the basics perfectly and wrestled very aggressively." "Also," he added, "those Western Maryland guys didn't seem to want any parts of us in the second and third periods."

After a forfeit by W.M. at 118, Dante Ardite opened his match (126) in the second period enroute

to an 18-6 major decision. Junior Gerry Spadaccini (134) also recorded a major decision on a very physical bout with W.M.'s Phil Key.

Dan Donahoe triumphed at 150 and Dave Durst's match with Skip Sinak ended in a 1-1 tie. John Love (177) excited the crowd by scoring an escape and a takedown with less than thirty seconds left in his match as he won 5-2. Odgers manhandled Rich Hensor at 190 with a 15-0 technical fall, and heavyweight Ron Matthew pinned Dave Ross in the second period to end the match.

The final match against Mansfield State was anti-climactic as the Bears devastated their opponents 43-9. Tim Seislove (118) wrestled his first match of the day and made it count with an exciting pin in the third period. Executing one of his "signature moves", and "air throw", Seislove had the crowd on its feet and Jeff Woodworth on his back with 36 seconds left in the match. Freshman Vic Zampetti decisioned Britt Shank at 142, and

Donahoe scored a 15-0 technical fall at 150 to give the Bears a 20-6 lead. Impressive freshman Tom Love tallied his second first-period pin of the day and Durst (167) followed suit with a fall scored against Mansfield's C.J. Podlaski. Odgers bullied his way to his second technical fall of the afternoon at 190, and Matthew also repeated his earlier feat by pinning Joe Shiffer in the second period.

Several exhibition matches were scheduled, and all of the young players wrestled tough and benefitted from the experience. Tyas and Bitter Brian Kohute pinned their opponents, and Steve Lauderdale returned to the mat for the first time this season and scored a technical fall.

This past Wednesday night, the Bears extended their winning streak to eleven matches with a 36-9 victory over Haverford. The Bears' last home match of the year was against a vastly improved Haverford squad, a team that has certainly earned Racich's respect. "Coach Imgrund has done an exceptional job with the squad. Our guys

wrestled well against some quality competition tonight."

Seislove put the Bears ahead to stay by decisioning Tony Fuentes in an exciting match at 118. Returning to competition after an injury, Kevin Athearn recorded a well-deserved major decision over Emory Morrison. Haverford shortened the length of the match and disappointed the crowd by forfeiting three matches. Odgers mistreated Devon Smith and pinned him late in the first period. Matthew added to the carnage by thrashing Ben Atkenson in a heavyweight bout that ended in a technical fall.

The Bears are steadily improving and Racich sees the team's ever-building confidence as a definite factor. "Our guys are not tentative on the mat. They're not afraid of losing and, better yet, they're becoming addicted to winning," Racich stated. "Ever since the West Liberty Tournament," he continued, "these guys have recognized their individual potentials and are dreaming about the things they can accomplish as a team." The excitement is building as MACs are only two weeks away.

Sports Beat

- Fri. 12 Basketball (W) vs. Delco—7 p.m.
- Sat. 13 Wrestling at Johns Hopkins—Noon
- Track (W) at Haverford—1:00 p.m.
- Gymnastics vs. Lock Haven—1:00 p.m.
- Swimming (M & W) vs. F. & M.—2:00 p.m.
- Basketball (jv-W) at Moravian—5:00 p.m.
- Basketball (W) at Moravian—7:00 p.m.
- Basketball (M) at Wash. College—7:30 p.m.
- Basketball (W) at Widener—7:00 p.m.
- Swimming (M & W) at Loyola—6:00 p.m.
- Wed. 17 Basketball (jv-M) at Swarthmore—6:00 p.m.
- Basketball (W) vs. Allentown—7:00 p.m.
- Basketball (M) at Swarthmore—8:00 p.m.
- Thurs. 18 Wrestling at King's—7:00 p.m.

The Bigger Doesn't Mean the Better

Bigger is supposed to be better. This expression is used time and time again. In sports, the Goliath Division I schools are supposed to defeat the meek Division III schools. Not true! Last Sunday at the University of Delaware, the men's track team competed against all three divisions and the results were surprisingly impressive.

All-American John Wood, throwing in his first meet in almost a month, showed what made him one of the best shot putters in the division last year. Competing against a field riddled with Division I and II schools, Wood claimed second place with a toss of 51ft., 3in.

High jumper Rick Lowe also fared well against larger schools, taking fourth with a leap of 6ft., 6in.

The distance team came away with a school record and many personal bests. The school record was set in the 1000 meters by Dean Lent. Lent's time of 2:34.20 was good enough to earn him third

See Track P. 9

Beam Breakin' Benner



Gymnast Debbie Benner, a 5-foot senior from Tannersville, Pa., has been named Ursinus College Athlete of the Week after breaking two school records and setting four personal marks in a single meet.

Benner broke Ursinus records in the all-around (30.65 points) and the balance beam (8.2) Feb. 3, helping the Bears run up the highest team total in their 14-year history in beating Swarthmore, 143.35 to 88.0.

Against Swarthmore, Benner turned in personal bests in every event. Along with the all-around

and balance beam, she scored 8.35 in the vault, 7.95 in floor exercise and 6.15 on the uneven bars.

Three days later, she turned in a new career high of 6.45 on the bars as Ursinus (4-4) breezed past Hunter College of New York City, 136.35 to 118.9.

Benner, an Ursinus co-captain, is hoping to lead the Bears to their first winning record in eight years after a 6-7 finish last season. They still have to face Penn, Princeton, Rutgers, Army, Navy and Hofstra.

Benner is majoring in economics and business administration.

'Mers Keep Victory Abreast

The women's swim team has just brought to an end a two week session of grueling meets. The swimmin' women began their journey with a win over Western Maryland (60-25). This proved especially surprising after an extra long 3 1/2 hour van ride.

Senior co-captain Heidi Camp and Junior Lynne Lawson each swept three first place finishes.

Once again Ursinus was on the road; this time the destination was Elizabethtown. Although the women managed to put forth many outstanding swims, they were defeated.

Many first, second, and third places were captured but due to Ursinus' lack of depth, E-Town grabbed those crucial fourth and fifth points.

Lawson's performance in distance events gained her first.

Junior, Jen Hoeberg finished first in the backstroke while Camp took the 200 IM.

Junior Cindy Hoyt turned in an outstanding swim and a best time in the 100 free (1:01).

As usual Judy Spangler and Jeanne Radwanski nailed down the important finishes in the fly, back, and breast-stroke. Freshman, Casi Yutzy, managed to turn in some fine swims.

This past Saturday at Ursinus, the team met with Susquehanna. Despite the losing effort the women turned in some fine times.

Radwanski captured the 1000 free, an event she has never swam before.

See 'Mers P. 12

Conwell Cuts the Cake

BY STEVE GALL

Grizzly News Editor

It has been a number of years since Ursinus has had live, big-name entertainment, something which other colleges, it seems, can take for granted. The college has had its share of good talent, yes, but on March 25, Tommy Conwell and the Young Rumlbers, will be appearing here, placing Ursinus another step above in the area of entertainment.

Although the Rumlbers have received airplay on FM radio stations such as WMMR, perhaps some background is in order,

Tommy Conwell, a Bala Cynwyd native, formed the group in February of 1984. Producing a straight-forward rock sound, members of the group have become Conwell, Paul Slivka, Jim Han-num, Rob Miller, and Chris Ray.

Cornerstone Management, Conwell and the Rumlbers' booking agency, defined Conwell's musical vision for the group in terms of creating a distinctive, "raw" sound. "I wanted to be more driven, louder, a little wilder than most. Not the wildest band you ever saw, just with an edge," Conwell states.

The Rumlbers have had a tremendous success on the road. They constantly fill the clubs into which they are booked, and Conwell's integrity and power greatly impresses audiences. The band had even been broadcast live several times, including a Labor Day 1986 performance at Veterans Stadium.

The Rumlbers will be joined for their Ursinus date by another Philadelphia band, Picture This. Cornerstone stated that the group, which is described as pop-rock,

is currently a three-piece band looking for a keyboardist. Picture This includes one member from Overbrook, one from Cherry Hill, and one from Great Britain.

Tickets for the show on Friday, March 25, are on sale in the game-room and during meals in Wismer Hall. Each ticket costs \$6.00 and students should be prepared to show their college ID. Each student is permitted to bring three off-campus guests. The doors to Helfferich Hall will open at 7:30 p.m. with Picture This performing at 8:00 p.m. Tommy Conwell and the Young Rumlbers are slated to take the stage at 9:00 p.m.

Confidence is high for this show. Consider the event to be another striving of Ursinus to compete on the level of other colleges, in this case, in the social arena.

Reflect: Success Promising

"Reflections", Ursinus' new nightclub, will make its second appearance tonight with two acts to entertain music lovers. Fans of James Taylor will enjoy Dave Binder's presentation "An Evening with James Taylor" at 10:00 p.m. and 11:15 p.m. Rock music fans can dance to the tunes of the Wombats, whose members include Ursinus students Dan Danyo, Matt Noll, Paul Fornale, John Biesecker, and Joel Menchey, at 9:30 p.m. and 10:45 p.m.

The Wombats presented a spectacular show when they performed

last semester at the Homecoming Dance, and they will greatly appreciate student support when they perform tonight.

"Reflections" will be open at 9:15 in the Wismer Alcove. The nightclub committee of C.A.B. (Campus Activities Board) has been working on the problem of increasing space for future nightclubs. Food and drinks will again be served at low prices, including a quarter for a soda and fifty cents for mixed drinks. Plan to come early to get good seats, bring your friends, and get ready to have a great time!

emotional lift.

Goodwin stressed the friendship on the team. "It's easy to get along with each other because most of us played last season and we blend together now," said the 6ft.4in. center.

Udi put it this way: "This season we're a year older and once we started winning we began to believe in ourselves. We lacked this last year."

Shivers agreed with both Goodwin and Udi. He said experience has "meant a lot because most of this year's team played last year and we are confident that we can win."

Many ingredients have helped turn around the basketball program. Leadership, experience, great individual and team efforts, plus a very confident attitude have helped make this young team a winning one.

As Shivers put it, "We really believe that we can beat the hell out of people."

That's the kind of attitude that wins championships.

Hoopsters From P. 7
as important has been his play under the basket. He's averaging a team-high 6.6 rebounds a game. Nick has some pretty impressive statistics in league play also. He leads the league in field-goal percentage and is second in scoring behind Lou Stevens of Widener.

The bench play has been equally impressive in this season's uprise. Both Chris Mulvaney and freshman Pete Smith have seen a lot of action this season. Smith has chipped in over 9 points a game from the pine while the 6ft.2in. Mulvaney has shown great defensive artistry on the floor while contributing almost 5 points per outing.

A couple of the players had a lot to say when asked why they thought this team was better.

Shivers and Goodwin gave a lot of credit to the freshmen ball players. They said that the freshmen are really good and help the team by playing hard in practice and in their bench support at away games. Shivers also added that the fan support from the school this season has really given the team an



Play by the Stars

BY LUCINDA L'AMOUR

Grizzly Columnist

I hope you readers are as excited as Lucinda is about the fast approaching annual holiday of love! Yes, as you all had better be aware, St. Valentine's Day arrives on Sunday this year, so, as those adorable boy scouts say, "Be Prepared!" (Roses & Candy may be sent to Lucinda in care of *The Grizzly*) I vaguely recall once learning how Valentine's Day came into being, but having since forgotten, I decided to delve into my *love* encyclopedia, to give us all a refresher on the subject. I've always wondered how a saint could come to be commonly associated with the mysterious and lusty actions we have license to undertake on this holiday, so I hope everyone dying to hear about Aquarian matches can hold out one more weekend.

First of all, Valentine was the designation of several saints, the most prominent of which being two martyrs whose feasts are celebrated on February 14. One was a priest who died in Rome, and the other the Bishop of Terni. Although little is known about either, evidence suggests that they died on the same day (circa 270 AD), and were buried at different places along the Flamian Way. Wonder if that's where the term "flame/r" comes from?

In any case, the custom of giving "valentines" did not arise from people sending various body parts of the deceased clergymen to their friends. The practice of sending usually anonymous love-tokens to one's beloved "valentine" most probably had only accidental connections with St. Valentine(s). The habits of this holiday, rather, owe their origins to the conventional medieval belief, held generally in England and France, that it was at the start of the second fortnight of the second month that the birds began to mate (we later extended this practice to include bees as well). "For this was on seynt Valentynes day," wrote Chaucer in the *Parlement of Foules*, "whan every foul cometh ther to chese his make." There are also other allusions to early works, but Chaucer's was the sauciest, so we'll skip them. Well, now you can say that you actually *learned* something from Lucinda's column, besides the vital knowledge of how to plan one's weekend! So onto what you've been waiting for....

VALENTINE FORECAST

ARIES: No need to act like an angel when Cupid strikes—heavenly delight does not arise from divine inspiration, but perspiration.

TAURUS: The king/queen of hearts will find you the best tasting tart of all this weekend.

GEMINI: Let those chocolate gems he sends melt in your mouth—not in your hands.

CANCER: Your secret admirer is a close friend, so when it comes to friends & lovers, you don't have to be one or the other.

LEO: Love is in the air, so make sure you expose as much of yourself as possible to some lusty gusts.

VIRGO: RED conjures up so many possibilities, so when you paint the town Friday night, do it in that color.

LIBRA: Don't let passion pass you by—create your own *Harlequin* romance with that special devil.

SCORPIO: In archery, you'll score well if you shoot your arrow straight into the center of your target.

SAGITTARIUS: Keep the fire department's number handy, 'cause the flames in your furnace will be roaring out of control.

CAPRICORN: If your love is a "red, red rose," then be sure to visit the Garden of Eatin' on Saturday.

AQUARIUS: Dancing till dawn is scheduled for Fri., 'cause they'll be playing your song, "In the Mood."

PISCES: Champagne is only one of the many beverages kept under high pressure that you'll be imbibing this weekend.

LUCINDA'S HOLIDAY QUOTE: Don't let this V.D. lead to just that!

PROTECT YOURSELF AGAINST DATE RAPE

When you hear the word rape, you probably see a brutal stranger suddenly attacking his victim in a dark and deserted place. But statistics show another picture. In at least one-third of all reported rapes, the women knew their attackers. They were people the women had reason to trust—a date, a neighbor, a classmate, or a co-worker.

A "date" or "acquaintance" rapist often is well-mannered, respectful, or attentive at first. He exploits a woman's trust to put her in a situation where she's vulnerable to sexual attack. And victims often blame themselves, thinking it was a result of some misunderstanding. They forget that being forced into having sex, even if it's by someone they know, is still rape, and an act of violence.

PROTECT YOURSELF

►When you first date someone you don't know well, check him out with friends. Arrange to meet someplace where there are other people or go out with a group.

►Be assertive. Clearly and firmly, let your date know your limits and when you don't like his behavior. Be prepared to withstand psychological pressures and to follow up with actions, like leaving or screaming for help.

►Trust your instincts. If you feel uneasy about a situation, stay alert and look for ways to get out. Forget about being polite, and don't worry about being embarrassed.

►Don't get drunk or take drugs. Alcohol and drugs decrease your ability to take care of yourself and make sensible decisions.

►Don't leave a party, concert, dance, or ball game with someone you've just met.

►Always be prepared to find your own way home. Carry change for an emergency phone call to your parents or a friend, or enough cash for a taxi.

Look out for yourself, your friends, your community, and help me.

TAKE A BITE OUT OF CRIME

Track From P. 8

place and broke his old mark of 2:34.5 set in 1986.

In the 5000 meters, John Martin and Jim Heinze both ran personal bests. Martin's time of 15:48 are two of the best times in UC history.

The other personal record of the day belonged to Jim Doyle in the 800 meters (2:02.56)

Rich Kobylinski (55), Paul McNally (56), and Brian Riviello turned in good times for the 400 meters, and the Distance Medley Relay took fifth in 10:54.

The Bears next meet is tomorrow at Haverford. This will be a tune-up for next Saturday's MAC Championship at Widener.

★ THE RACE FOR THE WHITE HOUSE

★ THE CANDIDATES

Republicans

BY PROFESSOR NICHOLAS O. BERRY
Special For The Grizzly

The meaning of the Iowa caucuses is that they have very little meaning. In spite of what the major media say—one suspects they feel obliged to find great meaning in any event that is supposed to have great meaning—the only important effects of the caucuses will be the media hype for the “winners” and the media goodbyes for the “losers.”

Iowa is not a very representative state in the presidential nomination race. It is not urban. It has very few ethnics. It ranks twenty-fifth in population. It is singularly orientated to agriculture. And its residents are probably the most old-fashionedly pleasant people in America.

Consider also that only fifteen percent of the voters bothered to participate. Those that did tended to be more committed and ideological than the average Iowa voter. Unlike primaries, caucuses take time and effort. For the Democrats, their caucus participants are more liberal than the average Democrat. For the Republicans, they are more conservative than the average Republican.

On the Republican side, Pat Robertson got out his many evangelicals and new-right conservatives, all 26,700 of them. Many came by bus directly from church suppers. His political base of support is an inch wide and a mile deep. In a primary with 60% turnout, Bush would have outpolled Robertson two to one, even

See Caucus P. 11



GEORGE BUSH

HIGH SCHOOL:
Andover (Mass.) High School
CLASS OF 1942

COLLEGE:
Yale University
1948



ALEXANDER HAIG

HIGH SCHOOL:
Lower Marion (Penn.)
High School
CLASS OF 1942

COLLEGE:
West Point
1947



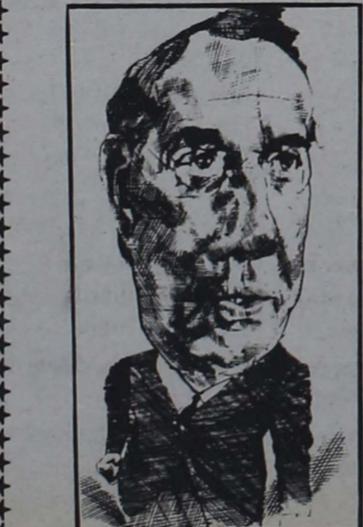
PAT ROBERTSON

HIGH SCHOOL:
McCallie School (Tenn.)
CLASS OF 1946

COLLEGE:
Washington and Lee
University
1950

Yale University
1955

New York Theological
Seminary
1959



ROBERT DOLE

HIGH SCHOOL:
Russell (Kan.) High School
CLASS OF 1941

COLLEGE:
Washburn Municipal
University
1952



PIERRE DU PONT

HIGH SCHOOL:
Exeter (N.H.) Academy
CLASS OF 1952

COLLEGE:
Princeton University
1956

Harvard Law School
1963



JACK KEMP

HIGH SCHOOL:
Fairfax (Los Angeles)
High School
CLASS OF 1953

COLLEGE:
Occidental College
1957

Dole Doles out Compromise

BY KEVIN MURPHY
Of The Grizzly

Consolidating a stunning over fellow candidate George Bush in Iowa, Robert Dole heads to the New Hampshire primary with a new strategy in mind.

With his impressive 18 point lead over the Vice-President, Dole has captured the attention of the votes. “Now you stop doing visits to malls and start making speeches to state legislatures,” explained his advisor David Keene referring to his speech addressed to the New Hampshire state legislature on February 9.

Candidate Dole will now focus on the issues rather than his infamous witty comments, though his one liners serve to spice up his campaign. When asked the difference between Iowa and New Hampshire, Dole replied, “Oh, about 10 degrees.”

Dole is adamant on one primary issue, the federal deficit. “That’s the simple biggest threat. Either we’re going to have to sacrifice or we’re going to have to ask our children to sacrifice. And the only problem with that is: Many of ‘em aren’t even old enough to vote.”

The Senate majority leader, who has remained a blistering opponent of federal deficit spending long before running for the Chief Executive’s position, intends to make the deficit issue his primary attack in New Hampshire. In tackling the deficit, he attacks the administrations who took part in running them up thereby increasing the pressure on George Bush.

What type of record does Dole have as a Senate leader of the Republican party? Dole’s record is one of a compromise. His supporters claim that one of his greatest strengths is to listen to a lot of difficult outside views, then bring about a compromise.

Dole considers himself a con-

servative not an ideological Republican, advisor Keene relates. Dole is said to take the vision of “a shining city on the hill” and set it in concrete. For many Republicans, Dole represents a welcome change from traditional Reagan optimism to more realistic pragmatism.

However, Dole stands firmly on Reagan’s side concerning the line item veto (giving the President power to veto specific elements of a proposal bill), the Strategic Defense Initiative, and the INF treaty with the Soviet Union.

He also sides with many of Reagan’s foreign policies, such as support for the contras in Nicaragua, rebels in Angola and the administration’s reflagging efforts in the Gulf.



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Person From P. 11

trade surpluses with the U.S. While labor unions are in favor of his amendment, others attack it as being a form of protectionism.

"It isn't. My approach says, 'find the countries that have a pattern of unfair trade practices against the U.S. and dispatch the President to negotiate with them to get rid of those practices. If they won't do it, then give the President the power to begin penalizing their products coming here,'" said Gephardt of his amendment in an interview on the 13-part TV series *The Next President*.

On Tuesday, Paul Simon accused Gephardt of a "flip-flopping" his position on nuclear safety. Simon was referring to Gephardt's 1979 opposition to a bill that would have prevented the Nuclear Regulatory Commission from issuing licenses to reactors that do not have NRC-approved evacuation plans. In 1987, Gephardt changed his position, said Simon. In fact, Gephardt has "flip-flopped" on several issues ranging from the MX missile to taxes to health care.

For years, Gephardt supported an anti-abortion constitutional amendment. Now he says in a TV interview, "...I think this endless battle in our country about whether

the law should be changed is really senseless. Leave the law the way it is, and give people better options and better ability to avoid abortions."

In 1981, Gephardt said, "I would get rid of government in health care. I would get rid of government in education to a much greater extent than we have. I would discharge those responsibilities either to the private sector or to the states." (*The New Republic*—"Neo-Gephardt" 12/14/87)

Now, the presidential candidate advocates closer ties between government and health care as well as education. One idea he has is to use government stipends to encourage graduate study in science, math, engineering and foreign languages. Gephardt also proposes an IRA-type savings plan for college students, and advocates closer dealings between schools and corporations to have cooperative job-training programs.

Gephardt's fickleness is illustrated once more in the fact that he has co-sponsored bills both to deregulate health care (Rep. David Stockman 1980) and to restrict the health care industry through price controls (Sen. Edward Kennedy 1984).

In response to Simon's attack on his inconsistencies, Gephardt has offered no answers, but has instead side-stepped the issues and called for an end to the mud-slinging so that party unity can be preserved. Like Simon, Gephardt had a geographical advantage in Iowa. In New Hampshire; however, his staying power will surely be tested, and Gephardt will undoubtedly have some explaining to do.

Task From P. 5

This report is one of several evaluations crucial to Ursinus's self-evaluation. Pilgrim will later combine the reports and will write the 100—150 page self-study document for the Middle States evaluation.

This study will also include the results of several surveys; including student, faculty, administration, and alumni responses to the strengths and weaknesses of the college.

Mers From P. 8

Camp took the short distance events with ease, and Hoyt turned in a third place finish in the 50 free.

The Ursinus women captured the free relay; but despite all the top finishes, Susquehanna's depth gave them the edge.

CAB presents:

REFLECTIONS

FEB. 12 REFLECTIONS

Dave Binder: "An Evening of James Taylor" 10:00 pm
The Wombats 9:00 & 11:30 pm
Wisner Alcove



FEB. 13 LORELEI

Dinner - 7pm
Dance - 9pm
Center City Holiday Inn

FORUM

Feb. 15 Dr. Robert Ginsberg:
"Report from Hiroshima
Philosopher's Experience"
7:30 pm Wisner

At the Movies

MICKI & MAUDE
Feb. 12 & 13 9:00 pm
Wisner Auditorium

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