

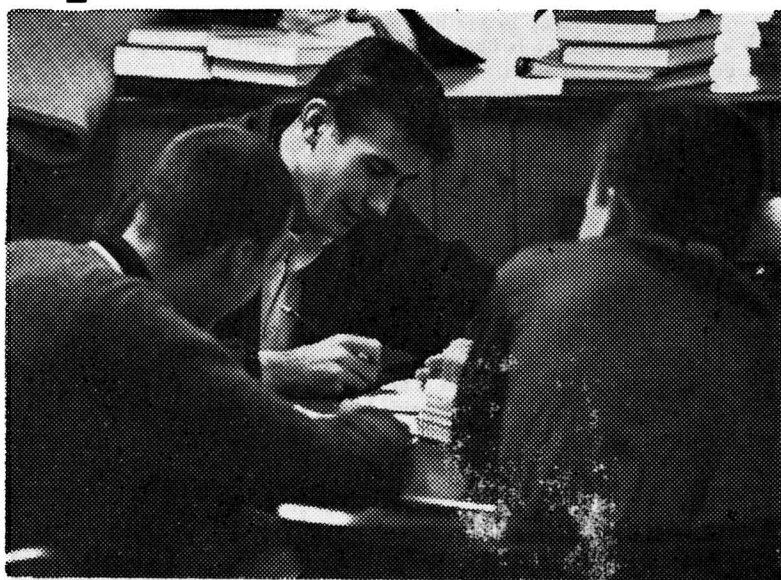
# Insecurity Stifles Student Performance

The latest **Beacon** survey was taken on campus recently to gain insight into the major problems facing college students. Although no single consensus has been reached, several problems are discussed in the students' responses. Next week, the **Beacon** will publish an article on the school psychologist, Mrs. Frances Sears, in connection with this survey. Below are students' reactions to the survey:

**Jack DeCinti** — I don't believe there is only one basic problem which concerns all college students. However, the most prevalent one facing most students is the inability to concentrate on academic subject matter because of preoccupation with social activities or personal problems. Discipline of the mind is necessary — this is what I think is the most important function of college.

**Al Saidman** — Many college students are faced with indecision. Those in the liberal arts program are merely jumping from course to course looking for a field which interests them.

**Tom Stetz** — There are a multitude of problems facing students. As many emotional problems face college students as face the population in general. However, one of the biggest is the responsibility which the student takes on. Making the adjustment to college



"... the chief 'problem' he would confess would be boredom ..."

life is often difficult because of such factors as stress of courses, choice of profession and whether or not you have actually made the right choice in coming to college. Another big problem is social acceptance because college students are, perhaps, the most socially conscious group in the society.

**Rosemary Baiera** — Self-discipline, adjustment and alienation are important problems of college students. Either a student alienates himself from himself or from society. In each case he encounters a problem.

**David Frey and Irv Lebowitz** — The greatest problem of college students is

their fear of being rejected. As a result of this fear, they pretend to be what they are not or "play the role." This leads to another fear — that of exposure.

**Betsy Dukes** — As a day student, I feel that the greatest problem is that of parental domination which leads to insecurity. The dorm student doesn't have this same problem. When you're living at home, there are distractions such as television, chores at home, outside work which detracts from the time a student should spend on his college work and activities.

**Claudia Ross** — Ever since 1957 educators have been saying that students aren't well prepared in the elementary and high schools. Then colleges expect us to be able to cope with the demands of college life.

**John Gallagher** — There is too much competition in college.

**Mari Purcell** — I feel that the greatest problem for students is the decision of a career and the search for one's own identity.

**Barbara Poska** — Money is the greatest problem because it is necessary for an education and to repay educational loans.

**Louise Edwards** — In my opinion, the greatest problem for students is the pressure from parents.

**Cecile Rosen** — For the freshman, it is the adjustment period. Once this adjustment is made, being accepted socially while trying to maintain decent grades is the hardest thing to get used to. This is because we have now entered an adult society.

**Elena Mendel** — The basic problem lies in establishing rapport with people who have different interests and background than your own.

**Joanne Draganchuk** — One basic problem of college students is learning to adjust to the personality and demands of your professors.

**Mary Tinner** — I think too much emphasis is put on grades. If students were more concerned with how much they LEARN and not their grades, tension would not be as great and good grades would probably follow.

**Bill Zegarski** — Each person desires to seek his place in the world, be it in employment or marriage. Through this they achieve their goals of happiness and security.

**Noreen Considine** — More than anything a student looks for security, an unattainable goal.

**Larry DiGregori** — The main problem of college students in our society is a lack of a sense of direction toward a specific goal. This nausea, as it may

(Continued on Page 3)

VALENTINE  
FORMAL  
TONIGHT

# THE



# BEACON

Vol. XXIV, No. 15

WILKES COLLEGE BEACON

Friday, February 12, 1965

REPORTER  
INITIATES  
STAFF — p. 3

## ALDEN COAL CO. DONATES "CONCRETE CITY" TO COLLEGE; SERVES AS TRAINING CENTER

### S G Sponsors College Hoot

by Vicki Tatz

The College will hold its second Intercollegiate Hootenanny in the gym on March 13, at 8 p.m. First prize offered in the competition is \$100; second prize, \$50; and third prize, \$25. At least one member of the group must be a college student. In order to enter, submit five dollars as a registration fee (three dollars of which will be returned that night), the name of the group, and the titles of the two selections to be performed. These may be given to Matt Fliss or Elaine Geba, co-chairmen of the event, or deposited in the Student Government mailbox.

Organization presidents will receive notices from Student Government. One notice will list the policies to which the clubs will be expected to adhere and which will be effective immediately; the second announcement will give information on the procedure to be followed in order to get coverage for club activities in the **Beacon**.

Student Government recently received \$44 as its share of the profits from the Five-College Council Hootenanny last year. It granted CCUN \$125 so that seven of its members could attend a conference this month.

## Smith Displays 'Feb. '65'

### Campus Starts Chess Tourney

Those students interested in taking part in a chess tournament should sign with Millie Gittens in the Bookstore next week.

Further information will be in next week's **Beacon**.

by Charlotte Wetzel

Recently the College acquired a section of Hanover Township known as Concrete City. According to Dr. Hugo V. Mailey of the Institute of Municipal Government, the area was given to the College by the Glen Alden Corporation to be used as an in-service training center. Therefore, the site will be used as a supplement to the classroom work of police, fire and civil defense officials who attend classes at the Institute.

Built in 1913 by Glen Alden, Concrete City was used as a housing development for minor officials and employees of Truesdale Colliery. The square-shaped construction consists of 20 identical double-block houses.

Concrete City was abandoned in the mid-20's due to a sewage and structural problem. Recognizing the availability of the site for instructional purposes, Dr. Mailey, on behalf of the Institute, requested a ten-year lease agreement with Glen Alden in cooperation with the Office of Civil Defense Management.

Taking note of the need and being aware of the public services performed by the Institute, Glen Alden signed over the property to the College so that the area might become a permanent part of the Institute's facilities.

Deed transfer ceremonies were held at the Institute offices in Parrish Hall. Signing on behalf of the corporation was the president of the Glen Alden Coal Company, William Bellano. Dr. Eugene S. Farley represented the College.

## 'Paradise' Highlights Week-end Events; Valentine Queen Reigns Over Formal

A "Polynesian Paradise" will prevail at Genetti's Ballroom, as T.D.R. sponsors its annual Valentine Formal tonight.

Highlighting the evening's festivities will be the coronation of the Valentine queen. At intermission Mrs. Hervey Ahlborn, dean of women, will crown the queen who will be selected from the senior and junior T.D.R. members present. The queen and her date will receive gifts. In addition, the queen will be presented a lei of orchids.

According to Lois Kutish, chairman of the affair, a South Seas setting will contribute to the romantic and exotic atmosphere of the evening. The decor of "Polynesian Paradise" will be dominated by the lavish use of orchids.

## Library Granted Award Of Microcard Reader

### Seniors Offered Fellowships For Govt. Service

Students who will receive their bachelor of arts degree in June and who are interested in a career in government service are offered an opportunity to apply for fellowships to study at three universities. Each fellowship has a total value of \$3,000. The stipend is \$2,500, and the remainder of the grant consists of fees and tuition at the three cooperating universities.

Beginning this June, students will serve a three-month internship with a government agency in Alabama, Kentucky, or Tennessee such as the TVA, the Marshall Space Flight Center, a city, or a department in one of the state governments. During the 1965-66 academic year, they will take graduate courses in public administration at the Universities of Alabama, Kentucky, or Tennessee.

Completion of the twelve-month training period entitles students to a certificate in public administration. They can be awarded a master's degree at one of the three universities attended, upon completing a thesis and passing appropriate examinations.

For information and applications, students should write to Coleman B. Ransone, Educational Director, Southern Regional Training Program in Public Administration, Drawer I, University, Alabama. The deadline for submitting applications is March 1, 1965.

The College Library has been honored with the award of an equipment grant by Association of College and Research Libraries, a division of American Library Association. The award, announced by ACRL Grants Committee, is a Mark VII Microcard reader with selected microcards, worth about \$1,000. The grant to the Library was one of 162 made, recipients of which were selected from among 547 applicants.

According to Mrs. Nada K. Vujica, head librarian at the College, the microcard system is a good example of the most up-to-date in library equipment and will add significantly to the library's audio-visual facilities. She stated it will conserve a great deal of storage space and will be valuable for the study of such things as rare books and back-date periodicals.

### ICG Holds Classes

The Intercollegiate Conference on Government will begin a series of lectures on parliamentary procedure in Pickering Hall, Tuesday at 11 a.m. I.C.G. chairman Carol Menuguzzo will conduct the six-lesson course. All interested individuals are invited to attend.

The organization will sponsor a bake sale in the Commons on Thursday from 9 to 5 p.m.

A primitive bridge extended over a pool of orchids will be placed in the center of the ballroom. Orchid centerpieces will decorate each table. As a remembrance of the affair, each couple will receive brandy snifters filled with orchids. Refreshments consisting of cookies and punch will be served.

### Support Needed

The sorority hopes that the student body will support the affair since it is an all-campus event and not restricted to T.D.R. members. Music will be provided by Herbie Green and his orchestra; tickets are \$3.50 per couple.

## Students Direct Modern Plays

Cue 'n Curtain has been preparing for two one-act plays which it will present at Chase Theatre from February 19 to 21. Curtain time on Friday and Saturday is at 8 p.m., and on Sunday at 7:30 p.m. A student-directing program has been initiated for these plays to train new people to carry on the traditions of the theatre.

Student-director for Dan Blue's comedy, **Man With A Tranquil Mind**, is Anne Niehoff. The play concerns a health lecturer (Don Conway) with an emotional problem. Listed on the program along with his lectures is a ballet dancer (Gigi Paciej). Four clubwomen (Sheryl Napoleon, Sylvia Carstensen, Jodi Morrison, Pauline Hompko) come to hear his lectures and try desperately to help him and his fiancée (Beverly Hanko).

Sumner Hayward, director of the second presentation, has chosen William Saroyan's **Hello Out There**. Liz Slaughter, Andy Thorburn, Lynne Mallory, and Steve Davis show how love resolves the theme of the play, loneliness.



## Editorial

## NEED DENIED

"I believe this section of Pennsylvania should have a community or state college in the area, so everyone can have an equal chance to secure a college education . . . The lower income person can then acquire for himself an education AT a price he can well afford . . ."

The above quotation is taken from a recent letter to the editor of the TIMES-LEADER EVENING NEWS.

The author, who signed himself "Citizen", said that although the community provides higher education for its members through King's and Wilkes Colleges, their fees and tuition rates are too expensive for "the poor people" of the area who wish to further their learning beyond the high school level. His solution to the problem was the institution of a low-cost state or community college in the valley.

Mr. Art Hoover, in answer to "Citizen", wrote a letter to the LEADER. In essence, Mr. Hoover asserted that anybody, regardless of financial position, may obtain a college education if he wants one, particularly at Wilkes. He outlined the College's policies regarding scholarships and loans and student work on campus, emphasizing the fact that the College chooses its aid recipients on a basis of proper motivation and financial need. He concluded his letter, "No qualified student will be denied an opportunity to study at Wilkes College because he lacks the necessary financial resources. With God's help, where there's a will, there's a way."

Admittedly, "Citizen" was correct when he said that college is expensive. The current tuition rate here at the College is \$900, not including books and extra fees. A semester for a day student at a state institution is considerably less, it is true, but there are several points to consider in Wilkes' favor.

If "Citizen" is merely interested in obtaining a college degree for its own sake and not in what he has learned or what meaning the degree has, then where his degree comes from will not be important. It should be. More and more people are becoming college graduates, and employers and graduate schools not only have the opportunity but are almost obligated to be a little more selective when choosing prospective employees and students. They can now ask not only "Do you have a college diploma?" but also "From what school did you graduate?" We shall pass no judgment on the quality of education received at state colleges or in their reputations as "tough" or "easy" schools. We shall say that Wilkes, with its reputation as a "tough" school, is a good school, with high educational standards, and is recognized as such. Ask anyone who has flunked a course here and passed the same course in summer school or at a state college.

Wilkes has a teacher-student ratio of approximately one faculty member per eighteen students. We do not know the exact figures of the ratio at the state colleges, but the students are in a decidedly larger proportion there. Our ratio is advantageous because it provides for a more personal student-teacher relationship.

The College is in the process of expanding its facilities, making possible even more educational opportunities. Some of our buildings are old, but physical surroundings are not a major factor of learning.

So, perhaps four years at Wilkes costs more than four years at, say, Bloomsburg or East Stroudsburg, but considering the advantages outlined, we believe that the extra money is worth spending.

Having established its worth, let us consider the sources of this extra money. As Mr. Hoover pointed out and as most Wilkes students know, the opportunities for financial aid are numerous here. This year the College awarded scholarships of almost \$130,000 and National Defense Loans of \$225,000. The numbers speak for themselves. There are also private scholarship and loan funds which the needy student may turn to.

The College offers part-time employment for students; they may work at outside part-time or even full-time jobs; they may work during the summers. The extra work may be taxing, taken along with school activities, but it is not impossible to carry on both, if the student really wants his education.

We believe that the Valley does not need a state college. Speaking for Wilkes, we say a good education may be obtained here now, and the problem of finances may be solved if the desire to go to college is great enough.

## WHAT • WHERE • WHEN

T.D.R. VALENTINE FORMAL, "Polynesian Paradise" — Genetti's Ballroom — Tonight, 9 — 12 p.m.

BASKETBALL, Upsala — Away — Tomorrow, 8:15 p.m.

SWIMMING, P.M.C. — Home — Tomorrow, 4:30 p.m.

WRESTLING, Lycoming — Away — Tomorrow, 7 p.m.

DORM PARTY — Cafeteria, Second Floor — Tomorrow 8 — 12 p.m.

BASKETBALL, Drew — Home — Wednesday, Feb 17, 8:30 p.m.

WRESTLING, East Stroudsburg — Home — Wednesday, Feb. 17, 7 p.m.

"THROUGH A GLASS DARKLY" — St. Stephen's Coffee House — Wednesday, Feb 17, 7:30 p.m.

## Dear Valentine,

## What's The Method To His Madness?

by Helen Dugan

One can tell a man by the valentine he gives. Or can one? Analyze your valentines. When your mate gives you a valentine, be quick to ask him what brought on this sudden extravagant, unnecessary show of affection. Under such a surprise attack he is likely to tell you. He might also try to get around your question by telling you he loves you. But do not accept alibis.

There is a controversial method by which one can judge the meaning, inner and outer, of a valentine — any girl who receives a valentine costing anywhere from 25 to 50 cents can feel fairly safe. This type of valentine is the average type given by normal, unassuming, unfinanced boys. It says what the boy feels, yet is concise enough so that the girl does not think he is serious and should have given her more than one cheesy valentine and a "Well, Sweets, here you go." This is the outer interpretation. But by looking slightly beyond the obvious, one can discover the underlying truth. One will notice that this type of valentine is always prompted by some national or international company. At this point one should start to become skeptical. "Why should he give me such a common valentine?" The answer: because he can very easily buy 20 duplicates to give out to the rest of his 'steadies'.

## Labor of Love

The second type of valentine is equally deceiving. This valentine was made by the boy with his own little hands. The illusion one gets from this type of valentine is that the boy wanted to give you something that was a part of him; but, if that is so, why didn't he just give you one of his sockgarters or the bandaid from the hole in his ear where you bit him last week? The girl does not think of this when she gets such a sweet love offering as her own hand-made valentine with one-side-bigger-than-the-other. Think, girl, think!



Where Is  
Olsen  
Schroeder?

When one stops to analyze the situation, it becomes very clear. He has no money. You may say, "That is easy to explain; he spent it all on me." But now it is time to make an itemized account of the money he spent on you in the last two weeks. In those two weeks, he took you out three times. The first time you went to the Manuscript movie; then he took you for a nice walk around the square . . . \$0.00. The next date you had was on the following night. He invited you to his house because he had caught a cold walking you around the square last night. This of course meant you had to bring him cookies to cheer him up . . . minus 79 cents. By the next weekend he was all over his cold and decided to show you the town. Perugino's for supper. A movie in town. The Gaslight afterwards . . . \$25.68. Oops, you almost forgot. The most embarrassing thing happened to him. Somewhere between your dorm and Perugino's he lost his wallet . . . minus \$25.68.

Now that it is clear he did not spend his money on you, the next logical question appears, and you have discovered the true stimulus to his most worthy action.

## Boomphey?

The third type is the one dollar and up plus-a-box-of-candy valentine. The underlying meaning of this type is the most obvious to an outsider, but to the girl who receives it — that's a different story. Her boyfriend is the sweetest, PUREST, greatest thing to walk the earth since God created vicious pumas. After this outer show of undying love for her, how can she possibly question where he was last night when her girlfriend saw him with a boomphey brunette while he was supposed to be taking his aged grandmother to the hospital to see the last of her 36 cousins? I ask you — how could she? And once again, after a slight inquisition, the inner obvious is revealed.

One knows not whom to trust these days. So girls — when you get that tender valentine Sunday, calmly look him in the eye and say, "Who do you think you are, giving me the same valentine as those other twenty girls?", "Where'd all your money go?", and "I know who that brunette was!" Then walk out on him. When, or if, he recovers he will think you are either a mystic or a nut, and will dedicate himself to watching you very carefully for the rest of his life. Five to one it will work!

## Viewpoint '65

## Vietnam — Why The Price

by Marshall Evans

The importance of the actions of all sides in Vietnam is not a triviality by any standard. After a temporary lapse in war activity due to the celebration of the New Year, the Vietnam problem has emerged into the limelight of international focus with ever-increasing stature. At this moment in Vietnam a fuse can easily be ignited which would result in nuclear holocaust and destruction. A fantasy, a dream, or an unreality? Not in the least. The thought of this possibility does not appear at the forefront of one's mind; nevertheless, it must be considered, and very seriously so, as a possibility.

What are the problems? What are the answers? Is Vietnam worth American lives and dollars? These are questions which have continued to be asked since the inception of our agreement to assist the people of Vietnam in their quest for peaceful independence. These are questions which cannot be answered here. However, basic problem areas can and will be presented, the causes of the problems discussed, and the possible solutions mentioned.

The major problem in South Vietnam is the government — more precisely, the lack of orderly and stable government. In the past 18 months several coups have taken place, and each has seemed to worsen the situation. The Buddhist monks, the military and the Catholic element have not yet been able to co-exist in or under one government for any length of time.

## Differing Values

There are several factors contributing to this problem. The Vietnamese society and its values are quite different from those that western culture accepts as normal. The Vietnamese do not have a strong sense of nationalism, nor do they possess a strong loyalty to a large powerful institution — the national government — which has little direct contact with these people. Thus, the necessary interest is absent.

The common people seem to appreciate the American government's participation in their effort to maintain freedom. Most reports of observers on the scene indicate that the contempt which is present originates from the small group of outspoken militant Buddhist monks and their followers.

However, we cannot force our values upon the Vietnamese, nor is it our aim to do so. We are there at the request of the Vietnamese to assist them in maintaining their freedom. We accepted this responsibility and intend to fulfill it.

Why accept the responsibility? Vietnam is the key to Southeast Asia, Japan, the Philippines and Australia. The independence of this nation prevents the communists from increasing their geographic expansion and acquisition of strategic contingent bases from which they may conveniently stimulate and originate unrest and subversion to neighboring countries.

The recent action of the Viet Cong guerillas in attacking Americans in Pleiku and other bases was rapidly and unquestionably answered by American retaliation, demonstrating again our intent not to ignore direct attacks on Americans. America must continue to answer these attacks by the Viet Cong guerillas with increased power, if necessary, to clearly demonstrate our intent to obtain our objective.

## No Retreat

America cannot retreat into isolation. If we show fear, we encourage further attacks and trespasses on our rights throughout the world and in our own territories by these same communist plotters.

American forces at present face the decision to attack the supply lines of the Viet Cong in the North or not to expand our action any further. We could also expand the war even further by attacking all of North Vietnam and Red China, but this is not yet a realistic choice. Clearly, action must be taken to deplete the Viet Cong guerillas of their strength.

Another course of action appeals to some, including Senate Majority Leader Mike Mansfield — that is negotiation. But for successful negotiation the U.S. and South Vietnam should have a strong position, something now absent. Perhaps the late President Kennedy's words can best answer this question of negotiation: "Never let us negotiate out of fear, but never let us fear to negotiate."

## Victory Unrealistic?

Victory — clear-cut and decisive — for either side seems out of the question. Relative victory seems more realistic. Henry Cabot Lodge, former ambassador to Vietnam, was quoted this week as saying we should aim for a stalemate. If a stalemate would enable the people of Vietnam to enjoy freedom — freedom from intervention and guerilla attacks — LET US SEEK IT. Under such conditions the major problem — a stable and orderly government — can be solved, which in turn will help solve minor problems. However, if a stalemate means continued efforts of expansion in Vietnam by the communists, then LET US KEEP ON FIGHTING.

The price for Vietnam may be too great to pay; however, the price for the rights of people wishing to be free is not too high. If we retreat from Vietnam we will eventually face the same situation in other parts of the world. We have the responsibility to help the South Vietnamese retain their freedom, and in doing so, blocking communist expansion in Southeast Asia — LET US RISE PROUDLY AND FIRMLY TO ASSUME OUR RESPONSIBILITY.



Wilkes College  
BEACON





# FARLEY PRESENTS "STATE OF THE COLLEGE" MESSAGE; CURRENT WORTH \$11 MILLION

by Mary A. Quinn

Dr. Eugene S. Farley's annual report on the development of the College, entitled "An Emerging College", has recently been published. The report stresses the establishment of a new "foundation upon which to build a more dynamic college, with new opportunities for cultural and intellectual satisfaction."

One of the foremost examples of the expansion of the College is its progressively swelling enrollment. In the first few years of the College's existence, the number of students attending did not exceed 350. In 1946, just ten years later, the enrollment jumped above the 1,000 mark. In 1964, there were a total of 1,980 students, ten times the original number.

Accompanying the increased enrollment is the great need for a new dormitory, dining hall and library. These projects have an approximate total cost of \$3,600,000. Dr. Farley indicated that the attempt to finance such new assets is a challenge to the College, but he reassured his "confidence in the support of the College's friends, federal grants and loans."

## Tangible Assets

Equally significant in the 30 year history of the College, as Dr. Farley pointed out, is the chronological progress of its tangible assets, including buildings and equipment, endowment and market value, and special funds, which have been amplified to great proportions in the past few years. At the same time, the debts of the College have been ENTIRELY curtailed. Specifically, the value of the buildings and equipment has risen from \$21,000 in 1936, to slightly less than \$6,000,000, in 1964. The overall economic situation can be seen from the change of MINUS \$7,000 in 1936 to approximately \$11,500,000 in current assets.

In the report, Dr. Farley praised highly advancements in the College's intangible assets, namely, intellectual and spiritual aspects, which he believes to be "the true criteria by which a college should be judged."

# REPORTER WRITES DEBATABLE STORY

Due to a very tight schedule, being a student at the College and holding down a job in order to remain a student here at the College, I was not able to attend the assembly program (show?) this past week. Yet I was assigned to a story about the debate held in assembly. The only way I could do this was to obtain the information from a selected group of students — my friends.

Most of "my friends" agreed that the program was a debate. Therefore the first line of my story must be this: A debate was held in assembly last week.

Now, the next point I was after was who participated in this debate and what was this debate about. After many different answers from my friends — Answers like "there were four people on each team," or "no, that was four people altogether, two on each side and two moderators" — I finally deduced the fact that there were four faculty members, two on each team with one moderator, in a lively "argument" — I'm sorry, I meant to say in a lively "debate". Therefore the second line of my news-worthy story is: The debate was made possible by the participation of four faculty members, two on each team.



Being a good newsman, giving an accurate account of events, I next wanted to know who debated. This presented a problem, for these selected students, my friends — from whom I obtained the information for this story — all by coincidence, I'm sure, happened to sit in the last row of the gym to the far left — in other words, in the corner. My friends, all of whom must be nearsighted, must have been napping or diligently studying for the next period. Anyway, if I listed the four members of this team as given to me by each one of "my friends" the list would number all of the College faculty, including some of the folks from administration. Now how did I get the next line of my story? Being a math major, I did this: I took the four names which occurred the most number of times. Therefore, the next most important line of my story is this: The four faculty members were Dr. William Bliss and Mrs. Ann Kish, making up the affirmative team, and Dr. Harold Cox and Mr. Joseph Kan-ner, comprising the negative team.

The big question, the "meat" of my story, the subject of the argument — was my next ordeal to face. The majority of my friends seemed to repeat two words — morals and law. I brilliantly deduced — there's that word again — that the debate must have had something to do with morals and law. The difficult task was getting the exact words of the statement being debated. One friend insisted that the argument was stated, "Morals and laws are good." Another said, "The concern of laws are morals," or still another, "Morals are enforced daily." After splicing sentences, rearranging words and punctuation, and correcting grammar, I finally grasped the subject of the debate. This is the next line of my story: The subject of the debate was, "The Enforcement of Morals is a Concern of the Law."

Who won? The negative team.

What does this story of mine prove? That the assembly program was dull? Of course not. That students at the College are neglectful of their obligations? No, indeed not. The only thing I can conclude from this story is that my "selected" friends are not that "selected."



## Tom Thomsen wanted challenging work



## He found it at Western Electric

T. R. Thomsen, B.S.M.E., University of Nebraska, '58, came to Western Electric for several reasons. Important to him was the fact that our young engineers play vital roles right from the start, working on exciting engineering projects in communications including: electronic switching, thin film circuitry, microwave systems and optical masers.

Western Electric's wide variety of challenging assignments appealed to Tom, as did the idea of advanced study through full-time graduate engineering training, numerous management courses and a company-paid Tuition Refund Plan.

Tom knows, too, that we'll need thousands of experienced engineers for supervisory positions within the next few years. And he's getting the solid experience necessary to qualify. Right now,

Tom is developing new and improved inspection and process control techniques to reduce manufacturing costs of telephone switching equipment. Tom is sure that Western Electric is the right place for him. What about you?

If you set the highest standards for yourself, enjoy a challenge, and have the qualifications we're looking for — we want to talk to you! Opportunities for fast-moving careers exist now for electrical, mechanical and industrial engineers, and also for physical science, liberal arts and business majors. For more detailed information, get your copy of the Western Electric Career Opportunities booklet from your Placement Officer. And be sure to arrange for an interview when the Bell System recruiting team visits your campus.

## Survey (continued from page 1)

be termed, is created by the demand in our society for the student to attend college, whether he wishes to or not. The undergraduate degree has become so important; the preparation towards that degree is so cram-packed and rushed that the student "sleezes" through college, rather than preparing himself for a lifelong journey to knowledge.

**John Wisloski** — Although sex should not be a major problem of the college student, it is. A vast amount of his conflicts, states of depression, and anxiety which lead to lowered performance in school are associated with sex. Sex is basically a latent biological function that need not be psychologically triggered into action. Students have enough problems without being partially incapacitated by the conflict between the far too many restrictions on sex and importance of fulfilling sexual desires.

**Harry Russin** — The biggest problem confronting a college student today cannot be placed in one category. Perhaps to some students the problems of money and social acceptance are their biggest worries. But I feel the problem of most students in college is the power of concentration and effective study habits. If the latter problems are solved, one's stay in college will be most rewarding, and the other problems will seem trivial.

**Ron Czajkowski** — The major problem of today's college students is the proper use of time. He must utilize his time effectively between the rigors of study and the social functions which he must perform if he is to be a well-rounded and acceptable person. Neither of these can be neglected without doing some harm to the student's personality.

**Gene Klynott** — The major problem of students in college is that they lose contact with reality due to the scholastic environment. They have tendencies towards a form of idealism.

**Jim Simpson** — Students don't seem to care about appearance, actions, or their morality due to the fact that they revolve solely around what they are interested in — their major field. Most intelligent men always seem to lose contact with reality and the rest of the world. All their thoughts and actions center around their particular subject.

**Patric McGarty** — If a student, in his first or second year, were to seek comfort in a psychologist, the chief "problem" he would confess would be boredom. There is a horrible lack of stimulation in a freshman or sophomore curriculum of survey courses. If there is anything beneath this veneer, something to catch the eye, so to speak, the page is turned and we move on to another field. This boredom, a sort of inside-out purification, must be borne to make one worthy of exposure to "better things."

There must be some kind of foundation and, to date, survey courses are the best means of erection. They must be endured, like childbirth, until a better method is found.

**Marie Shutlock** — The major problem, as I see it, seems to be the preservation of one's individuality. I think this idea can be applied specifically to the area of requirements for a course. Many times the teacher seems to overlook individual differences and abilities and fails to analyze the work he assigns in terms of the benefits it may have for his students.

**Ann Marie Micklo** — One of our major problems is related to the lack of the human factor in teacher-student relationships. Students tend to become "machines" in the eyes of many teachers.

**Pat Latona** — I think that the tension placed on students is tremendous due to the additional work which teachers are demanding from them. Not only the complexity of the material, but also the amount of it adds to the number and degree of today's college students' problems.

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## Colonel Mermen Succumb 66-29 At Millersville

Last Saturday the Wilkes swimmers traveled to Millersville where the Marauders overpowered the Colonel mermen 66-29. Last year the Wilkesmen defeated Millersville in a surprise victory 50-45.

The bright spot for the Wilkesmen were the one-two victories scored by Harry Heesch and team captain Jack Barnes in the 50-yard freestyle and 100-yard freestyle events.

### RESULTS:

400-yard relay — Millersville (Christensen, Ottinger, College, McLennon) 4:39.9.

200-yard freestyle — Pulcher (M); Swanson (M); Carsman (W) 2:09.

50-yard freestyle — Heesch (W); Barnes (W); Gehman (M) 25.4.

200-yard individual medley — Fitzgerald (M); Sink (M); Petrillo (W) 2:24.6.

Diving — Nichols (M); Gartleman (W) 152.25.

200-yard butterfly — Pulcher (M); College (M); Rolfe (W) 2:43.3.

100-yard freestyle — Heesch (W); Barnes (W); Sink (M) 56.6.

200-yard backstroke — Fitzgerald (M); Christensen (M); Petrillo (W) 2:29.

500-yard freestyle — Pulcher (M); Swanson (M); Bittler (W); 6:10.

200-yard breaststroke — Ottinger (M); Wiswall (W); Rolfe (W) 2:38.2.

400-yard free relay — Millersville (Sink, McLennon, Swanson, Fitzgerald) 3:57.

## Harpur Beaten, Rutgers Wins

The Colonel cagers took their second victory of the season downing Harpur 70-65 recently, but failed to overcome Rutgers of South Jersey the following night.

Wilkes will travel to Upsala tomorrow night and then meet Drew at home on Wednesday. Wilkes is currently 2-12.

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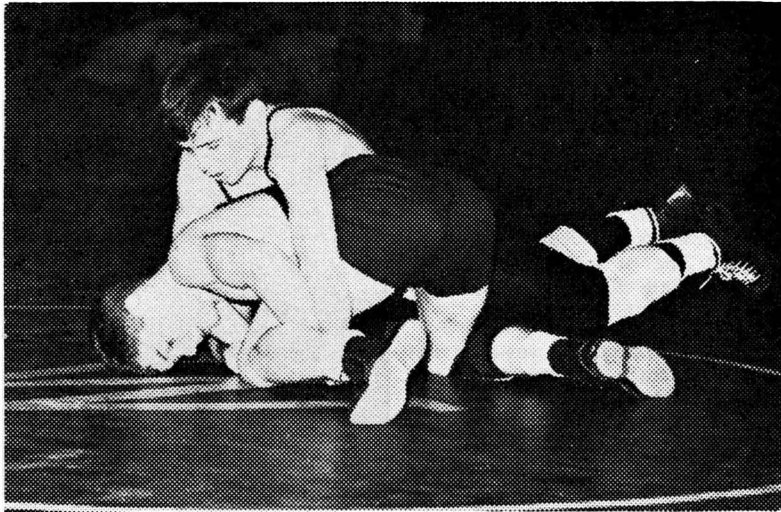
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# Grapplers Extend Win Skein; Mansfield, Millersville Bow



McGinley on his way to 123-pound victory.

## TITLES AT STAKE THIS WEEK IN IM BASKETBALL LEAGUE

### Trojans, Barre Seek to Retain League Crowns

Plenty of action is in view in the intramural basketball league with championships at stake in both divisions this week.

Defending Dorm League champion, Barre Hall, currently leading the league with a 5-0 record, will play once defeated Ashley Hall this week in what should be the game of the season in the dorm race. Barre has rolled over such tough opponents as Hollenback Hall, Miner Hall, Butler Hall, the Y.M.C.A., and Warner Hall, but must defeat Ashley to guarantee a 3rd consecutive dorm title.

In the Independent Division, the defending over-all champion Trojans are

undefeated as are the Skyscrapers in American League action. This week, the two meet to decide the league championship. The game should be a thriller, with the quick moving Trojans pitted against the tall and tough Skyscrapers. The winner of this game will meet the winner of the National League to decide who will meet the Dorm Division champs.

Unbeaten Old Forge has a tight hold on the lead in the National League. They pulled well ahead of the Barons with a one-point overtime victory over the Barons on Thursday, February 4.

The championship games, plus the make-up dormitory games will be announced on the bulletin board in front of the Cafeteria. Watch for the announcements and cheer for your favorite team.

### "Old Timers" Fete Announced By Reese

John Reese, director of athletics, has announced plans for an "Old Timers" night on February 20 honoring former wrestlers of the College. About 20 of the past wrestlers are expected to attend the basketball-wrestling double-header and banquet

planned for the evening. The banquet, to be held at the Kingston House, will be highlighted by the presentation of a trophy to the outstanding wrestlers of the decade. Reese is constructing a movie from parts of old films to be shown at the banquet.

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## Carr Adds Power To Wilkes Line-up

Coach John Reese's grapplers, enjoying their finest season in many years, took their 4th and 5th consecutive wins since losing to Ithaca by one point in the opener.

The wrestlers overpowered a "green" Mansfield team in the gym last week and then traveled to Millersville to capture a victory over the Marauders with little real opposition as compared to the past several meetings between the teams.

The Mountaineers had to do without the services of Bob McDougal, former Kingston wrestler and high school teammate of the Colonels Ned McGinley. McDougal would have been up against McGinley in the 123-pound bout. Having instituted the mat sport only 2 years ago, Mansfield has shown tremendous promise. While Wilkes is also a young team, coach Reese managed to put his years of experience and success to good use in taking the 24-6 decision.

Millersville proved to be no more of a match for the Colonels as the grapplers subdued the Marauders 26-6. The Wilkes team is undoubtedly stronger with the addition of John Carr, former Pennsylvania State Champion, to the line-up. Carr has won both of his matches to date via the fall route.

Wilkes faces 2 tough opponents tomorrow and the following Wednesday when the grapplers meet Lycoming and East Stroudsburg respectively.

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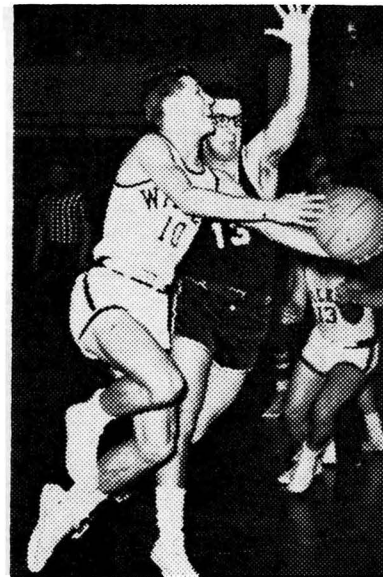
### FRANK CLARK

JEWELER

## Basketball Standout Mike Sharok Named 'Athlete of the Week'

Despite the poor time the basketball team is having this season, the Beacon has selected one of the cagers as "Athlete of the Week" this issue. Mike Sharok has been named to the honor for his current efforts with the squad. Not seeing a great deal of action at the beginning of this season, Sharok has come on strong in the roll of playmaker for the cagers.

Lettering in basketball, football and baseball for Edwardsville High School, Sharok remained inactive in college competition his freshman year. In playing for Edwardsville, Sharok was co-captain of the basketball squad, and received honorable mention as both a football and basketball All-Scholastic.



Mike Sharok

In recent games Sarok has demanded notice by his energetic efforts on the court. His ability is especially well evident in a fast break. He drives well himself and is also adept at setting up his teammates for the quick two pointer.

Sharok has added some new life to the squad and should see plenty of varsity action from now on. The Beacon sports staff extends its congratulations to Mike Sharok, in this issue's "Athlete of the Week."

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