

The Beacon

WILKES COLLEGE



STUDENT WEEKLY

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Friday, February 15, 1963

CCUN Delegates to Attend Convention As Congo-Brazzaville Representative

The College Chapter of the Collegiate Council to the United Nations will attend the Model General Assembly to be held February 21 through February 24 at Georgetown University, Washington, D.C. Representing the country of Congo-Brazzaville, the group will be accompanied by such schools as Harvard, Yale, West Point, and Princeton, each representing a different country.

College delegates include Conrad Wagner and Rudolf Schonfeld, who will act as "trouble shooters" for the other delegates; Robert Bond, who will handle the Development Decade; Carole Mayer, disarmament; Allen Kreiger, finance; Ephraim Frankel, colonialism. They will argue and vote on issues from the viewpoint of Congo-Brazzaville.

Model General Assemblies serve the purpose of promoting the aims of C.C.U.N., making the Charter and working with the United Nations, thus giving insight into the problems of the international organization and current issues of the day.

Among the main speakers at this year's Model Assembly will be Senator Fullbright of Arkansas and Adlai Stevenson, U.S. Ambassador to the United Nations.

Another 'Parents' Day' Included in Calendar; Group Plans Agenda

"Parents' Day" has been officially added to the fall social calendar. The date for the event is Saturday, October 5, 1963. Although the day of the affair is approximately eight months away, last night a group of eighteen underclassmen met with Arthur Hoover, administrative assistant to the President, who is in charge of the arrangements.

At the meeting, the planning committee examined the Parents' Day programs from other colleges and universities. After making a study of their ideas, the students discussed the possibilities for the program of the October affair. Among the topics which were mentioned were a luncheon, a reception following the Moravian College football game occurring on Saturday afternoon, a dramatic group presentation, and lectures of general and contemporary interest.

The agenda for the day is going to be varied in order to accommodate the wide range of interests of the parents. The group intends to have the program set up in its entirety before the end of the spring semester.

The fall date of the Parents' Day will not eliminate the annual spring affair which is coordinated with the band concert. The one day affair may develop at a future date into a weekend for parents.

Debators 'Remarkable' In First Varsity Year, Comment Their Coaches

In its first year of varsity competition the College debating team, according to its coaches Mr. Dirk Budd and Miss Charlotte Lord, obtained "remarkable" results.

On the topic "Resolved that the Non-Communist nations of the world should form an economic community," four of the College's freshman debaters recently placed fifth in competition with twenty-nine teams representing several colleges and universities of the East.

Taking the affirmative side of the question were Douglas Kistler and David Levy. Of the five rounds in which they participated, they were victorious in three.

'Focus' Panel to Discuss 'Dilemma Called DeGaulle'

The time of the "Focus" Program which was to air on WNAK Sundays at 9 p.m. has been changed and will now be heard on WARM Sundays at 11 p.m., according to Livingston Clewell, Public Relations Director.

The subject of this week's program will be "The Dilemma Called DeGaulle." Panelists include Kathy DeAngelis, Bernard Cohen, Thomas Halstead, and Marshall Brooks. Gordon Roberts, executive alumni secretary, will be at the helm of the discussion.

Future topics which the panelists will discuss are "Wilkes-Barre and Scranton - Cooperation in a Dynamic Future" and "The Pennsylvania State Constitution - Bring It Up To Date."

Jane Palka Selected As Campus 'Best Dressed'; To Compete Nationally

Last Saturday evening in the Gymnasium an audience of approximately 200 people saw Jane Palka selected as the best dressed coed on the Wilkes campus. Jane's selection was the climax of a contest in which ten coeds modeled an on campus outfit, an off campus daytime ensemble, and an evening dress. The judges, Mrs. Doris Schwarzschild, Dr. Bernice Leagus, Livingston Clewell, Dr. Daniel Detwiler and Arthur Hoover, could not make a final decision at first and called back four of the contestants, Lynne Stockton, Gloria Silverman, Jane Palka and Ruth Friedlander, to model again in their evening dresses. After going into conference the judges decided on Jane Palka with Ruth Friedlander as runner-up. Jane was attired in a black brocade creation as Nancy Palazzolo, President of Associated Women Students, presented her with a bouquet of American Beauty roses and a charm bracelet. MiMi Wilson was general chairman of the contest and served as commentator.

The contest was a highlight of the 11 p.m. News on both WBRE and WDAU-TV on Saturday night and has received much publicity in the local newspapers.

Photographs of Jane in her on campus outfit, off campus daytime ensemble, and evening dress will be sent to Glamour Magazine where they will be judged in competition with winners from colleges in America and Canada.

P.M.C., Dieu University, and St. John's University yielded to them. Wilkes succumbed, however, to St. Joseph's College and to the Men's division of Pennsylvania State University.

(continued on page 6)

Accounting Internship Offers Job Training During 6-Week Program

Each year at this time, the senior members of the Accounting Department leave their studies here at the college to begin a six-week internship program in the office of a public accounting firm. Although similar in many ways to the student teaching program of the education department, the accounting internship program is unique in that those students included in the program receive a salary in addition to practical experience. Remarkable as it may seem, this salary averages more than one hundred dollars per week; however this must be used in part to cover room and board while on the internship.

This year's training program began on January 28 and will continue until March 18. At the present time, the senior accounting majors are working in various firms, some located here in Wilkes-Barre, while others are working in Philadelphia, Pittsburgh and Chicago.

During their internship, the accountants work approximately 35 hours per week on the job, and during the remainder of the time, they are free to do as they see fit. While on the job, the student has a first hand opportunity to deal with the many problems which arise in the accounting field. This internship is also a building block for the future, for it is on the basis of the students' performance during this program that many firms make their job offers at the close of the school year.

Following is a list of the eleven senior accounting majors and their location in terms of firm and city: Ronald Sebolka - Lybrand, Ross Bros., and Montgomery, Pittsburgh; Bill Klein - Lavenhol, Krekstein and Co., New York; Alice Powell - Lavenhol, Krekstein and Co., Wilkes-Barre; Gerold Moffatt - Arthur Anderson Co., New York;

College's Purchase of IBM Machine To Effect Multiple Changes on Campus

For the primary purpose of expediting registration, the College has decided to purchase an IBM machine, according to Alfonso S. Zawadski, Registrar.

In announcing the purchase to the Beacon, Mr. Zawadski stated that he foresees registration by mail, elimination of gym-registration fatigue, and, possibly, changes in the school calendar.

The College expects the machine to arrive in June of this year. In consequence, registration for the Fall semester will be completed in about August. Registration for Spring 1964 will be completed in December 1963.

Although a student's schedule would be made out by the administration, the student will be allowed to make adjustments with the Registrar providing he has a "good reason" such as a conflict with working hours.

Women's Chorus to Give Musical Variety Program

Under the direction of Christine Bialogawicz, the Women's Chorus will present a musical variety program at the Odd Fellows Hall on South Franklin Street. Sponsored by the Eastern Star, the show will be presented on Tuesday, February 19, at 8 p.m.

Included in the program will be a Showboat Medley, "Moon River," "Fiddle Dee Dee," "Rock My Soul," "Let Us Praise God," "The Lord Is My Shepherd," and Brahms Folk Songs.

Conductor will be Christine Bialogawicz. Accompanist is Sheila Rosen.

The Women's Chorus is a student organized and directed group. Membership is open to any female on campus.

Nicholas Alesandro - Haskins and Sells, New York; Austin Sabetta - Lybrand, Ross Bros., and Montgomery, Philadelphia; Hayden Ferrance - Lavenhol, Krekstein and Co., Wilkes-Barre; Joseph Sakelaridos - Stephen Zneimer, Wilkes-Barre; Thomas Tomalis - Price Waterhouse, Chicago; Alex Pawlenok - Baron Strassman Co., Wilkes-Barre; and Jerome Kulesa, First National Bank, Wilkes-Barre.

Robert Capin, the accounting instructor in charge of the internship program, will visit the students at their respective firms on March 10. At this time, he will receive an evaluation of the student from the firm for which he is working. It is this evaluation which is used in determining the grade which the student receives for the internship period.

Shades of Blue to Soften Atmosphere For 'Paradise for Lovebirds' Formal

Tonight is T.D.R.'s annual Semi-Formal Valentine Dance and to make this a perfect "Paradise for Lovebirds" the gym will be transformed into a magic land of romance and exquisite beauty. Music for dancing will be provided by Donlin's Pennsylvanians, and refreshments will be served throughout the evening, from 9 to 12 p.m. Tickets are on sale for \$3 a couple.

To emphasize the theme, the gym will be decorated in three shades of blue and green. The ceiling will be decorated to convey a bird-cage effect. Table centerpieces will also be bird-cages with lovebirds inside them. The backdrop will be an unrealistic scene of fluffy trees and foliage. A footbridge will be placed before the backdrop; couples who wish photographic mementoes of the evening may have their pictures taken on the bridge for \$1. To one side of the bridge will be a wishing well. Favors have been made for girls and for T.D.R.'s male guests.

Highlight of the evening's activities will be the selection and crowning of a Valentine Queen from among the T.D.R. members present. Mrs. Ahlborn, Dean of Women, will select the queen by lottery, who will then be crowned by Barbara Piledggi, president of T.D.R. Dr. and Mrs. Reif will be the chaperones for the affair.

Although the machine will at first be used chiefly to make registration more efficient and simple for all concerned, it will, by degrees, affect many more aspects of administrative and scholastic life. With the use of this machine it is expected that grade reports will be issued within 72 hours after the last grades come in, that the Finance Office will be more efficient, especially in the area of billing, that the Commerce and Finance department will add new dimensions to its present curriculum, and that the Dean's List will be out in a matter of hours after the grade reports are completed.

According to Mr. Zawadski, the machine will be located in the rear of the first floor of Parrish Hall. To operate the machine present personnel of the College will receive training periods at an IBM school. Arnold Tremayne, an alumnus of the College and IBM's sales representative, will work with the College personnel to serve as a guide in using the machine.

Senior Pianist to Perform; Chopin and Bach Included

The first Senior Piano Recital will be presented by Marilyn Craze at noon, on Monday, February 18. This presentation will be held in Gies Hall. The previous day Miss Craze will give the same performance for the Young Musicians Society in Scranton. Her program will include: Bach - Allemande, Minuet and Gigue from the French Suite in B minor; Beethoven - Andante and Presto from Sonata Op. 10, No. 2; Schubert - Impromptu in A flat, Op. 142; Chopin - Valse in D flat; Lecuona - Andalusia Suite, Cordoba and Gitanerias; and Mozart - Concerto K. 467, first movement.

Miss Craze has studied piano with Mr. John Detroy, Mr. Harry Trebilcock, and Mrs. Anne Liva. Last spring she appeared in her Junior Recital. She will present Monday's program as partial fulfillment for her Bachelor Degree in Music Education.

Miss Craze's activities are quite numerous. Here at the College she is part of the Women's Chorus, the Madrigal Singers, the Mixed Chorus, and the Wilkes Choir - an organization newly formed by Mr. Richard B. Chapline. She is a charter member of the Young Musicians Society, and also a member of the Oratorio Society and Saint Stephen's Choir.



Rowena Simms and Barbara Piledggi are shown above with the "Lovebirds" who will find themselves in "Paradise" at tonight's annual TDR Valentine Semi-formal.

EDITORIALS—

How To Picture a Yearbook

A fine time the *Amnicola* is having this year! Early in the year "one who knew" suggested that the yearbook not have a section of individual underclassmen pictures. Of course this ghastly idea was vetoed by kind souls who felt that underclassmen need recognition. Phooey!

As of this week exactly thirty-five underclassmen, from about one thousand, had individual photos taken.

Granted the yearbook's office is not the most glamorous sight on campus. But the yearbook must be. Underclassmen should have swallowed their pride, entered Chase basement, and smiled for the photographer. One wonders what the yearbook will do with its underclassmen section — run a series of blank pages, or simply put all thirty-five photos on one page entitled "miscellaneous"?

It's too late for underclassmen to pose individually; but group photos of clubs and organizations will be taken during the next two weeks. May the *Amnicola* receive a little more co-operation!

G.M.Z.

Machines - Fun Spoilers

One of our great campus traditions — registration confusion — will disappear from our College scene as mechanization once again triumphs. No longer will students have the privilege of shuffling classes so that they do not interfere with recreation. No longer will they be able to stymie advisors by concocting impossible class schedules. IBM machines rule again.

Of course the administration office realizes that the new machines are not infallible. Until they are perfected they may still cause minor confusion in class arrangements. So perhaps fall registration may not be perfect. There may be yet a little fun left for those adventuresome class maneuverers.

Mechanized registration, though, may be considered favorably. Hours spent by both faculty and students in the gymnasium has been at times trying. IBM will eliminate the unfortunate need for postponing or for dropping those desirable classes which simply could not fit into schedules.

G.M.Z.

Campus Apathy Shaken?

Has the apathy of the students of the College finally been shaken, or is it merely the few interested students who respond whenever there is a controversial subject on campus? During the past few weeks there has been a rise in the number of Letters to the Editor. It has been heartening to note that the content of the letters reveals that some students do think and do have opinions. The letters contain more than the usually gushy thank yous that can be done personally.

Although the content has been good and it is a credit to those who write the letters, it is at the same time a fact that these writers are very seldom mere spectators but active participants. The apathetic students are usually unwilling to even think and formulate an opinion about any subject, controversial or not. The inertness of these individuals is overwhelming.

It is time for the indifferent on campus to take note of the issues and to get rid of their apathy. Think and voice your opinion. All signed letters to the editor are welcome, and if desired, names will be held upon request.

M.F.B.

What - Where - When -

TDR Semi-Formal — Gym, Tonight, 9-12.
Lycoming Weekend — Lycoming, Saturday.
Basketball, Upsala — Away, Saturday, 8:15 p.m.
Wrestling, Lycoming — Away, Saturday, 6:45 p.m.
Swimming, P.M.C. — Home, YM-YWCA, Saturday, 2:00 p.m.
Basketball, Rider — Away, Monday, 8:15 p.m.
Honor Code Seminar — Commons, Tuesday, 7:00 p.m.
Limbo Contest — YM-YWCA, Tuesday, 8-12 p.m.
Basketball, Hofstra — Home, Thursday, 8:00 p.m.



WILKES COLLEGE BEACON

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LETTERS TO THE EDITOR

Dear Editor:

I would like to extend my sincere thanks to those who helped make this year's Best Dressed Co-ed Contest a success. First of all, I would like to thank the members of my committee: Nancy Palazzolo, President of Associated Women Students; Merle Benisch, Anita Hovanec, Lila Koritko, Elaine Kozemchak, Barbara Lore, Iris Orenstein, Jane Palka, Jo Signorelli, and Gloria Zaludek.

Next I would like to thank the judges — Mrs. Doris Schwarzhild, Dr. Bernice Leagus, Mr. Livingston Clewell, Dr. Daniel Dttwiler, and Mr. Arthur Hoover — for their enthusiastic cooperation. I am also grateful to the Warner Trio, Diane Najim, John Hall, and Jerry Jean Baird for their fine entertainment; Mrs. Barbara Fritz, Eleanor Nielsen, Walter Dexter of Cue 'n' Curtain, and Mr. Livingston Clewell for the excellent newspaper and television publicity.

Last but not least, I would like to thank all of the contestants for making the evening most enjoyable. I extend congratulations to Jane Palka and wish her the best of luck in the national competition.

Yours in fashion,
MiMi Wilson

* * *

Dear Editor:

Wilkes College students just can't be trusted to take examinations under the Honor System. That's the inevitable conclusion of our belabored satirist whose column took up most of last week's "Letter to the Editor" space. Satire can be effective and amusing when handled by a skilled satirist — however, forced humor is amusing only to the writer!!

First of all, the writer should learn about his topic. The intended purpose of an honor code is to stimulate student maturity and dignity through greater individual responsibility. Furthermore, an honor system has never been put to the vote of the entire student body at Wilkes. True, a few years ago the issue arose but the idea was killed at a Student Leaders' Seminar from lack of interest.

The main argument here, though, is not to correct all of our "satirist's" misinformation, but rather to refute his ancient cliché argument regarding the frailty of human nature. His whole argument rests on his belief or, I should say, lack of belief in human nature. This argument has been heard many times throughout history. The coal and iron police rode through the towns of Wyoming Valley fifty years ago. It was thought that since people were "human," they had to be watched and kept from stealing and damaging coal company property. Certainly, people today wouldn't tolerate this.

The same idea that "people can't be trusted" was used as an argument against reducing the hours of labor from 12 to 10 hours a day. Since people were only human, they must be kept busy in order to keep them out of trouble. This was the thinking.

Years ago capital punishment was used as a preventive measure for stealing, begging and many other offenses. Human beings needed the threat of death to guide them in their behavior! Today, statistics have shown that capital punishment is useless as a preventive measure. Capital punishment is on its way out! It's been abolished in the majority of states and many European countries.

The progress man has made in education, science, and industry has proved the hackneyed cliché — "people can not and should not be trusted" — to be wrong!

Scratch a cynic and you find stupidity and ignorance.

An Honor Code at Wilkes College is an inevitability. The sooner we establish one, the sooner we'll grow and mature.

Gail Roberts

A Priori Adam Vs. The Honor System

Dear Editors:

At the height of the Wilkes College HONOR SYSTEM controversy, we observe that the student's friend and mentor, Y. T. LuCaf (formerly, Name Withheld) has delivered his final word on the subject. And such a final word it is; Glory be!

We chuckled over last week's *Beacon* when we shouldn't have; the present to-do of the HONOR SYSTEM is far from a laughing matter; it has magnified any of its possibility beyond sensible proportion. Too many of our campus quasi-intellects are taking its celestial idealism far too seriously, mouthing it "profoundly" all over campus and becoming, as they do so, more and more quasi — Holden calls them phonies; we will agree. Y. T. LuCaf's near-Thurberesque tirade was unfortunately too funny-funny in itself to hammer the necessary nails. Student's Friend and Mentor, Name Withheld, we stand behind you, certainly, but let's roll ourselves back to sobriety, hmm?

Last week's Letter ended on a humorously Biblical note; if the heritage and tradition of Western culture have established anything, however, they have established the Bible as its Bible, which is to say that it's nothing to laugh at. Not laughing, then, we proceed with a sequel to Y. T.'s "religious" conclusion where we have found figures no less impressive in name than Gabriel, Saint Peter, and Jehovah, The Almighty. If Y. T. LuCaf's message, however, is (as it seems to be) that we're all human, it seems unfortunate that he omitted, in obvious error, any mention of The Garden of Eden's human element, Adam. Had Y. T. done so, his blunted humor might have been somewhat more pointed, for Adam's human quality, it must be noticed, bears the actual crux of the problem of our entire civilization in general and the Wilkes HONOR SYSTEM dilemma in specific. Bear with us a moment as we attempt to wax at least as profound as our cloud-ringing campus campaigners.

God, says the Old Testament, created Adam "in His own Image" — and God's image being nothing less than Godly — so Adam was Godliness personified (reading a minimum of interpretation into Genesis). Yet, the Lord, Our God is "a jealous God," and to keep his protégé somewhat below the firmament of the Heavens, He sternly forbade our Adam to eat of the Tree of Knowledge — for were Adam to do so he would then know WISDOM and rival God, Himself. Heaven forbid! (and it did).

So it came to pass (we might say) that in those days God saw fit to establish a system of honor in Eden and He saw that it was good. Yet, the system was dishonored as Adam underhandedly ate of the apple; in this, Adam rivaled a jealous God, and for this, Adam was broken in "rank" and sent packing into the World of Good and Evil. In his sly "cheating," Adam became a mortal man, forfeiting his chance to ever gain true WISDOM, a loss which Salinger's Franny and Zooey, we notice, bewails even aeons later.

Ante-apple Adam, then, was a demi-god; post-apple Adam is miserably mortal and human. Our apathetic onlooking tells us that even Eden's HONOR SYSTEM didn't, wouldn't, couldn't work. Jehovah, Himself was the proctor and apprehender; the student was expelled — forever. Sigmund Freud, in this case, would have called Adam the archetypal cheater; from the Puritan slant, "In Adam's fall, we 'cheated' all." This is the legacy of human conscience, and from this genesis, from Adam's sally forth into the World of Good and Evil, has been founded the Today which we all know, the year 1963, and the educational system at Wilkes College.

Today, all our schools and colleges have the unfortunate spirit of competition of which Wordsworth wrote that in "Getting and spending we lay waste our powers." Today's students have given their hearts away in the struggle for marks and credits, "A sordid boon!" For Wm. Wordsworth, "heart" meant the ability to know the WISDOM in Nature — Eden was a natural Paradise and Adam gave his heart away.

The Adam myth is more than universal — everyone is an Adam in microcosm; each individual is faced in life with Adam's choice: the three alternatives of Eden: to gain WISDOM through God's eventual favor and live as a God, to remain in Eden on a demi-godly level, or to break God's pact, eat of the forbidden fruit, and be cast into a world of suffering conscience. Because we all begin in a blissful, archetypal Eden, we are each faced with the problem of The Tree, and the Tree may become either the step to WISDOM, or the step to expulsion, but is nevertheless a necessary step in a spiritual evolution. In an Eden without The Tree, man would remain blissful, yes, but also ignorant: not Godly (without WISDOM), not human (without Conscience) — spiritually stalemated. Were the temptation to be removed, indeed, the path or the way (call it Tao if you like) to true WISDOM would be eliminated. We need the temptation, then, which Adam faced, but we also need the proctoring and overseeing of a Jehovah, of which Adam indicated need.

Even our earthbound, mortal "gods" know the need of a Divine Proctor. The still, small, Socratic "voice" has nothing to do with a system of honor; it is a conscience: Socrates, the Pagan, knows that we need a proctor. The string of Hebrew Prophets were the voice of conscience of a nation; Christ, Himself, is a Spiritual Proctor and has been for centuries of Western conscience. Socrates, the Prophets, and the Christ, however, were mortal men, descendants of the metaphoric Adam.

Thence, we are all Adams; we can ask no better. We have fallen from the Divine and are mortal, human, "Pagan," if you will — and, as Pagans, the voice of Socrates will guide us and the Christ will spiritually and necessarily order our Pagan thoughts, for there is little more than Pagan about the majority of us; we cannot ask to be raised to the firmament of Heaven; the "operation" on Planet Earth will never be "closed out."

In this world of "getting and spending," the spirit of Man's dilemma of conscience has two faces, like the Roman god, Janus: we look forward to true WISDOM in some far, God-forgiving future, we look backward to the fall of Adam, and in both we manifest the Eden-old Pagan nature.

"Janus," we cry, Adam cries, Socrates cries, Wordsworth cries, and even Y. T. LuCaf cries, "I'd rather be a Pagan suckled in a creed outworn." We mere mortals are not on the plane of The Almighty; we are not above temptation; we need the proctoring here on Planet Earth and will never be called to the firmament above — so cool that trumpet, Gabe, buddy, we know that we would rather "hear old Triton blow his wreathed horn."

Jack Hardie
Olsen Schroeder

Linguist Discusses Language Lab

Editor's Note:—Speculation concerning the new language laboratory, which was the gift of last year's graduates, has prompted investigation by the BEACON. In the following article Dr. Cees Frijters dispels some popular misconceptions concerning the use of a language laboratory.

THE OBVIOUS ADVANTAGE of a language laboratory is the much more active and effective participation of the individual student in the learning process. This is at the same time, apart from any competitive motives, the only reason for installing a language lab, and we are grateful to the students who helped to solve the initial budgetary problems. The teacher's voice reaches the student's ear directly, and without any distracting noises in the classroom and from the outside world. The student, sitting in a small, fenced-off area, headphones on, can not be distracted. He is all ear. Language is a means of communication, and thus learning a language requires not only practice of the ear, but also practice of the vocal organs. A language lab provides for this too, because speaking into a microphone, the student can hear his own voice when trying to repeat what he hears or when answering questions. He can compare his own pronunciation with the instructor's voice. He will not hear the mistakes of others. He is freed from the fear of embarrassment and ridicule. The teacher can communicate with him individually and can help him.

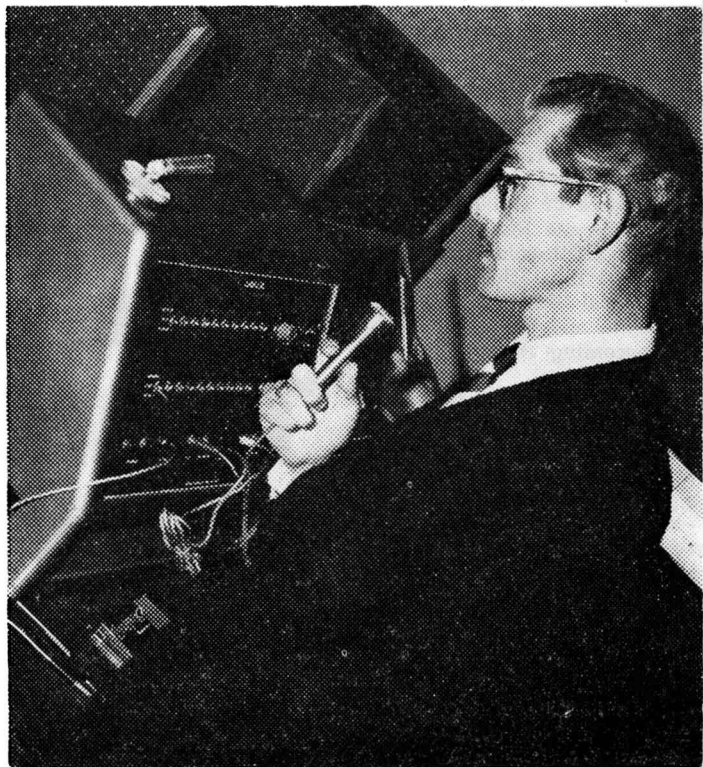
Because of this direct contact with the sound source, because of the forced concentration, and because of the self-controlled speech practice, a language lab surpasses any other type of language teaching.

THE DISADVANTAGES of a language lab are obvious too. There is a human side to the animals that we are. The contact with the foreign language that the lab offers is a more or less unnatural one. Speaking is communicating, and gestures and facial expressions may not be essential; they play, however, an integral part in the communication process. It may be true that when listening to the radio and speaking over the telephone, we are content with the same minimum contact, but nevertheless the contact between teacher and student in class is richer and more natural.

Another disadvantage is the "immobility" of such a perpetuum mobile as a tape is. The student, caught up in the constant motion of that teaching wheel, may feel the strain of the monotony of the drills. Textbooks may tie our hands also, leaving hardly room for any sidetrips, but students feel traditional instruction to be more flexible than continuously demanding mastertape.

PROBLEMS Because of the disadvantages just mentioned and because of the fact that we are tied to our handbooks, a language lab is very often considered by many language teachers to be no more than a useful complement to regular classroom instruction.

In elementary classes students can listen to a record, preferably a song with clear and simple lyrics which can be repeated by a native speaker of the foreign language and then repeated by the students sentence by sentence. In the more advanced classes they can listen to choirs with orchestras, to operas and plays. Since the purpose here is to get to know at the same time the culture of the country of which they are learning the language, such a record might also be played in a regular classroom, because the direct contact between sound source and ear is not necessary and the human contact is more desirable. A dictation may be given, eventually for exam or test purposes. One can record and play back a text which is being read in the classroom; many readers today are provided with tapes for this purpose. We can have the students



listen to an interview with one or a panel of foreign speakers. Drills which are similar to those for normal classroom use can be put on tape.

Using the language lab for the above purposes usually requires an additional hour, because the textbooks to be covered do not allow time for this. Newly published textbooks usually come with a set of tapes, which include dialogues, drill patterns, pronunciation drills etc. These textbooks are written with the language lab in mind. Since not every school has access to a language lab, the publishers stress the point that the books can very well be used without using the tapes. However, once one decides to use a modern textbook, one also wants all the audio-lingual advantages it provides. These tapes do not exclude the other useful and more enjoyable applications of the lab mentioned above, which make an additional hour still desirable. If one is restricted to three class hours, the lab will usually stay empty, or the "speed" factor will affect the quality of our teaching more than it does already.

NEW AND OLD But we do have a language lab. What are we going to do with it? That question cannot be definitely answered as of yet. We are in a stage of experimentation. In any case, we can always introduce a new textbook that comes with tapes.

But now that I have the opportunity, I should like to explain

what in my opinion we could do and what we should try. It is a personal opinion which as far as method is concerned, is fairly well worked out, and which is shared in principle by many authorities in the field of programmed learning; but nothing of the kind of instruction I am planning has been published so far. To me it is a logical line of thought; to many readers it may be a beautiful day-dream or a nightmare. Before explaining my method, I would like to go over a few terms that hang very much in the air these days.

What do we mean by programmed learning?

Programmed learning is a method applying self-instructional devices which provide the learner with a sequence of problems that



require some action on the part of the student at every step of the program, and which take him from a low to a high level of proficiency in a given subject matter; the self-instructional device must also provide immediate confirmation about the correctness of the learner's effort. It will be clear that a language lab is one thing and programmed learning is another thing. But a language lab could be used for programmed learning.

We program computers by storing a set of instructions. The machine then performs the miracle: an output which goes far beyond the input. In the language lab there is also an input. However, the output is no more than a distribution of the input over, for example, 25 booths. If the input is a song, then the result is no more than the same song heard in 25 booths. The term "programmed learning" can hardly be applied. It is different when students are exposed to carefully prepared drills, put on tape, adapted to the level of grammar covered. But thinking about the term "programmed learning" and about mechanization in general, one comes to the conclusion that in education we stand only at the beginning of a rapidly expanding process. It is like the first forward creeping steam train laughed at by a swift-footed walker. Mechanization here, as in any other field, must lead to an accelerated and time saving process.

But mechanization can only be applied successfully where we deal with organized systems.

Now, Modern Linguistics states that a language is a systematic structure. And a grammar of a language is supposed to describe this systematic structure. Although the linguist has increasingly concerned himself with semantics on a scientific basis, his major concern is the grammar of a language; and in language teaching the area of the living language is usually reserved for the traditional language teacher. It is true that using a second language requires more than knowing the structure of that language. But it is true too, that if we swear by habits for habits' sake we may acquire quite a few bad habits once we are left on our own, because we don't know how to behave. As human beings we rely on a medical doctor's knowledge of our system when we ask him what we can do or what we can not do.

The linguist covers only part of the area of language instruction, but he covers exactly that part of the language that presents itself as an organized system and that, therefore, lends itself to "mechanization." Thus a language lab, used as a self-instructional device, belongs first of all in the domain of the linguist. When linguistics as such is not a part of the curriculum, the linguist will usually teach one or more languages. The encounter between the traditional language teacher and the linguist is often a difficult one. The former is a specialist in the field of literature; the latter is not. The latter is a specialist in linguistics; the former is not, although he has been practicing it, in a traditional way, for years. And practice very often seems to be more important than theory. This is the experience shared by most linguists when they enter into education.

In general one might say that our elementary language teaching is based on the learning of so-called patterns. They are, however, not real patterns, but sentence drills - a few thousand sentences out of the millions possible. Grammar is not excluded, but the accent is so much on practice that the student with the best memory has the best chances. For the student not gifted with a photographic memory, it means hours of hammering the sentences into his head. And one cannot help noticing that the average student has not much enthusiasm for language learning. Learning by heart is a dull process. And it is necessary that not words but whole sentences be learned by heart, because comparing the same conversation in two different languages, one discovers that literal translations don't get him very far. Once the student has finished his college education, it is only in exceptional cases that he keeps in close contact with the foreign language. The result is that all "patterns" learned with so much hardship are forgotten. The only thing retained is whatever insight into that language has been achieved. In practice this proves to be so little that a survey showed that within 7 or 8 years since graduation almost two thirds of the Ph.D. holders in Psychology had not read a single article or book in the language they supposedly mastered, and about 70% had made no spoken use of the language. Among the comments of those who experimented with tapes as an aid to foreign language teaching, the following negative remarks are found: the learning task is broken into a relatively large number of small steps; this fragmentation makes it difficult to obtain a larger or overall view of the complex interrelations that exist in an orga-

(continued on page 6)

ON THE BANDSTAND

with Hal Kistler

A major source of inspiration to the struggling young jazz musicians of today is the story of the Paul Winter Sextet. Comprised of six young college students from the Chicago area, the group has already made its mark in the world of jazz.

In May, 1961, under the capable leadership of alto saxophonist Paul Winter, the group won the Inter-collegiate Jazz Festival at Georgetown University in Washington, D.C. As a result they were signed by Columbia and have two records on the market and another on the way.

Then in February, 1962, after a little convincing by Winter, the State Department sent them on a twenty-three week tour of Latin America as part of the department cultural exchange program. They did an outstandingly fine job of promoting good will and gained nationwide recognition in this country.

In December of last year, they became the first jazz group to play a concert at the White House. The program was one of a series of Mrs. Kennedy's musical programs for young people.

One of the most interesting things about the group is the fact that only two of them, the bassist and drummer, are music students. Pianist Warren Bernhart has a degree in organic chemistry, Dick Whitsell, trumpet, has a degree in speech, baritone saxophonist Richard Evans is working on his doctor's degree in history and Winter himself is an English major.

The future looks bright for the group and its members. Here's hoping that we hear a lot more of them.

Lettermen To Hold Chop

Pie-eating, log-sawing and free cherry pie will be featured at the Lettermen's "Cherry Tree Chop" next Friday at the gym.

Jerry Mohn, undefeated pie-eating champion, will challenge an as yet unnamed member of the faculty in the pie-eating competition while Erwin Guetig and Pete Winebrake will face Dr. Farley and Dean Ralston over an expanse of log to provide intermission entertainment.

This annual affair commemorating the birthday of our first President is sponsored by the athletes for the benefit of their Scholarship Fund.

Vibrant Colors Dominate Many Sportswear Items

by MiMi Wilson

MLLE MAG College Board Mem

Sportswear this Spring is smart and striking. In blouses tailored tuck-ins in turquoise feature short sleeves, the MacMillan collar or jewel neckline accented by a string bow and tiny blossoms embroidered around the buttons.

Casual coordinates combine a tennis sweater and finely pleated skirt, a middy top and center-pleated skirt, or a tank top and flared skirt. Sporty suits show a shirt-tail jacket.

Pullovers to top narrow skirts are pulled way down. A T-shirt or tab front overblouse may top hip hugger jamaica shorts, duck pants or slacks.

Denim carries out the country look in coordinated wrap around or straight skirts topped by short, boxy jackets. For a warm afternoon denim is also featured in sportive overblouses, culottes, and bermuda shorts.

Shifts seethe with color. Orange on molten gold, navy on marine blue or yellow on burnt orange parades on priceless prints. The A-shape shift is unsleeved, boasts a bateau neckline and huge pockets. Huge white polka dots leap from a black shift. A classic navy and white sailor shift shows a middy top and slash pockets.

Cagers Meet Vikings In Tomorrow's Contest; Lose Thirteenth of Year

Tomorrow the Colonel cagers travel to East Orange, New Jersey to take on the Vikings of Upsala College coached by Frederick Wiebolt who is in his seventh year as head coach. Last year the Vikings counted Wilkes among its seven victories.

This year Wiebolt has only four men back from last season, but a highly talented group of freshmen have been doing a great deal of the varsity work. Although not an exceptionally tall team, the Vikings have all-around rebounding strength as all of their starters are around 6'2".

Following the Upsala contest the cagers go to Trenton to be guests of coach Bob Greenwood's Roughriders of Rider College. Last season the Riders edged the Wilkesmen, 67-64. The Roughriders are currently enjoying a successful season in Greenwood's first year as head coach. Probable starters for Rider are 6-0 Mike Brown, 6-1 Bob Barret, 6-1 Doug Endres, 6-4 Dick Phelps, and 6-8 Randy Getchis or 6-8 Bill Van Druten.

Returning home on Thursday, the Wilkesmen will host the Hofstra College quintet in another MAC contest. In last year's game with Wilkes the Dutchmen rolled over Wilkes, 83-50, but this year's squad is depleted of all but four of its lettermen. Then only senior on the roster, Lew Freifeld is the team playmaker and floor leader. Other members of the starting five will probably be 6-2 Ron Alfieri, 6-0 Howie Black, 6-4 Jim Boatwright, and 6-5 Stuart Krosser.

Colonels Drop 13th

Last Saturday the Wilkes dribblers lost their thirteenth decision of the season as they were completely dominated by Wagner College, 116-67, in a contest played on Long Island. The Davismen were never in the game as the Wagner five roared off to an early lead and maintained the wide margin throughout the contest. Harvey Rosen and Bob Fleming each contributed 20 points to the losing cause while big Fred Klittich led the Seahawks with 21 markers. In addition to Klittich, six other Wagner players hit in the double figures.

WILKES	g	f	pts
Rosen	5	10	20
Morgan	2	1	5
Fleming	10	0	20
Voshefski	3	4	10
Greenwald	0	1	0
Vidunas	2	3	7
Holmstrom	0	0	0
Frederick	2	0	4
Eckhardt	0	0	0
Chanecka	0	0	0
	24	19	67

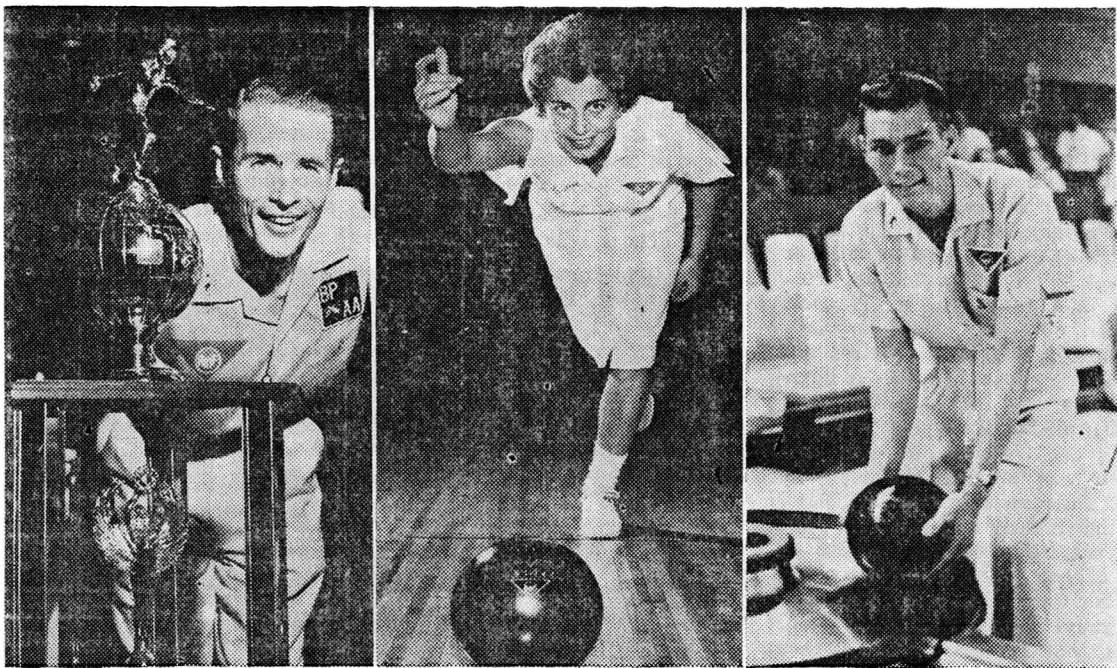
WAGNER	g	f	pts
Ansa	5	6	16
DiMaggio	4	1	9
Smiechowski	1	0	2
Radigan	5	6	16
Klittich	8	5	21
Morio	5	2	12
Glasser	5	2	12
Tricorico	6	0	12
Grannis	1	0	2
Neher	2	0	4
Perdo	4	2	10
	46	24	116

Halftime score: 69-34, Wagner leading. Fouls tried: Wilkes 28, Wagner 35.

LATE BULLETIN!

On Wednesday the Colonels dropped their fourth consecutive contest when they hosted the Warriors of Lycoming College. Lycoming got off to an early lead and Wilkes never got close. In general, the game was played without regard for the finer skills of basketball and at times resembled a soccer match. Wilkes had the amazing total of 16 personal fouls called on them in the first half and Lycoming wound up shooting 45 free throws. Jay McAndrew, Bob Fleming, Dave Greenwald, and Dick Morgan all left the game on personals.

Wide Open For The Younger Generation



No longer dominated by old-timers, bowling is wide open to young men and women who want to set their mark in a sport with limitless opportunities. Professionals like Dick Weber (left), Harriet Ebbets and Ron Winger, all members of the AMF Staff of Champions, comprise the top names in bowling. Weber, who began bowling when he was 15, won \$65,000 in one year and has a host of titles to his credit, including the coveted BPAA All Star championship. Harriet Ebbets, who holds a masters degree in physical education from Penn State, won the Professional Women Bowler's Association championship in 1962. Ron Winger, while still a teenager, won a number of big tournaments and honors on the West Coast.

Did you ever dream of having a job where you made your living just having fun?

Though it sounds like a pipe

dream, such a job really exists and the field is open to both young men and women who want to travel, with expenses paid, and earn their living while having fun.

This pipe-dream-in-reality is bowling, enjoyed by more than 32 million American men, women and children, and rated as the number one participation sport in the country today.

Only a handful earn their living as professional bowlers, but this small number among so many millions makes the potential for newcomers so great that more and more young men and women are looking to bowling as a career.

A recreation activity for most, bowling is also a sport where professionals can earn as much as \$100,000 a year in salaries, tournament winnings and endorsements. It is one of the few professional sports without danger or injury, where earnings are not seasonal, and where both men and women can participate.

The roster of young people shooting to stardom in the world of professional bowling is increasing daily. Some have been bowling since they were eight and nine years old; others took up the game

just two or three years before joining the professional ranks.

What makes bowling so appealing is that anyone can bowl, and, as with any other sport, practice and developed skills are the factors that make a champion.

Several members of the AMF Staff of Champions are prime examples.

Dick Weber, the 1961-1962 bowler of the year, quit a job with the Post Office Department at 27 to become a professional in 1955 and six years later made almost \$65,000 in salaries from AMF, Tournament Winnings and Endorsements.

Harriet Ebbets, of Freeport, N.Y. earned a Masters Degree in Physical Education from Penn State. Now a member of the AMF Staff of Champions, she won the Professional Women Bowlers Association Championship earlier this year, was named to a number of All Star Squads and has earned several thousand dollars in salary and tournament prizes.

Two youngsters who have become members of the AMF Staff of Champions are Ron Winger, of Van Nuys, California; and Dave Soutar, of Detroit. Both have won a host of local State and National Tournaments and are well on the way to becoming the top bowlers of tomorrow.

Naturally, not everyone who takes up the game can be a professional, and not all professionals become members of AMF Staff of Champions. Besides bowling ability — which is developed — requirements for the AMF Staff include poise, personality and the ability to meet people.

AMF stars travel throughout the country making personal appearances, exhibitions and conducting clinics at bowling centers and at special events. For these appearances they are given a salary plus expenses, and often the demands are so great that many commitments cannot be filled.

The AMF Champions are also free to enter tournaments including the BPAA All Star, the World's Invitational, and the Professional Bowler's Association Tournament.

Most beginners earn between \$6,000 and \$8,000 per year in the beginning, and many go on to become tops in the profession. Some, like Weber, have earned as much as \$65,000 just six years after they took up professional bowling.

There are only a few hundred professional men and women bowlers in the country today among the 32 million Americans who enjoy the sport. There is room for more who want to make a living in this lucrative career, where the whole job is mostly having fun.

WILKES	g	f	pts
Rosen	8	6	22
Morgan	4	1	9
Fleming	4	1	9
McAndrew	1	1	3
Voshefski	4	1	9
Greenwald	2	0	4
Vidunas	4	2	10
Eckhart	1	0	2
Chanecka	2	2	6
Frederick	3	2	8
Holmstrom	0	0	0
	33	16	82

LYCOMING	g	f	pts
Heintz	10	9	29
Batoshelet	3	1	7
Toronto	4	7	15
Judis	5	4	14
Travis	6	4	16
Post	1	1	3
Meserole	3	0	6
Stevenson	1	3	5
Anders	0	0	0
Moscow	2	0	4
	35	29	99

Halftime score: 53-38, Lycoming leading. Officials: Manno and Karpinski.

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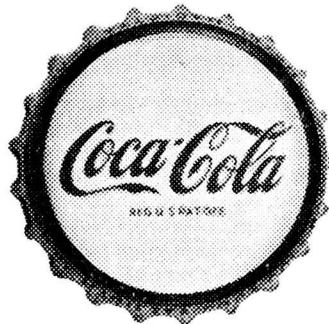
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Grapplers at Lycoming Tomorrow; Lose Thriller to Millersville State

by Harry Wilson

The Wilkes wrestlers travel to Williamsport this Saturday to oppose Lycoming College. The Colonels upset the Warriors last season and will be slight underdogs again this year. The Warriors have a veteran squad and have lost only a single dual meet this season. In the Wilkes Open Wrestling Tourney, the Warriors tied the Colonels for ninth place. A close dual meet is expected tomorrow.

Last Saturday the Reesemen dropped an exciting 14-13 decision to Millersville State College at the winner's gym. Dick Burns, wrestling his first varsity match of the year, was decisioned by Bill Thompson, 6-0, in the 123-pound division. In the 130 class Tim Adams was penalized for a technical violation and had to settle for a 3-3 draw. Next, Millersville captain Phil Loht decisioned Dave Puerta, 5-2, to put the home team ahead, 8-2.

In the 147-pound class Joe Easley won his fifth match in six

starts this year by pinning Bob Connors and then John Gardner edged Sam Witwer, 6-5, to put Wilkes ahead, 10-8. In the next weight division the Millers regained the lead as Bill Kenderdine bested Harry Vogt, 9-3. At 177, Dave Hall of Millersville decisioned an outweighed Bob Weston to give the Millers a 14-10 lead and, ultimately, the meet.

Bob Herman, heavyweight, had to settle for a 9-2 verdict over Pete Leddy after coming close to pinning his opponent on several occasions and the Colonels had to settle for a 14-13 loss.

Debate Group Named 'Athlete(s) of the Week'

Introducing somewhat of a new twist to the sports page, the Beacon leaves the usual realm of the sports world to select an intellectual "Athlete of the Week." Varsity debating is in the process of rebuilding, and this year's team made a particularly fine showing in the debate contest held at King's College this past weekend.

The Wilkes debaters selected for the "Athlete" honors in this issue are Dave Levy, Doug Kistler, Jim Tredinnick and Rosemary Rush. These four are considered novices in the debate world and yet, against varsity competition of seasoned debaters from 29 colleges and universities, the quartet placed fifth.

Arguing for the affirmative were Arts major Dave Levy and Commerce and Finance major Doug Kistler. In three out of five cases Dave and Doug outargued their competition. Dave was commended in his rebuttal by one of the judges and was only three points shy of receiving a trophy.

Taking the negative side of the topic were Rosemary Rush, major in Medical Technology, and Secondary Education major Jim Tredinnick. The popular opinion among men about the pointless arguing of women may have been somewhat discredited by the fact that the negatives, which was one-half female, came out on top in four out of five cases. At any rate, Rosemary and Jim both are deserving of mention for this fine showing.

Over all, the team is to be congratulated. Comment by the judges was that the team's strategy was not quite up to par. One judge mentioned that the team let up when it should have pressed a point.

Congratulations also to Miss Lord and Mr. Budd, who coached the team. To further praise the debaters, the Beacon feels the team deserves honor as "Athlete of the Week."

INTRAMURAL STANDINGS

Independent League			
	W	L	
Rejects	4	0	
M.D.'s	4	0	
Bullwinkles	2	2	
Heads	2	2	
Rowdies	2	2	
Illiterates	1	3	
Shooting Stars	1	3	
Court Jesters	0	4	
Dorm League			
	W	L	
Barre	5	0	
Hollenback	4	0	
Gore	3	1	
Ashley	2	3	
Butler	1	2	
Miner	1	3	
Biology Club	0	3	
Warner	0	4	

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Barons Soar in Eastern Campaign

Eastern League returns to the Beacon this issue with the Wilkes-Barre Barons riding high in a third place deadlock with the Sunbury Mercuries.

A few weeks ago the Barons were just about out of the running as far as Eastern League honors were concerned. Now the Wilkes-Barre team has bounced back with five straight victories and are rushing Allentown for second place.

Last weekend the Barons edged Trenton, 119-118, in a hard-fought overtime contest. Eddie Simmons dropped in two consecutive foul shots to ice the victory for Wilkes-Barre. Bob Keller had a tremendous night, depositing 53 points on the scoreboard. Fresh from their victory over Trenton on Saturday night, the Barons moved into a tie for third place with Sunbury by defeating the Mercuries on Sunday.

After the Barons were forced to find new quarters when the West Side Armory was ruled unsafe, it was feared that the club might fold due to financial difficulties from the drop in attendance. It seemed the Barons were slipping into a hopeless situation all the way around, after having shown such promise at the beginning of the campaign. Now, the team seems to have found itself and is moving fast.

This weekend, the Barons play a return game with the Trenton Colonials. With the momentum of their five game win streak, the Barons are going to be tough to stop. The team appears to have coagulated at last and a break appears in the bad weather which dampened the spirits of Baron rooters.

Swimmers Meet Cadets Tomorrow Afternoon

The swimming team will be home tomorrow afternoon for a contest with the Cadets of Pennsylvania Military College. The meet will get under way at 2 p.m. in the YMCA pool.

P.M.C. is one of the more highly regarded aggregations in the MAC and will pose as a tough challenge for the Wilkes mermen. The Cadets are currently enjoying a relatively successful campaign.

Although the Colonels are having their problems this season, they are expected to provide P.M.C. with some excellent competition in a number of events.

They borrow books they will not buy; I wish someone would cross my books with homing pigeons.

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Time Out!

by JIM JACKIEWICZ, Sports Editor



WILKES BASKETBALL REVISITED

It is needless to point out that the Wilkes College basketball team is mired in the wilderness of another losing season. This fact, in itself, would not seem so distasteful to one who is unfamiliar with the fortunes of our beloved Colonels, but one who is acquainted with the present basketball setup at the College is aware of the sorry situation that has developed.

Most college basketball teams tend to improve their performances as the season moves along. With "Coach" Davis' dribblers the reverse is true. Lately the Colonels have gotten progressively worse. In the three contests preceding this writing, the Wilkesmen were drubbed by Scranton, Susquehanna, and Wagner to scores of 103-75, 100-57, and 116-67 respectively. We admit that these three teams are fine basketball aggregations. The question then arises, Why isn't Wilkes a good team? There are a number of reasons.

First, the players on the squad are not on the same plane with many, if not most, of those on the teams that Wilkes finds on its schedule. This may readily be discerned simply by watching any game. The players on opposing squads are more proficient in the basketball skills than are the Colonels.

Second, we believe that the present coaching regime is inadequate. The team may be observed making repeated mistakes which should have been remedied in high school. The Wilkes coaching staff has not remedied these errors. Coach Davis, who is employed by the Sordoni Construction Company, is at work until five o'clock each day. This causes a rather ridiculous situation because basketball practice begins at four. Thus a precedent has been set in the annals of the hardwood sport. Wilkes has one coach for practice and one coach for games.

Another cause of the failure of the Colonels is the support, or lack of support, on the part of the administration. Other college with which Wilkes competes in athletic contests offer lucrative scholarships to athletes and are able to attract superior players. As long as academic standards are met by these athletes, there are no apparent evils in this practice. It is time for everyone to realize that the basketball system is accomplishing little more than serving as a source of embarrassment for the College. If we are to place a team in inter-collegiate competition, why not field one that is not an object of widespread ridicule.

The final problem the cagers have encountered has been the loss of personnel. Recently, a number of players have gone into retirement for various reasons. Among these are both centers Steve Gerko and Pete Kundra. Starting center for the Colonels presently is 6-2 freshman Jim Vidunas.

In order for Wilkes College basketball to regain a position of respectability, radical changes must be made. Better coaching and attraction of players are the two areas which must undergo this change.

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LANGUAGE LAB

(continued from page 3)

nized structure; what is achieved by the drills is more practice than understanding; they do not make any demands on the student's intellectual capabilities and analytical sense; students like to figure things out; the drills therefore become boring; the imitation is dull as is the learning by heart.

THE SOLUTION? My opinion is that proper use of the language lab will reduce all disadvantages and problems to a minimum and will bring out the enormous advantages it has to offer.

Traditional language teaching and modern linguistics are so closely related and they do need each other. There need not be a gap. The instruction I propose is not at all reactionary, but rather a blending of modern teaching language. Therefore I firmly believe that the elementary instruction of a foreign language would best be placed in the hands of the linguist, the teaching of literature in the hands of the language instructor. Both should work as a team to prepare the tapes for the language lab.

The "immobility" of the tape is no longer a disadvantage, since the tape is primarily used for only that part of the language which is immobile, insofar as the grammar of a language can be called immobile. The method I am working on is a rigorous program which requires 45 minutes a week of full concentration. It cannot be considered merely an aid to language instruction; it is the backbone of the instruction itself. It deals only with grammar; only grammar will be applied and tested following strictly the grammatical outline. Whether a sentence is used in conversation, whether it has or will ever be used at all, is a matter of indifference as far as the method itself is concerned. If a student's creativity leads to a sentence like this: "The table crossed the meadow when the light was blue", I will be fully satisfied - and have fun - because the sentence is grammatically perfect. Because the method deals only with grammar and not with semantics, it is not hindered by the many idiomatic expressions nor by the large variety of contextual differences, and can proceed rapidly.

A language tape may then require full concentration since the student is, with all his senses, actively engaged with the subject matter; but there will be no need for an additional hour (aside from the question of whether or not expanded language instruction would be desirable any way, with or without lab, because of a re-evaluation of the importance of language learning). Furthermore language learning will become much more attractive because it will make demands on our minds rather than on our memories while on the other hand more time will be available for literature.

After the one hour in the language lab, two hours are left for reading and for other activities in the classroom or in the laboratory as mentioned in the beginning. In the advanced classes these two hours will primarily be devoted to literature which can be discussed in the foreign language. It is during these two hours that the student will see the rigid outline learned in the lab come to life; he will learn idiomatic expressions and differences of meaning due to context; in other words, he will experience the living language. Here too, he will no longer primarily learn by heart, but practice what he has learned. Instead of learning conversation sentences, soon forgotten because of lack of practice, he will read literature, the contents of which will not easily be forgotten. The grammatical knowledge which one has achieved in the language lab and which one has seen applied in literature guarantees a longer lasting knowledge of the foreign language than the traditional method. So this approach will allow us to be concerned with the role language learning is assuming in international competition and, at the same time, to open up an inner world for a deep and lasting personal enrichment.

OUR LAB The student in his booth is given a mimeographed grammatical pattern and its applications. From the instruction tape via the communication lines he now receives the instruction which takes him step by step through the grammatical problems. First he learns to recognize a pattern, then to understand it, then to use it. The student also receives a work sheet. After every step the student gets a chance to practice orally and in writing. The method uses patterns in the real sense of the word: they are models on which with help of vocabulary one can build many other sentences. One can say that the student is given a skeleton which he can build up later with flesh and blood.

The end of the instruction gives a summary of the grammatical problem. It gives "grammar in context", a meaning whole, and an integrated learning process.

The student can take the mimeographed paper with him to help him with his home assignment and for later reference. In the lab the primary requirement is insight. At home there is a greater demand for creativity than for memory.

The instruction closes with a short example of an application of the grammatical pattern. It is spoken by a native speaker, and it serves as a basis for the homework.

A student for whom the initial instruction was not sufficient can go back to the lab during the week at pre-arranged remedial hours and listen again, and go through the same exercises. Careful record is kept of each student's lab and homework, and he will be classified accordingly. A redistribution of the students into groups according to their progress will take place once or twice during the semester. The arrival of students with or without pre-college language education, the variety of schools at high school level, the differences in IQ and ambition make a solution to the problem of strong and weak, fast and slow students imperative. Only this will give any student a fair chance to proceed at his own rate. Those who do not meet the minimum requirements at the end of the semester can continue at a certain level right into the next semester. People from the community who want to learn a language can do so at their pace. Instead of parallel classes A, B and C, we would thus have classes on different levels, A, B and C.

A method as I have outlined would have programmed learning in its real sense. Writing the lessons and especially, developing the lay-outs of the grammatical patterns is a time-consuming task. Nevertheless we hope, at the start of the fall semester, to have reached the point where we can give, on an experimental basis, elementary French, German, and Spanish in our language lab.

PETER, PAUL, AND MARY

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Heart Fund to Benefit

Next Wednesday night, February 20, a benefit dance for the Heart Fund will be held in the gym from 9 to 12 p.m. Participants in the affair, besides the College, will be Pennsylvania State University, King's College, College Misericordia, and Wilkes-Barre Business College. The Kasuals will provide music. The price will be 75 cents for the casual affair.

The College representatives who are planning the dance are Fran Corace, Gail Roberts, and Fred Smithson.

DEBATE TEAM

(continued from page 1)

Rosemary Rush and James Tre-dinnick proved a winning combination in four out of five debates on the negative side. They proved superior to Delaware University, the Women's Division of Pennsylvania State University, King's College, and St. John's University. An almost ironic fact is that King's which placed second in the tournament and St. John's which placed third had their only loss in the negative to Wilkes.

The final result for Wilkes was seven wins and three losses. This score made it possible for a tie for third place with the University of Pennsylvania, St. John's of Brooklyn, and Pennsylvania State. However, when the win-loss records were combined and considered with the point system, Wilkes placed fifth in the tournament.

Education Club Elects '63-'64 Officers; Chooses Nuzollo, Handzo, Rock, Davis

The Education Club recently elected officers for the coming year. The new officers are Ralph Nuzollo, president; Judy Handzo, vice-president; Elaine Rock, secretary; Marilyn Davis, corresponding secretary; Molly Boyle, treasurer, and Carol Myers, librarian.

At this time the president also announced committee chairmen for the coming year. The program committee is under the direction of Judy Handzo. Hank Butler will head the constitution committee. Co-chairmen for the publicity committee are Maryann Berger and Ken Antonini. Helen Mack will head the social committee.

Lycoming College Opens Winter Weekend to All

Lycoming College has extended an invitation to all the students to attend the Lycoming Winter Weekend activities being held tomorrow at Williamsport.

The highlight of the day will be the wrestling match between Lycoming and the Colonels at 6:45 p.m. in the gym.

Preceding the wrestling match, from 3 to 5 p.m., the Lettermen, a renowned vocal group, will appear in a concert at the Elks Club, located at 36 East 4th Street.

The Komitas Quartet is scheduled to entertain at 8:30 p.m. in the college chapel. This string quartet is Russia's leading group and is visiting Lycoming on its first American tour. Students will be admitted free upon presentation of their athletic passes.

The day will close with an inter-collegiate mixer in the Student Union Building from 9 until midnight, featuring dancing with the Back Seats, a Lock Haven State combo. Refreshments will also be served.

Students who present their activities cards will be admitted free to the wrestling match as well as the Komitas Concert and will receive reduced admission rates for the other gatherings.

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Senior Chem Major Finds Commuting To Be Advantageous and Enjoyable

Can it be possible for a student to enjoy commuting? Even though he encounters traffic jams, heavy winter blasts of snow and other trying incidents behind the wheel of his car, Robert Sallavanti, senior Chemistry major from Old Forge, loves commuting! Bob believes that "the major advantage which day hops have is the opportunity for more favorable study conditions."

Being a commuting student does not prevent Bob from participating in extra-curricular activities. He is a member of the FOCUS panel, the Chemistry Club and is the campus representative to the Intercollegiate Chemistry Society. Bob especially appreciates the experience he has gained by being a member of the FOCUS panel. "It is satisfying to know that I can



Bob Sallavanti

express my opinions publicly." Concerning extra-curricular activities in general, Bob states: Besides providing enjoyment for a student, they serve an ultimate purpose — to complement his education through the responsibilities and associations with which the participating student will be confronted."

In his spare moments, Bob likes to listen to opera. Verdi and Puccini head the list of his favorite composers because he considers them to be "soothing and relaxing."

With all these interests and activities, Bob has managed to remain on the Dean's List since his freshman year. In addition, he won the Engineering Award in 1960 and the Chemistry Award in 1961.

Concerning the expansion of Stark Hall, he commented: "I'm sorry I won't be able to benefit from the new laboratories, but they will prepare future students to bridge any existing gap between study on the undergraduate and graduate levels."

As far as the future is concerned, Bob plans to do graduate work in physical chemistry, possibly at the University of Pennsylvania.

Valentine Is Examined, Has Mixed Ancestry

Mary Alice Gabla

February 14 has long been the day for un-married men and women to exchange missives. However, the custom is not in commemoration of Saint Valentine as patron of lovers but stems from the Roman Feast of Lupercalia.

Tradition describes Lupercalia as the day when young Romans put into a container the names of young maidens and then drew the names by chance for partners at the coming Lupercalia festival (Mid February) or, as some authorities state, for the coming year.

The misconception that Valentine is patron of lovers is the result of the Church's placing the feast marking his martyrdom so near the celebration of the pagan rituals.

By the 17th century St. Valentine's Day and the day for choosing one's lover were synonymous. But at the same time the whole matter of drawing a "valentine" was no longer taken so seriously. Though it cost the men expensive gifts for the ladies, "choosing partners" merely meant the start of another social season. Seldom did such couples pair off for more than a day.

As late as 100 years ago, cards and messages were all a girl could expect to mark St. Valentine's Day. However, these cards and messages had become more important than gifts because they were the gauge to her popularity. Each greeting put her a step higher on the social ladder.

In the twentieth century Valentine's Day is simply a day for sending messages of love and affection to those dear to us. Loveland, Colorado, Post Office, though, has found a way to enrich even these inexpensive remembrances.

Since 1947 it has received thousands of cards for cancellation from all parts of the United States because it uses a special crimson seal marked LOVELAND.

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