



The Inkwel Quarterly

Volume 6

Issue 1

Fall 2011

In this Issue:

Welcome New English Majors and Minors	2
Faculty and Club Updates	2
Class of '11 Education Majors and Minors Updates	2
The Death of Books?	3
Alumni Update	3
The Prismatic Portal of the Professor	4
2011 Nobel Prize Winner in Literature	4
Kuhar's Corner	5
The Great Flood of '11	6-7
Brown Bag Lunches	8
Hamill's Hunches	9
English Program Introduces Two New Minors	9
Wilkes Welcomes Raphael Garcia	10
Banned Books Week	10
English Education Updates	10
Harry Potter	11
Listening To...	11
Rhetorical Analysis of Republican Debates	12
Senior Spotlight: Erin Robinson	14
Dr. Farrell's Recipes	15
Banned Book Scramble	16
Well Known Author Updates	16
A Medievalist Moment	16



Photo Courtesy of Annie Yoskoski

The Great Flood of '11: A Reflection

By Jon Kakdjeski and Annie Yoskoski

As this semester was beginning, our campus, our local community, and our Wilkes family faced a challenge that Wilkes had not confronted in almost four decades. Due to a variety of meteorological phenomena the Susquehanna River crested in Wilkes-Barre near forty-three feet, nearly twice the natural flood state and higher than the flood that devastated the Wyoming Valley in 1972. Fortunately, the levees held, but no Colonel was unaffected.

Many people have compared this recent flooding event to the Agnes flood of 1972. Many things are different in the Valley, yet some things have stayed the same. One of these constant things is that this Valley has a heart. The people who reside here reach out and help each other without being asked to do so. When the shelter locations were announced, immediately people started to donate supplies and volunteer their time.

Residents were not the only evacuees; the University administration faced the daunting task of keeping 1,600 on- and off-campus resident students safe. Planning the University's evacuation began Wednesday afternoon, when **Dr. Paul Adams**, Vice President for Student Affairs, and other administrators began implementing emergency plans. "Most important," according to Adams, "was keeping the students in as familiar a setting as possible. This is why we wanted them to go to a campus." The University of Scranton graciously opened its doors, providing a safe haven for dozens of students and, "were wonderful to our students" according to Adams. Students were well provided for and were constantly attended by professional staff from Scranton and Wilkes Universities.

Continued on page 6...

Welcome New English Majors and Minors

By Kristina Spaulding

The English Department would like to welcome 11 new English majors: **Miranda Godlewski, Kendra Kuhar, Sierra Marsh, Antonio Miller, Brett Musial, Mark Ricci, Leanna Rolon, Melissa Shoemaker, Kevin Splane, Danielle Viglione, and Gabriella Zawacki.** The department also welcomes a new English minor: **Jessica Bonczewski.**

English majors and minors will be able to choose which courses they want to take, depending on their interests. Majors can choose from three tracks: literature, secondary education, and writing. The options for an English minor include Literature, Professional Writing, or Creative Writing.

As English majors or minors, students will spend most of their time in Kirby Hall, which is never a bad thing, unless they are scared of the ghosts. Students within the major or minor will find a close family within this department, where students, faculty, and staff are personable and friendly. With the department being as small as it is, students will have personal relationships with most of their professors, and it is comforting to know that the faculty is always there for their students, and they are always willing to help.

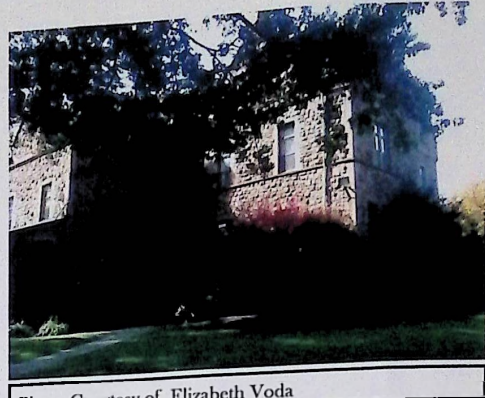


Photo Courtesy of Elizabeth Voda

Faculty, Student, and Club Updates

By Viktoria Wojciechowski

- **Dr. Marcia Farrell** will be traveling to India with **Drs. Linda Winkler, Mark Stine, and Eric Ruggerio** to visit Punjabi University in October. While there, they will be presenting papers at an international Media conference. Farrell will be presenting with Winkler on several topics such as: "Navigating the Global Landscape: Blogging, Digital Communication, and Neo-Imperialism." Changing Global Paradigms of Mediascape Conference (Patiala, Punjab, India, October 2011).
- Farrell wrote three articles that were accepted for publication; "The Form of Friendship in the Novels of Forster and Anand." *South Asian Review* (forthcoming), "Poster Children: Laurens van der Post's Imperial Propaganda in A Far Off Place." *ARIEL* (forthcoming), and "What about Hercules?: Elizabeth Bowen's Silenced Children in The Last September." *International Journal of Humanities and Social Science* 1.8 (June 2011): 172 - 178.
- **Dr. Chad Stanley** is currently working with **Dr. Lorán Lewis** on a local history project focusing on regional farming and the Wilkes-Barre Farmers Market. Wilkes students **Alexandra Madaya, Todd Oravic, and Ryan Wood** are also participating in this project. The Farmers Market is on Thursday mornings in the square.
- Stanley and **Dr. Anthony Kapolka** will conduct a collaborative presentation entitled "From 'Print' to 'Search': Swiftian Echoes in the Digital Age" at the EAPSU Conference on English in the Digital Age in October. The presentation focuses on Jonathan Swift's *A Tale of a Tub* and Umberto Eco's *The Name of the Rose*, exploring various attitudes and anxieties concerning the creation, reproduction, and retrieval of literary texts.

Class of 2011 Education Majors with a Minor in English Updates

By Kristina Spaulding

At the end of each year, English students must present their Senior Capstone. **Rachel Cannuli, Shannon McDonald** and **Kristen Pechulis**, 2011 English alumni, completed their capstone work by student teaching in high schools around the NEPA area. When asked about her experience in the field of teaching, Cannuli explained, "Being in front of a class is an amazing experience and being able to apply what you have learned over the past four years into your future career was a really rewarding feeling. However, there are some aspects of teaching that school cannot prepare you for and that is where the experience comes in." McDonald described her experience as "sometimes difficult when you learn something in the classroom compared to actually putting it into practice. Different graphic organizers really helped me, especially because I was focusing on Special Education. Taking the writing class with **Dr. Janet Stamer** helped too." Pechulis took what she learned in her English classes and applied it to her experience in teaching her students. "I think as an English major you develop in this environment where literature is a creature that changes and is manipulative," Kirstin said.

After graduation, McDonald started teaching Special Education English at Sayreville War and Memorial High School in Sayreville, New Jersey. Cannuli is teaching 9th and 12th grade English at Sussex Technical High School in Delaware, where she also coaches field hockey and lacrosse.

If you are interested in joining *The Inkwell*, Quarterly staff and/or enrolling in English 190:Projects in Writing: Inkwell, please contact Dr. Marcia Farrell (marcia.farrell@wilkes.edu) or Dave Cook (david.cook@wilkes.edu) for more information.

The Death of Books?:

How I Learned to Stop Worrying and Love the eBook

By Tony Thomas

For several years now, analysts have been predicting the death of the book, the newspaper, and virtually all forms of printed media. The rise of the tablet and the modern e-book reader has not helped to abate such thoughts. Why purchase books and have them take up so much space when one can easily download and have their entire library neatly stored on an electronic tablet? Why bother going to the library when you can rent books on your iPad or Kindle? Why bother when Amazon is working on a Netflix-esque service for book rentals?

Perhaps some bother because of the nostalgia one gets when opening a book and the feel of turning a physical page. What may be keeping many back is the fear of change. Let's face it, at the rate technology is advancing our children will approach reading in a way unrecognizable from how we did. The consolidation of media into small electronic devices is becoming the norm.

However the change in how writing is being presented is not making everyone optimistic about the state of books. For New York Times columnist **Bill Keller**, people are just writing too much despite the decline in the sales of printed books the past couple of years. The act of writing has become doable for many. Today, more venues for publishing exist now than there were even fifteen years ago. Can't publish your novel about swashbuckling zombie pirates? Just put it on your blog. Someone is bound to read it.

While scoffing at the idea of a world without printed books may be easy for English majors who study battered copies of Vonnegut novels, the idea of the evolution of how written word is presented and read is not an idea to be scoffed at. Writers will not stop writing. The novel will not die. What will change is the means of production and distribution. Easier means of getting published means that even more voices can be heard. More accessibility means that more voices will be heard. And more voices scares those who have held on to the voice of public discourse for hundreds of years.

“Let's face it, at the rate technology is advancing our children will approach reading in a way unrecognizable from how we did.”

Alumni Update

Compiled by Annie Yoskoski

- **Lauren Carey**, 2008, has a poem "Sticks and Stones and a Colt 45" published in the Luzerne County Transit Authority Poetry in Transit program this year. She also works as an adjunct English professor at Luzerne County Community College teaching English 101.
- **Sabrina Hannon**, 2010, is furthering her education and will be graduating from Southern Connecticut State University with a master's degree in Women's Studies.
- **Shannon Curtin**, 2007 and MBA 2009, is currently a communications and engagement analyst for Northrop Grumman in Suffolk, VA. She recently completed her first half marathon and will be participating in a local poetry workshop this fall. After meeting in Montreal in 2008 on assignment for the Wilkes Marketing and Communications office, she married **Zach Mazur** on June 12, 2010. The couple resides in Portsmouth, VA with their dog, Bruno.

The Inkwell Quarterly Staff

Faculty Advisor: Dr. Marcia Farrell

Editor-in-chief: Dave Cook

Managing Editor: Kristina Spaulding

Senior Copy Editors: Tony Thomas and Carly Yanrus

Copy Editing Advisor: Dr. Janet Stamer

Layout Editor: Elizabeth Voda

Staff Writers: Sara Crolick, Bernie Dougherty, Caevan DuBary, Matt Endress, Holly Evans, Jeffrey Ford, Buddy Gouger, Jon Kadjeski, Kendra Kuhar, Mark Ricet, Annie Yoskoski, Stephanie Wilkie and Viktoria Wojciechowski

Photographer: Kendra Kuhar

Faculty Contributors: Dr. Larry Kuhar, and Dr. Thomas A. Hamill

The Prismatic Portal of the Professor

The Inkwell Quarterly's New Serialization

The blood is still fresh on the carpets of old Kirby Hall. The brutal murders still fresh in the minds of our heroes. A bizarre conspiracy entangled in a web of intrigue and the macabre. A prismatic portal once hidden by a wily professor. Traversing across space and time our heroes will be challenged by the strange and the weird. Lives are in limbo. We meet our friends just moments after uncovering the mystery of the Kirby Killer.

"What in the *hell* was Matt screaming about, all this 'it is ready' business," said Jamie to the small group of students who were still in the basement, stunned by the horrific murders.

"Jamie, for god sakes, can't you just let it go. You know, you're like the definition of what makes a sequel possible. You rehash what happened, probably making reference to some stupid cliffhanger, which really makes no sense, just so some no name writers can produce some BS second installment that nobody wants to see or read, but will, just to see how bad they screwed it up," said Dave.

"Honestly, just go home, see a therapist, and try to get your life back in order."

Dave's bitter words were supported by a general, accusing stare from the rest of those who were still gathered, and Jamie, taking the hint, walked up the basement stairs. The rest of the group followed her, realizing that it was awkward and problematic to stay at a crime scene.

"Finally, this implausibly long day is over," said Tony, reaching for the door. As he touched it, he let out a horrific, if not overly dramatic scream.

"Jesus Christ, Jesus Christ, my hand's burned," said Tony frantically. "How, oh. That's how."

Coming from the door was a bluish-purple energy, which was slowly wrapping around the entire outline of the building. Before anyone could react, the building went dark, and all the doors began to slam shut.

"Tony, you'll be fine" said Dave, a few minutes later after realizing what had happened. "Anyway, looks like Matt was right. He had to know something, maybe if we head up to Dr. Anthony's room we can find some sort of clue. They did have something planned—well before he killed her."

Reluctantly, the group agreed and began to follow Dave up the stairs until they arrived at the second floor foyer where Annie, who had been rather quiet all day, stopped dead, screamed, and pointed at Kuhar's office. The group, used to kneejerk reactions by this point in their day, stopped and turned to see what had caused the scream.

There, in Kuhar's office, was the source of the energy; Kuhar's sculpture. It was no longer the stationary, frozen geared comment on modern society, but was, instead a fully automated device. Strange sounds and flashes of purple light were being emitted by the machine.

"Is that—a portal" said Tony, disgusted and horrified at his rhetorical question.

"Yes, Tony, that is, or seems to be a portal," said Dave, "And I just want to say, I am going to hate myself for these next words...but assuming Matt was right...we have an adventure ahead of us, mine as well, oh God—jump into the portal."

With less trepidation than should have been expected, Dave jumped into the swirling bluish-purple energy and disappeared. Everybody else, stood there.

A moment later, Dave reached his head out into purple energy, and rather urgently called out, "come on guys, there is an entire world here, and you won't believe what's on the other side."

What is this strange world that has been discovered through the portal? A world filled with super-intelligent apes that travel in flying machines? Alien creatures and seductively sly snake-women? Lair of mole people? What will become of our heroes? Will anyone like the new expendable cast members? And...most important what has become of the English professors? Stay tuned for the next installment of *The Prismatic Portal of the Professor*.



Kuhar

Under-V

Instrum

A comm

"Art is an a

"A Su

Strain." "I

that confir

the mysteri

The F

does nothin

mostly und

needs of ot

community

friend, if ca

The F

of your dor

of the flooc

major knov

midterm ex

thoughts in

chaos is evi

Now,

society, ma

Will you ne

Well, let's

insurance a

expect it ne

mayhem .

But ca

the loss? M

chaos? Wi

please . . .

Our A

forward in l

rapidly adv

respond to

superpower

responded

In fact

things in lif

the brink of

of hoping to

source of w

nature and

through ou

not epiphar

contemplat

Chaos

solutions. T

its meaning

David Foste

contemplat

Kuhar's Corner

Under-Writing Chaos: Finding the Right Insurance When the Measuring Instruments are Broken

A comment on the "Flood of 2011"

"Art is an attempt to bring order out of chaos." **Robert Frost**

"A Summer Worth Forgetting," "FEMA trailers en route," "Flood Adds to Food Pantries' Strain." "Inkwell Articles Lost in Flood." These are some of the headlines in our local papers that confirm the chaos created by the Flood of 2011. (OK, OK, I'm making up the part about the mysterious loss of *Inkwell* copy. Bear with me.)

The Flood of 2011 created chaos that will be felt throughout our communities well into the future. My idea here does nothing to mitigate the actual loss, material and psychological, felt by so many since September 9. The university was mostly undamaged – on the surface. Students, staff and faculty, many of whom did suffer great loss, worked to serve the needs of others even as their own possessions were in peril. The chaos brought out the very best in people, in our Wilkes community and in the Wyoming Valley's surrounding communities. People across the region are questioning, like my friend, if can ever go through this again.

The Flood of 2011 forced many of you, as students, to navigate some degree of chaos. You may have been forced out of your dorm or apartment or have had classes cancelled. In any case, you know about navigating chaos not only because of the flood. You know about it because it's who we are in our contemporary condition. For example, every English major knows about the chaos and anxiety that arrives, like clockwork, at just about the seventh week of the semester. As midterm exams pass into memory, you know about the chaos of exam preparation, the chaos inherent in ordering your thoughts in an essay, and the broader chaos that comes with trying to move forward in your life story. In your classes, chaos is evident whether you're studying Marxist theory, **Chaucer**, or **Kate Chopin**.

Now, how will you go forward navigating this chaos? What can prepare you for this? Well, in this consumerist society, maybe you should buy something. Interested in buying insurance against future chaos? Where can you get it? Will you need your WIN number to apply? Wal-Mart? Wegmans? Farley Library? Well, let's see. Our culture is hip to capitalizing on the fear and anxiety that can result from chaos. The promise of insurance against great loss is everywhere. The car insurance commercial in which "Mayhem" shows up when we least expect it neatly critiques the issue of preparedness for unforeseen disaster or chaos. You can't do it, you can stop mayhem uhh, yes you can . . . But you'll need more insurance.

But can you really buy insurance against the chaos of life? Who would be silly enough to underwrite ("under-write") the loss? More importantly, will more insurance really prepare you for *the anxiety*, fear, and confusion that comes with chaos? Will you need to fully understand psychological theory to get it? Where can I go for answers? Stop the questions, please

Our American literature regularly contemplates how we – as individuals, as a society, and as a country – can go forward in light of great loss. **T. S. Eliot** had his 9/11 in World War I. Frost has his in contemplating the loss of self in a rapidly advancing society. Writers like **Michael Herr**, **Norman Mailer** and **Thomas Pynchon** contemplated how to respond to the aftermath of Vietnam and the sense of chaos it brought to our national and international identity as superpower. More recently, **Don DeLillo** and **Cormac McCarthy**, in very different ways, have tried to understand how we responded to, or fix, the chaos of 9/11 and its impact on our national story.

In fact literature itself, at least a lot of the literature we study in classrooms, seems somehow about fixing things – things in life, in our minds, and in our world. T. S. Eliot's *The Waste Land* constructs around layered voices poised on the brink of a revelation about progress yet somehow stupefied in a morass of allusive terrain unable to voice the outcome of hoping to respond to deep loss. Robert Frost's poems often reveal the ambiguity of nature when it is considered as a source of wisdom or insight. "Stopped by Woods on Snowy Evening," in my view, is not so much about making sense of nature and experience as it is about heightening our awareness of the powerful impact nature can have on us as we journey through our stories. The mighty Susquehanna has taught us at least this. Frost's poem seems somehow aware of this. It's not epiphanic in its understanding of nature; it's epiphany, if there is one to be found, is more about our ability to contemplate chaos and confusion and the hope for order ("sleep") in life.

Chaos, it seems, in the end wins out intellectually as well as structurally in our literature when we turn to it for final solutions. Thomas Pynchon's *Gravity's Rainbow* locates the intrigue or paranoia connected to negotiating chaos and allows its meanings to be subsumed by the search for a way toward order. More recent fictions, in works by writers such as **David Foster Wallace** and **Toni Morrison**, court the failures of awareness as a central feature of chaos even as they contemplate how our society complicates notions of history, marketing, memory and the media.



Photo Courtesy of Desiree Wren

Continued on page 8...

The Great Flood Continued from page 1...

Rumors and uncertainty certainly increased the stress many individuals faced during the evacuation. Some students, like sophomore Biochemistry major and Army ROTC Cadet **Leonard Frisbie**, were "relieved and proud" to be sandbagging throughout the region with a county EMA team.

Wilkes's staff worked to maintain students' calm and junior History major **Alex Madaya** was on the frontline. As a RA in Evans Hall, announcing to her floor that Wilkes would be evacuating was not an easy task. Madaya said that, "it was almost funny the different ways students reacted. Some girls moved all their stuff while others just brushed the dangers off."

The idea of leaving your home and possessions behind is one that is difficult to grasp. Some students that were evacuated from Wilkes dorms had no options of going back home, because their own homes being in danger as well as numerous road closures. One of the difficult things that separates a flood from any other natural disaster is what is left behind. If a tornado demolishes a family home the residents can pick through the rubble to find anything that survived. In a fire everything is burnt to a crisp and most of it is thrown away. In a flood however, the possessions in the house are most likely still there. The things that were once pristine and completely functional are now water logged and covered in mud. The bed in someone's room may be in the same exact place, but needs to be thrown out. Residents have to enter their ravaged homes and decided what to keep and what has to be thrown away. Going through that process takes a psychological toll on people often leaving them starting over with nothing.

Wilkes' untested students rose to the occasion, often with the help of social media. Social networking sites like Facebook were vital for communication during the flood. For many, the Internet was a vital source of information on how things were going. Local station WBRE evacuated their downtown station, but still stayed on the air, working out of a temporary studio, for the duration of the crisis, helping provide information and truth in a chaotic time. After the river crested, the Internet immediately began its new task - helping this valley and Northeast Pennsylvania recover.

When the cleanup began, everyone in the Valley pitched in. **Dr. Lawrence Kuhar** was helping a friend in Falls Township, when a family came around with a lunch of sandwiches, sodas, and chips for everyone.

Continued on page 7...



Photo Courtesy of Dr. Farrell

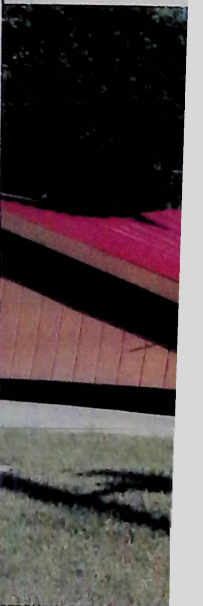


Photo Courtesy of Elizabeth Voda

The Great Flood C

"I asked 1 on the other side of many that came away, yet received

North Eastern want to help othe Even the larger cc Gamble, have pro and Shickshinny, clothes, and get a people in need at there are three di receive damage. I A new generatiour college camp we still go up the community that v



The Great Flood Continued from page 6...

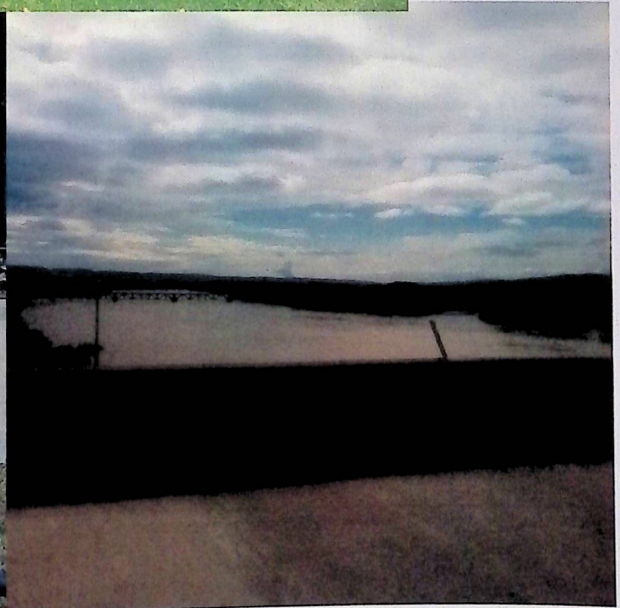
"I asked them 'who sent you?' as in, are you with the Red Cross or something like that. They said 'No one, we live on the other side of the river and received little damage so we came to help.' The family Kular encountered was just one away, yet received a level of damage that was incomprehensible.

North Eastern Pennsylvania is a community of strong people, who want to help others in their time of need, no matter what the sacrifice. Even the larger companies around in the Valley, like Proctor and Gamble, have provided disaster trucks to areas like Tunkhannock and Shickshinny, allowing people to charge their phones, wash their clothes, and get a hot shower. Many of us opened up our homes to people in need and even though as a campus Wilkes had no damage, there are three different campaigns running to help others who did receive damage. Many things have changed in the Valley since 1972. A new generation has taken over, technology has encroached upon our college campuses and we have gained many great businesses. Yet, we still go up the mall and wait not so patiently for bazaars every year. The main thing that has not changed is the sense of community that we all share, and the willingness to jump in and help others in need without waiting for them to ask for

"I asked them 'who sent you?' as in, are you with the Red Cross or something like that. They said 'No one, we live on the other side of the river and received little damage so we came to help.'"



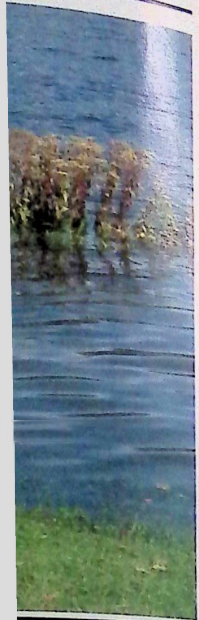
help. The Wyoming Valley has a courageous and loving people whose hearts are willing to reach out and help others in need and that is something that will never change.



Photos Courtesy of Liz Voda, Dr. Marcia Farrell, and Annie Yoskoski

residents can
thrown away.
and com-
e exact place,
has to be
with nothing.
s like Face-
on how
out of a tem-
river crested,

Falls Town-
1 page 7...



Kuhar's Corner Continued from page 5...

So where will we, as English majors, find *our insurance* against the chaos of life's journey as we go forward in our stories? Are we aware of the chaos when its shaping? If so, so what? (as I like to ask in our classes and student conferences) How will we understand where to go from here?

Let me begin with the story of a close friend who lost nearly everything in the event that, as a local weatherperson called it, the "flash flood of the century." My buddy lost nearly every possession he had in the flood - everything except the structure of his house which (amazingly) *was* left standing. He bought the house in Falls Township two years earlier with great hope. A self-proclaimed 'river rat,' he paddled the Susquehanna nearly every day the river would allow it. When I'd visit with him, we'd always take the 50-yard walk to the river's edge in sun or snow, always amazed at the river's power and beauty - Never tired of the repetition of awe the great Susquehanna produced.

But was he prepared for the chaos of loss? On that Thursday night as the rivers banks rose toward his front porch, I helped him pack out as much stuff as we could grab. His tools, his wine vats, some furniture and so much more. We packed a small U-Haul trailer. After the flood, I worked with him at his house to bring some hope out of the chaos. We trekked through five-inch mud in the one-story house carrying first the furniture and clothes, shoes and books, then the sheetrock and insulation. The kitchen cabinets would come out later. The basement was worse. About eighteen inches deep, the muck trampled hope like a horse running through a flower garden (this simile fails - that's the point). Though he had flood insurance, he openly wondered if he had the 'fight' in him to rebuild and risk again this sort of loss - he wondered, really, if he could negotiate so much chaos again. What insurance would possibly work against this?, he seemed to ask.

We all ask this sort of question at one time or another. Will a higher dike ever protect us from the anxiety that comes with watching the waters rise now that we know, as we learned later, that *the measuring instruments were broken?* The instruments were reporting water levels about four feet below actual levels. Like these instruments, language will always work and fail, it will create and destroy, it will bring order and chaos and order and chaos again in an attempt to answer the question. Complete meaning - the measurement's numbers, an absolute story - is subterfuge, fool's gold. We need our own measuring tools. Chaos assures that we will search for hope as the endgame for our journey through loss. So, where will we find our insurance?

The real insurance is found in our day-to-day work in Kirby Hall. Surprised? Don't be. We offer insurance every day in our English program, in our classrooms and our offices whether you're studying Herbert, Hawthorne or Harper. Our faculty collectively assume ("Under - Write") the risk that comes with trying to prepare you, as English majors, to go forward in a world where chaos is unavoidable.

To capitalize on this insurance, you need to understand that actions, not only words, shape the stories you will want to tell. This is what we try to teach, to learn and to teach again in our English classes where we practice close reading, discussion and analysis, trained research and *writing our voices*. These are the instruments we need to go forward in times of confusion and chaos. Our faculty and program aim to share an ultimate message about preparing for the inevitable chaos and failed measuring gauges. We know the value of knowledge and try to show how we can learn *the function of experience without the experience*.

To finish, back to my friend's story When I returned to clean up, I realized how much we had left behind. Time would have it no other way - chaos was the order of the day. He left behind his shoes, most of his clothes, his hunting guns, his dishes, pots and pans. We walked along the street where only two houses remained. The neighborhood, what was left of it, resembled a scene of the war-torn Warsaw streets in the movie *The Pianist*. Even the house across the street that was on stilts to protect itself against such high water, was gone except for the concrete pad driveway. I saw 50 pound loose weights, a commode, an entire kitchen cast around the open spaces like children's toys left in a messy yard.

My friend plans to rebuild. As it turns out, he had the right insurance - not the kind sold by Prudential or Nationwide. He's planning to elevate his house - put it on stilts like his neighbor's vanished house. We chuckled, aware of the irony. I reminded him that he is not alone. Native American myths have contemplated the power of the water, the importance of 'crossing over' from one side of the river to the other. We have crossed over. Though you won't find it listed as a course objective in English 201, 225, or 282, our English program aims us to prepare you to cross over the turbulent rivers in your futures. It's a program vision - that you share and own - informed by the words of Henry Adams, who wrote, "Chaos often breeds life, when order breeds habit."

Brown Bag Lunches

By Holly Evans

Scared about life after graduation? Don't fear there is help and support. Brown Bag Lunches allow English majors to discuss their concerns about the future, and also allows them to address questions they may have about furthering their careers. Discussions are headed by **Drs. Marcia Farrell** and **Helen Davis** and are held in Farrell's office. The meetings are informal and students are encouraged to bring their own lunches. Please contact Farrell at Marcia.Farrell@wilkes.edu or Davis, helen.davis@wilkes.edu with any questions, concerns, or possible ideas geared towards the meetings. Check your email for upcoming announcements about Brown Bag Lunches.

Hamill's Hunch

When I sat before n Things [I] Need to Know I was (at least initially) t "embracing my] inner somewhat buoying. I fi guilt (How can we not l

Even the potentially suggestion that Oscar w the pithy character glos Cookie Monster (the o good enough for me!" ; and astute NPR comm homogenize his honest well-informed notions it, good. Now, scram!

The vague but some the holidayization of id that Oscar himself wou reification of his trash releases. Municipal W all the rules for collecti only referent) become, day that requires that s grouchiness—get only a

I realized quite qui annoy me. I love holi allow those who need shape and meaning to I am not unmindful of rendered even more t iPhone: R.I.P. Steve J Dan." As my wife Lis do so. And indeed O memorie." Over and c

English Program

By Dr. Kuhar

What do the minors c

The English prog beginning in the Fall 2 variety of courses to c The minor in Workp (English 101 and 120) ENG 218, ENG 225,

The minor in Cr (English 101 and 120) its), 200-level literatur (maximum 6 credits),

In addition to t room. This work incl and layout opportunit *Projects in Writing/V* of an internship in wr

Hamill's Hunches

When I sat before my *Times Leader* on Monday morning and read that one of the "Five Things [I] Need to Know" for this week is that Saturday, 15 October is National Grouch Day, I was (at least initially) unequivocally pleased. The idea, as the paper revealed it to me, of "embrace[ing my] inner Oscar" was, like the coffee I've been making too strong of late, somewhat buoying. I felt mixed sensations of nostalgia (How great is Oscar the Grouch?) and guilt (How can we not have an Oscar the Grouch book or doll in our house?)

Even the potentially inauspicious parallels I noted between the post-pop-psychology of the suggestion that Oscar was in some way mine and inner and thus solipsistically embraceable and the pithy character gloss I remember hearing, some years ago, in a brilliant eulogy for the true Cookie Monster (the one who could still sing with dignity, "Oh, C is for *cookie* and that's good enough for me!" and whose central function as "giant id" had, to at least one principled and astute NPR commentator, gone unrecognized by idiotic fools who felt the need to homogenize his honest and openly ignorant sugary goodnesses with ironically well-informed notions of balance and variety—and, yes, I am still in the parenthetical aside here; what of it? If you don't like it, good. Now, scram!) did not hint at what might be happening.

The vague but somehow teleological trajectory to which I'm referring to is, of course, the ambivalence that emerges in the holidayization of identity. I mean, National Grouch Day sounds wonderfully miserable—like something ugly and dingy that Oscar himself would marvel at. But viewed another way it might be seen as a kind of condescending and tragic reification of his trash can, a flashing but all too brief Bakhtinian reversal of order that ultimately regulates that which it releases. Municipal Waste Management programs all have their calendars now, artful alphanumeric liturgies meting out to all the rules for collection, the logics of their holy days of obligation. Would National Grouch Day (and its obvious and only referent) become, as many have lamented of other luminaries and occasions, "just another day off?" Or even worse a day that requires that sadly redundant tautological "observed" parenthetical affix? And why should Oscar—and grouchiness—get only a single day?

I realized quite quickly that these might be exactly the kinds of questions that would irritate Oscar. They certainly annoy me. I love holidays (especially perfectly rotten ones), and while Hallmark Card and commercialization conspiracies allow those who need it their "resistance," they could never alter the fact that days of observation give simple and powerful shape and meaning to our years. The American Academic Calendar is particularly sacred, and as we head into Fall Recess, I am not unmindful of the fact that this prelude to the Tuesday before Thanksgiving and to Winter Break has been rendered even more typological through its Oscar associations. This thought informed my smile as I YouTubed (on my iPhone: R.I.P. Steve Jobs) an old clip (which I recommend to all) of Oscar and Johnny Cash lauding the miseries of "Nasty Dan." As my wife Lisa noted at the time, where it not for the news of National Grouch Day, I might never have thought to do so. And indeed Oscar, as Chaucer repeatedly suggests of all great cultural touchstones, is "worthy for to drawn to memorie." Over and over again.



Photo Courtesy of Jon Kadjeski

English Program Introduces Two New Minors

By Dr. Kuhar

What do the minors consist of?

The English program introduced two new minors - a minor in Workplace Writing and a minor in Creative Writing - beginning in the Fall 2011. We designed the minors to be very flexible. We did this so that students could choose from a variety of courses to complete the minor. We designed the minors to serve students' careers as well as their life stories. The minor in Workplace Writing requires fulfillment of General Education Requirements in composition and literature (English 101 and 120), and completion of ENG 202 and twelve credit hours among ENG 190 (maximum of 3 credits), ENG 218, ENG 225, ENG 228, ENG 308, ENG 395/396, or ENG 399 (See chart below).

The minor in Creative Writing requires fulfillment of General Education Requirements in composition and literature (English 101 and 120), and completion of ENG 203, ENG 303 and nine credit hours among ENG 190 (maximum 3 credits), 200-level literature survey courses (maximum 6 credits from ENG 233, 234, 281, 282), 300-level literature courses (maximum 6 credits), ENG 395/396, ENG 399 (See chart below).

In addition to traditional classroom experiences, both minors emphasize opportunities to work outside the classroom. This work includes creative writing and design opportunities with *The Manuscript* (ENG 190 A); writing, editing, and teaching opportunities with *The Inkwell Quarterly* (ENG 190 B); writing, editing, and teaching opportunities with *Projects in Writing/Writing Methods* (ENG 190 C). While it's not required, both minors also emphasize the importance of an internship in writing.

Continued on page 13...

Wilkes Welcomes Raphael Garcia

By Kendra Kuhar

What do Valladolid, Spain and Wilkes-Barre, Pennsylvania have in common? According to Dr. Rafael Garcia, assistant professor in Spanish, you can get fresh vegetables for a home cooked meal within walking distance.

Professor Garcia was hired in Spring 2011 to teach Spanish Classic Literature and Spanish Medieval Literature. Dr. Garcia's dissertation focused on Fray Luis de Granada, a 16th century author.

Dr. Garcia is originally from Valladolid, Spain, a small town with only 1000 residents. His decision to attend college instead of taking over the family farm broke a tradition. While working for his Ph.D. in Leon, Spain, Dr. Garcia contributed approximately thirty words to the creation of a Medieval Spanish Latin dictionary.

Dr. Garcia has resided in Wilkes-Barre for the last two months and has experienced a flood as well as an earthquake. However, Dr. Garcia's experience thus far at Wilkes University has proved to be positive. "The students at Wilkes University show interest in learning, making work pleasant."



Photo Courtesy of Elizabeth Voda

Banned Books Week

By Jeffrey Ford

When a work of art is banned there's usually a reason, right?

In England, during the 1980s, the BBFC produced a list of feature films that were banned over a given period of time. These titles ranged from such well-known works as *A Clockwork Orange* (based on the novel by Anthony Burgess) to *Cannibal Holocaust*. These video nasties show their explicitness by way of camera's lens but what about the mind's eye. Words from a page can convey a varied amount of force based on the ideas they convey. Content, no matter how explicit, can only be as strong as the ideas associated with it.

During Banned Books Week, Sigma Tau Delta organizes a reading of selected texts running from September 25th to October 2nd. Though readings, the individuals have to decide for themselves the velocity in which to hit the topic. Each work expresses concepts that may not be agreeable to all audiences, but like art, can find meaning among critical readers. The Banned Books Week event is indeed a celebration of controversy with slogans and stickers proclaiming proudly: I Read Banned Books. At the Henry Student Center, a table is set up next to a podium with each student reading aloud a passage from their book of choice. Arranged on the table were works ranging from the juvenile like *Gulliver's Travels* to *Brave New World*. These works have been boycotted for numerous reasons one being the case against Dr. Seuss' *The Lorax*, a children's book that was accepted as an attack on the California Logging Industry.



Photo Courtesy of Sara Crolick

One question that should be stressed is: "Why would someone want to ban a book?" Normally one would think them to be open and wonder why it would be necessary to out rightly ban something.

Continued on page 12...

English Education Updates

By Jon Kadjeski

Secondary Education minors are reminded that Praxis registration dates are quickly approaching. Registration for the November 12 exams must be received by October 13. Students may register late, until November 4, at an additional cost. The Robert and Judith Gardner Educational Forum Series is ongoing, with the next event taking place on October 18th.

All students with field observations are now in the schools with their cooperating teachers representing Wilkes University and the English Department. This includes six English majors in ENG 393, Teaching of English in Middle and Secondary Schools, observing their final classroom before their student teaching semester.

Any student interested in adding Secondary Education as a Minor is encouraged to talk to Mrs. Anne Thomas, the Secondary Education and Field Experience Coordinator, before they begin pre-registration meetings with their academic advisors.

A Wo

By Annie

I was

Sorcerer's

surprised

a Harry P

waiting for

first DVD

Bein

Harry Poi

proclaime

I know pe

finished o

series take

movie is o

The

every sing

held peop

went to St

filled to th

students w

you were i

had a grea

Ron? Ever

Rowling in

may lie in

about wha

The

carrying th

written, de

people wh

lessons, li

stumble up

honesty, b

approxima

inspire me

Potter, He

inspiring s

Listeni

By Anne

For e

of several

Some

launched s

songs like

For n

released h

World En

releasing h

"Rolling in

Lady GaG

If you are i

A World Without Harry Potter: What Now?

By Annie Yoskoski

I was in my early years of grade school when *Harry Potter and the Sorcerer's Stone* came out. I remember reading it with my mom and being surprised that she liked it. After the first four chapters I was hooked, and became a Harry Potter fan. While growing up I devoured the next six books and sat waiting for the movie versions to come out. The first Harry Potter movie was the first DVD I ever owned.

Being an English major, I love to read, that goes without saying. When *Harry Potter* came out I was surprised how many of my classmates who proclaimed that they hated reading were carrying the books around. To this day I know people who will say: "I read all the Harry Potter books, but never finished one book for school". This raises several questions. Why did this book series take off so well with just about everyone? And mainly now that the last movie is over "What do we do now"?

The answer to the first question is easy. J.K. Rowling created a world that every single person could picture themselves in. The four houses of Hogwarts held people from different personality types. Evil, conniving, or mean people went to Slytherin, Hufflepuff contained sweet and caring people, Ravenclaw was filled to the brim with logical thinkers, while Gryffindor was populated by the bravest of their kind. It did not matter if the students were rich, like Draco, or stretching their money like the Weasley's, they were all magical. It didn't even matter if you were muggle born, you could still be part of this community. Race, income, family connections, none of those things had a great hold in the walls of Hogwarts. What person doesn't value the unbreakable friendship of Harry, Hermione, and Ron? Everyone has had a day dream about rushing toward Platform 9 ¾ with Hedwig or Crookshanks in tow. Even if J.K. Rowling intended the books to be for children, there is not one age group she didn't reach somehow. Proof of that claim may lie in the fact that I have used Potter terminology all through this article, and I bet most readers didn't think twice about what those words or terms meant.

The second question is harder to handle. What now? To many, we are known as the Harry Potter generation, carrying these characters throughout our childhood into the adult world. Just because the last movie is over, the last word written, does not mean the magic has to end. Words so powerful that they would become a common interest among people who otherwise may never have spoken make lasting impressions that we will never see the end of. Stories teach us lessons, like Aesop's fables or Winnie the Pooh. If one looks through the many pages of the Harry Potter series they will stumble upon many life lessons and teachings that they may not know they absorbed the first time through. Friendship, honesty, bravery, intelligence, imagination, acceptance, love, enemies, good, and evil are all themes woven throughout the approximately four thousand some pages in books one through seven. Many book series will have bestselling books that inspire movies and paraphernalia. The difference is that those series will fade with time, while the story of Harry James Potter, Hermione Granger, and Ron Weasley, along with the lessons they taught us, will reside in our minds forever as an inspiring symbol of our youth.

Listening To...

By Anne Yoskoski

For every year and season a song or artist is usually pegged as an anthem. For instance, summer 2011 makes me think of several albums and concerts. When I hear these songs ten years from now, they will take me back to summer.

Some of the biggest songs of the summer came off of albums recently released. **Taylor Swift's** *Speak Now* album launched several great songs like "Mine", "The Story of Us", and many others. **Katy Perry's** *Teenage Dream* album put songs like "Last Friday Night (T.G.I.F) and "E.T." on my playlist.

For many people, however, this was the summer of **Britney Spears** and British songstress **Adele**. Britney Spears released her eleventh studio album, *Femme Fatale*, and created true summer anthems with songs such as "Dancing Til the World Ends" and "I Wanna Go". The biggest breakout star who has been taking over my iPod is Adele. Two years after releasing her first album, *19*, Adele released *21*, a record that made everyone take notice of her amazing voice. Songs like "Rolling in the Deep", "Set Fire to the Rain", and "Someone Like You" left us all in awe of the pure power of her voice.

Lady GaGa also made a splash with her new album *Born This Way* that featured singles "Judas" and "You and I".

If you are interested in obtaining any archived issue of *Inkwell Quarterly* please contact either Dr. Farrell or a member of the *IQ* editorial staff. Some issues are still available as hard copies.

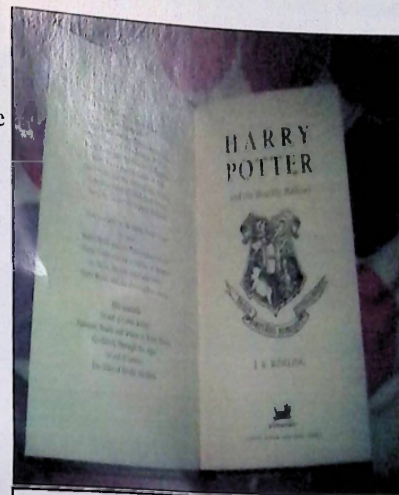


Photo Courtesy of Annie Yoskoski

Banned Books Week Continued from page 10...

A boycott could be viewed as the criticism of one imposed upon the majority. Normally, if a bad piece of work is released the public just has the sense to not give it much attention. J.D. Salinger's *The Catcher in The Rye* was infamous for being banned due to obscenity charges. The same was made for the *American Heritage Dictionary* because it included words such as bed, knocker, and boob. What's more complex about censorship is that varies based on the rulings of the school districts and state governments. The American Library Association's website features top ten lists from 2001 to 2010 showcasing the books that were targeted by some groups for removal from libraries and schools.

School districts and libraries have their excuses for choosing to not advertise a specific book based on content. Granted there is plenty of explicit material to be found from genre specific fiction like the works of Clive Barker. Yet how would a Clive Barker or Neil Gaiman ever get their inspiration if they were unable to read stories like *Alice in Wonderland*, banned in countries where images of anthropomorphic animals are forbidden. National governments have their own standards concerning what is acceptable or unacceptable. The Chinese government is notable for banning literature and any media dealing with time travel on the grounds that it goes against Confucian logic.

In today's high political climate of media storms and WikiLeaks, it's no surprise if a work relating to crime or homeland security were to be banned. The most infamous case comes from William Powell's *The Anarchist Cookbook* which has been opposed by groups including the Federal Bureau of Investigations (FBI) and even the book's own author. Such cases often challenge the limitations of censorship and the necessity of what is put to page. Words can inspire a reaction from the reader and many fear what it manifest as when one can read into the subject deeply instead of skimming the surface.

Each work on the banned book list seems to represent an ambiguous picture postcard of a particular place, location, and time that it was just not a part of. Yet, like Allen Ginsberg's "Howl," some works have been adopted by readers for what they have to deliver. If anyone has to dedicate their week to deep reading, better make it Banned Books Week. Just as long as you don't live in a school district that uses Harry Potter books for kindling.

Deep Along the Right Sidelines:**A Rhetorical Analysis of the Republican Primary Debates**

By Tony Thomas

As the 2012 election draws closer, perhaps the most intriguing aspect of the election will be who manages to win the Republican nomination. With big names like Sarah Palin and Chris Christie stating that they will not run, what remains is a hodgepodge of candidates. The candidates have all had their rises and falls. For a while Mitt Romney seemed like the clear choice and then Rick Perry shook things up and now Herman Cain is riding out in the front. While the candidates do differ in many ways, their main goal is to win over GOP primary voters. And with that comes a distinct rhetorical strategy for each candidate.

Thus far the GOP debates have been nothing short of great political theater. Each candidate is very aware of their target audience and for the most part the candidates have been doing a decent job of creating an ethos that is acceptable to the audience. Right now they do not have to worry too much about appeasing the general American voter. Their audience in the current moment is the typical GOP primary voter, and in many cases that voter is rather conservative.

Prior to the debates some of the candidates already possessed very conservative and right-wing views. Michelle Bachmann, Rick Santorum, and Herman Cain all had views going into the debates that are deemed favorable to the Tea Party. Romney was a lot different. When he was governor of Massachusetts his views could be best described as being center-right. His healthcare law has become a subject of much controversy to conservative voters. A memo from the White House confirms that President Obama and his advisors used Romney's healthcare system as a model for the one that President Obama designed.

Being aware of your audience is a skill that a good orator must possess in rhetoric and Romney realized that. Since the debates have begun Romney has begun a swing to becoming more conservative, which not everyone has bought as being genuine. His past views have become a concern. An orator's credibility is often called into question when they change their views. Changing one's views is not a bad thing and often a change can show that the individual is open-minded to understanding other information. However, for a politician a level of cynicism exists when a politician changes because often those changes are seen as opportunistic.

The challenge after the primary is all settled is how the candidate will shape himself or herself for the general election. The challenge will be transforming into a candidate that is good to the general voter as opposed to a strictly conservative voter. The challenge also falls within being able to complete that transformation without losing your credibility. Politics is a volatile rhetorical zone. Many subjects are difficult to discuss properly and, like an elementary playground, usually insults are more important than facts. What remains to be seen is if Republican voters will select a more conservative, but less electable or a candidate that will have a better chance of being elected, but lacking in core conservative values.

Studie
tuous caree
these minor
Research by
of mid-care
work." The
tive leaders
Lincoln to
standards th

In my
prepared fo
Employers
live a fulfill
and contrib
pectations -

The r
majoring in
for success
about grant
tive to a pol

But th
minor in Ci
can help st
their creativ
Moreover, I
majoring in
gineering, n
nology, a m
Writing can
develop the
an importar
neers looki
nation's infi
problems, f
gists workin
to solve crir
biologist try
stand why a
ried an acor
away.

For Er
these minor
the opportu
their creativ
workplace v
esses and ve
prepare the
opportunitie
including gr

English Program Introduces Two New Minors Continued from page 9...

Why should a non-English major minor in Creative or Professional Writing? Why should an English major minor in Creative Writing or Professional Writing?

Studies show that more and more people are not staying in one career or job for their entire work life. In this tumultuous career environment, students need transferrable skills that will serve them in a wide range of careers. In this way, these minors complement the disciplinary skills and program outcomes provided in a major field of study. Research by Richard Light, author of *Making the Most of College* (Harvard UP, 2001), shows that, "More than 90 percent of mid-career professionals recently cited the 'need to write effectively' as a skill 'of great importance' in their day-to-day work." The National Commission on Writing in America's Schools and Colleges directly connects writing skills to effective leadership and career success. The report cites leaders such as Martin Luther King, Jr., Cesar Chavez, and Abraham Lincoln to point out that, "All of these leaders have used words, language, and writing to remind Americans of what high standards they have set for themselves—and what these ideals mean to the rest of the world."

In my 23 years at Wilkes I've always felt that a Wilkes education is about developing a well-rounded person who is prepared for success in career *as well as* prepared to live a fulfilled life. In my view this is important now more than ever. Employers want to hire graduates who have a diverse skill set, not only skills in the discipline or industry. We all want to live a fulfilled life, one in which we can contemplate our stories, understand better the complex world in which we're living, and contribute significantly to the good in society. These minors represent a start toward helping students meet these expectations - in career and in life.

The minors in Professional Writing and in Creative Writing respectively help prepare students - whether they are majoring in English, Spanish, Criminology, Nursing, Philosophy, Biology, History, Pharmacy . . . you get the point . . . - for success in their careers *and in their lives*. Want to write a better resume? Learn how to write a proposal? Learn more about grant writing? Learn more about writing persuasively? These are important skills that make a student more attractive to a potential employer.

But that's not all. These minors serve the development of a well-rounded person interested in living a fulfilled life. A

minor in Creative Writing can help students develop their creative imaginations. Moreover, for students majoring in science or engineering, nursing or criminology, a minor in Creative Writing can help them develop their creativity - an important skill for engineers looking to solve the nation's infrastructure problems, for criminologists working with the FBI to solve crimes, or for a biologist trying to understand why a squirrel carried an acorn to its hideaway.

For English majors, these minors give students the opportunity to develop their creative writing and workplace writing processes and voice which will prepare them for future opportunities in writing, including graduate school,

continued on page 14...

ENGLISH - Creative Writing	Frequency of offering
ENG 203 Introduction to Creative Writing	Once a year
ENG 190 A Projects in Writing / Inkwell	Twice a year
ENG 190 B Projects in Writing / Manuscript	Fall and Spring
ENG 190 C Projects in Writing / Writing Methods	
ENG 233 Survey of English Literature I	Once a year Fall
ENG 234 Survey of English Literature II	Once a year Spring
ENG 281 Survey of American Literature I	Once a year Spring
ENG 282 Survey of American Literature II	Once a year Fall
ENG 300-level courses	Every semester - Multiple offerings
ENG 303 Advanced Workshop in Creative Writing	Once every two or three semesters
ENG 395/396 Independent Research	Every semester
ENG 399 Cooperative Education	Every semester

ENGLISH - Workplace Writing	Frequency of offering
ENG 202 Technical and Professional Writing	Twice a year Fall and Spring
ENG 190 A Projects in Writing / Inkwell	Twice a year
ENG 190 B Projects in Writing / Manuscript	Fall and Spring
ENG 190 C Projects in Writing / Writing Methods	
ENG 218 Writing Practicum and Composition	Once every three or four semesters
ENG 225 Comparative Grammar	Once a year Spring
ENG 228 Professional and Workplace Writing	Once every three or four semesters
ENG 308 Rhetorical Analysis & NonFic Prose Writing	Once every three or four semesters
ENG 395/396 Independent Research	Every semester
ENG 399 Cooperative Education	Every semester

English Program Introduces Two New Minors Continued from page 13...

In addition, completing one (or both) of the minors will allow students to enhance their marketability for potential employers by having the minor documented on a transcript and resume.

Beyond the technical "Course Objectives" outcomes, what can students expect from completing these minors?
Our faculty focused on developing opportunities for students, beyond what is offered in the General Education curriculum, who are interested in writing creatively and technically. We worked to bridge the gap between general education objectives and the needs of our communities, including organizations and industries.

We know that employers value "emotional intelligence." They value an understanding of difference that comes with recognizing diversity, including racial or class diversity, gender diversity, and generational diversity. They value good thinkers and people who possess integrity, ethics and clear values. They value people who value people. Let me add that completing these minors develops leadership skills that can serve students' futures whether they are leading in organizational space or, as all of us must do, leading our own life stories. In essence, in these minors we're emphasizing character and competence, trust and trustworthiness - some of the core values of the English program.

Thank you to our faculty who helped develop these minors

Our faculty team in English deserves all the credit for developing these two new minors. Drs. Anthony, Hamill, Stanley, Starnier, Farrell, Davis, Kelly, Grier, and Wills worked hard for the past three years to articulate the vision for these minors.

Often this work meant simply teaching a course, like Prof. Wills teaching ENG 202, Dr. Farrell or Dr. Davis teaching ENG 308, or Dr. Hamill or Dr. Stanley teaching ENG 225. This work also included developing new courses: Dr. Starnier developed ENG 218 (Writing Practicum and Composition) and Dr. Farrell developed 228 (Professional and Workplace Writing); Dr. Stanley, Dr. Farrell, Dr. Anthony, and Dr. Kelly developed the ENG 190s. These courses were developed to provide students with opportunities to develop skills that will make them more attractive to potential employers as well as develop in them a deeper appreciation for the life of the mind.

Senior Spotlight: Erin Robinson

By Matt Endress

Where are you from?

I'm from Harford, Pennsylvania.

What is your major/minor?

I have a major in English Literature and Writing and a minor in Women's and Gender Studies.

What activities are you involved in?

I am the Writing Mentor for English 201, the vice president of Sigma Tau Delta, and the coordinator of the student-conducted writing workshops at the Domestic Violence Service Center (DVSC). I also work part-time as a server and as a freelance writer.

What will you miss the most?

I will miss the way Kirby Hall smells and, more importantly, the people who have made it feel like such a safe space for my intellectual development. I thought about saying that I would miss chopping wood and rowing boats, but something tells me I'll probably be doing that for a long time after I've graduated.

Do you have plans after you graduate?

I'm going to spend the spring working, becoming a direct-service volunteer, and maybe auditing a class or two. I'm also going to figure out what it means to have a full night of sleep before I (hopefully) head off to graduate school in the fall. I want to study nineteenth- and twentieth-century American literature, and I'm interested in critical theory, too.

What has been the best part of Wilkes/most important lesson?

I've developed an invaluable skill set, and I've met people who have encouraged me to use it outside of the classroom. Through the DVSC workshops, I've been able to take my love for language out into the community where I've helped other women to empower themselves. You don't get that from just doing your homework. I've also learned that I should never even try to answer another "What's your favorite book?" question.

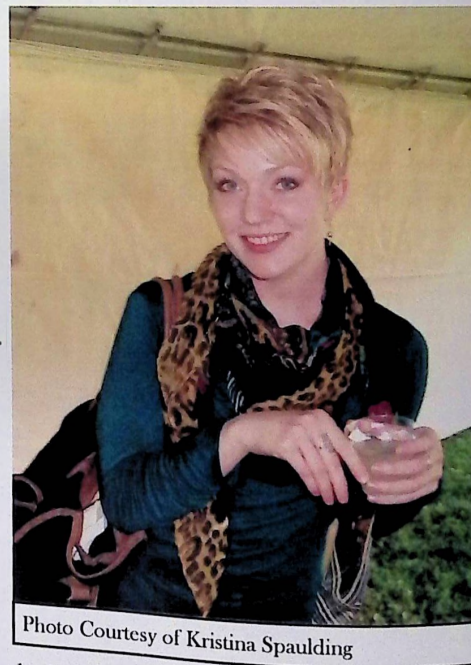


Photo Courtesy of Kristina Spaulding

Dr. Farrell's

By Dr. Marcia F.

A great way to s
The key, though, is
cooking my tomato

When choosing
market and pick up
heirloom, grape, a
When making a

At least seven cups
¼ cup olive oil
½ onion, chopped
2 Tbs. oregano
3 Tbs. fresh basil
2- 3 cloves garlic, n
3 Tbs. sugar (or en
2 tsp. sea salt (and/
2 tsp. black pepper
2 cans tomato past

For a variation:
green, red, yellow,
mushrooms are fir
the local PA wines

Before starting,
sauce thicken mor

In a large pot, l
sugar, and, if you v

Cook a LONG
tomato paste and c
for more than six l

Stir occasionall
be careful once the
vent splashes, mak
erly.

If you just want
of the water.

When the sauc
until it is dissolved
When the sauce is

Generally, this
canning. If you w

Tomas Trai

By Tony Thom

Up until the a
songwriter Bob E
Prize. Other nom
turned out to be a

The 2011 Nol
the prize since 19
thrived as his lang
ages, he gives us l
has been translate
youth offenders i

Dr. Farrell's Recipes: Tomato Sauce

By Dr. Marcia Farrell

A great way to save money is to make your own tomato sauce that you can then use for pizza, pasta, chicken, and the like. The key, though, is to allot yourself most of the day to make your sauce and don't expect it to be finished early. I've started cooking my tomatoes in the morning and haven't canned the sauce until evening.

When choosing your tomatoes, growing your own is best, but if that's not possible, you can always stop by the local farmer's market and pick up some nice-sized, ripe tomatoes. Personally, I like to mix tomatoes in my sauce—beefsteak, Big Boy, cherry, heirloom, grape, and Roma—to give the sauce a unique flavor.

When making a batch of tomato sauce that you will then can or freeze, you need:

At least seven cups of tomatoes (again, mix up the varieties)
 ¼ cup olive oil
 ½ onion, chopped
 2 Tbs. oregano
 3 Tbs. fresh basil
 2-3 cloves garlic, minced (you can use more depending on taste)
 3 Tbs. sugar (or enough to suit your taste)
 2 tsp. sea salt (and/or Mrs. Dash seasoning)
 2 tsp. black pepper
 2 cans tomato paste

For a variation: You can turn your sauce into a chunky garden vegetable sauce by adding chopped bell pepper (again, mixing green, red, yellow, and orange will give the sauce a unique flavor), mushrooms (I prefer oyster and shitake mushrooms, but white mushrooms are fine), chopped black olives, chopped zucchini, carrots, and even ½ cup of a dry red wine (I tend to use one of the local PA wines like Presque Isle's Noiret).

Before starting, you can puree some of the juicier tomatoes—like the cherries or grape—in a blender. Doing so will help the sauce thicken more quickly.

In a large pot, heat the olive oil. Then, add the onions and cook until the onions are tender. Add the tomatoes, spices, sugar, and, if you want, the other vegetables and wine.

Cook a LONG time on low heat. You need to cook the water out of the tomatoes before it will be thick enough to add the tomato paste and can. The cooking time will vary depending on how watery your tomatoes are. Sometimes I've cooked sauce for more than six hours before it was thick enough.

Stir occasionally with a wooden spoon and scrape the sides and the bottom of the pan so that you don't have burnt bits. But, be careful once the sauce starts to boil because it might splash and then burn you. If you place a cover on top of the pot to prevent splashes, make sure that you don't completely cover the pot because you need to have air for the sauce to cook down properly.

If you just want stewed tomatoes for soups or other recipes, leave out the tomato paste, but make sure you cook down some of the water.

When the sauce sticks to the spoon in clumps and has cooked down into a slightly watery pulp, add the tomato paste and stir until it is dissolved. Continue cooking until your sauce reaches the thickness you desire. Again, this may take an hour or more. When the sauce is finished, you can either cool it and then freeze it in bags or follow Ball's directions for hot pack canning.

Generally, this recipe yields about 4 quarts from one batch, but it doesn't hurt to have an extra jar ready if you are hot pack canning. If you won't use an entire quart quickly enough, you can always use pint-sized jars instead.

Tomas Transtroemer: 2011 Nobel Prize Winner in Literature

By Tony Thomas

Up until the announcement of the 2011 Nobel Prize in Literature bettors already had a winner picked. Singer-songwriter **Bob Dylan** was favored to win with 5-1 odds. Bob Dylan has been continually nominated since 1996 for the Prize. Other nominees included elusive author **Thomas Pynchon** and Syrian poet **Adonis** among others. The winner turned out to be a Swedish poet who had projected odds of 9/2 of winning the prize.

The 2011 Nobel Prize in Literature was awarded to Swedish poet **Tomas Transtroemer**. He is the first Swede to win the prize since 1974. Transtroemer suffered a stroke nearly 20 years ago and has had much difficulty speaking. Poetry thrived as his language. The Prize committee bestowed the prize on him because, "through his condensed, translucent images, he gives us fresh access to reality". His first collection of poetry was published when he was just 23 years old and since has been translated into over fifty different languages. Transtroemer is also a trained psychologist who once worked at a youth offenders institute.

Banned Books Word Scramble

By Kristina Spaulding

SPGARE FO AHTRW: _____

HERNFETIA 514: _____

ANCSIA ESVERS: _____

HET LROCO UPELRP: _____

OT LILK A OBRKCIMINDG: _____

HET IHCWEST: _____

SMEAJ NDA HET IAGNT HPECA: _____

HET TCHACRE NI HET YRE: _____

A LKCOWRKOC RNGEAO: _____

TAEDH FO A LSMSENAE: _____

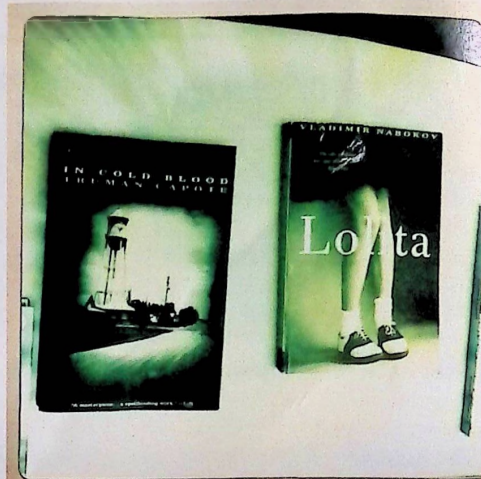


Photo Courtesy of Sara Crolick

Well Known Author Updates

By Tony Thomas

- **Salman Rushdie** has joined Twitter. He is quite active on the site and he can be followed @SalmanRushdie. The author has also been at work helping to adapt his novel *Midnight's Children* as a film. The adaptation will be released sometime next year.
- **Stephen King** is working on writing a sequel to his novel *The Shining*. The sequel will follow a grown up Danny Torrance. The sequel is entitled *Dr. Sleep*. King also has a novel being released this November, *11/22/63*. The novel features an English teacher who travels back in time to stop the Kennedy assassination.
- **Chinua Achebe** recently resolved a legal dispute with rapper **50 Cent** over the title of Cent's upcoming film, which originally was to be, titled *Things Fall Apart*, which happens to be the name of Achebe's famed novel. Achebe's legal team forced 50 Cent to change the title and despite offering Achebe a million dollars to use the title, Achebe did not bend. The film is now entitled *All Things Fall Apart*.

A Medieval Moment...

By Holly Evans

Geoffrey Chaucer is one of the best known medieval writers. Some of Chaucer's works include, *The Book of the Duchess*, *House of Fame*, *Legend of Good Women*, and of course *The Canterbury Tales*. Chaucer played an extremely important role in spreading use of Middle English, in a time when England's languages were primarily French and Latin. This semester **Dr. Thomas Hamill** is instructing English 340: Studies in Chaucer.



Photo Courtesy of www.huminarium.org