



The Beacon



Vol. XXXIX No. 11

Wilkes College Wilkes-Barre, PA 18766

December 4, 1986

Committee studies governance

by Elizabeth Mazzullo

Wilkes College has seen several changes in the last year, including the creation of a new academic structure and several new administrative positions. With these changes in mind, a committee has been set up to consider how the faculty fits into the administrative governance system at Wilkes.

Created in August, the Governance Committee is chaired by Dr. Carl Charnetski. President Christopher Breiseth and the Faculty Policy Committee asked the new committee to consider "the faculty's mechanism for doing its business and interfacing with the administration," Charnetski said.

Breiseth explained his reasons for forming the Governance Committee.

"We hoped to do it last year, but it was unrealistic in terms of committee time to

be working on academic reorganization and governance at the same time," Breiseth said, explaining that questions had been raised about how the existing governance system related to the new structure.

Francis Salley, chairperson of the Faculty Policy Committee, stated that this is "the time for faculty to see where it stands in relation to the changes in administration."

Charnetski explained that the Governance Committee is "talking about committee structure and the reporting structure of the committees."

According to Charnetski, the Governance Committee is looking at two sets of faculty committees—standing committees and ad hoc committees (those set up for special purposes).

"Our job thus far has been to review what's been going on, review faculty governance in general, and

review faculty governance in three other schools," Charnetski said. He added that the Committee has been "spending a lot of time doing our homework" and looking at faculty governance as defined in the Wilkes College Handbook and in the mission statement.

The Governance Committee has created a "self-study" sheet for each faculty committee to consider.

Once these sheets are filled out, Breiseth said, "We'll have a self-study by each committee saying what its job is and what it ought to be."

The original plan called for the Governance Committee to submit a report this month, but Charnetski noted, "We don't know if we will

have a new system proposed by that time."

Charnetski notes that there are "multiple pos-

sibilities" under consideration. Currently, these include setting up a "committee

Continued on p. 8.



Dr. Carl Charnetski chairs the newly formed Governance Committee.

Do you know what speech pathology is?

by Gregory Krager

Ask anybody what speech-pathology is and you'll find that most people don't know for sure.

"It's some sort of study on speech, I guess," said Erik Everett, a sophomore electrical engineering major from Jim Thorpe, PA.

"I think it's the study of speech and the way people talk," replied Cliff Blalock, a junior music education major from Ramsey, NJ.

"Obviously, it's the study of speech disorders and methods to correct speech problems," remarked Scott Bailey, a junior environmental engineering major from Taylor, PA. He added, "and the only reason I know this is that I happen to know someone in speech-pathology. Otherwise I wouldn't have had a clue."

Speech/Language Pathology deals with both children and adults suffering from various speech,

language and hearing problems. "Most people think the scope of Speech/Language Pathology is very narrow, but it's really quite broad," said Dr. Laurel Gingsburgh, coordinator of the newly formed Speech/Language Pathology program at Wilkes. Subjects include individuals with articulation, voice, and fluency disorders, delayed language development, hearing loss, emotional disabilities, mental retardation, or cerebral palsy.

"Speech/Language Pathology is a therapeutic field in which you work one on one with the student or client in an effort to restore or develop normal speech and language behavior," said Dr. Gingsburgh. Wilkes College has announced the addition of a new degree program in Speech/Language Pathology to be instituted in the fall of 1987. Announcement of the program was recently made

by President Christopher Breiseth.

The new program will be a part of the Education Department within the

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The Beacon's festive elves wish everyone a happy holiday season.

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Editorial

The holiday rush

Well, here we are at the end of another semester. But, as they say, it's not over . . . until it's over. During the semester the time seems to drag. As we approach finals, there isn't enough time to do all that needs to be done--otherwise known as all the work we put off. The due dates for all those papers and projects were once nothing more than another meaningless blurb on the course syllabus. Now those distant due dates have become a shocking reality.

At Wilkes College, the signs of the season are not the hustle and bustle of holiday shoppers, the laughter of anxious children excitedly awaiting "the big day," or the aroma of chestnuts roasting on an open fire. Instead, the hustle and bustle is not the sound of shoppers, but the sound of harried students rushing to and from the library doing that last-minute research, or students rushing to grab (and fight for) the next available Macintosh computer.

The laughter is replaced by the cries of students the night before that three hour accounting final (three hours of accounting? I'd cry too!), or the cry of a student, when he wakes up at 9:37 for an 8:30 final exam after studying for most of the night. The sweet smell of chestnuts is nowhere to be found. Instead, the scent of fresh brewed coffee permeates the entire campus--a vital part of the dreaded all-nighter!

But, it will all be over soon. And most of us will return next semester, well rested and recuperated after a long break, to start the cycle once again. We'll begin classes with a fresh new outlook. Within the first week, the syllabus for each class will be distributed complete with distant due dates for papers and projects. But beware . . . those due dates are not as far off as they appear.

The Beacon

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Quote of the week:

"If all the year was playing holidays,
 To sport would be as tedious as to work."

--Shakespeare
1 Henry IV

Reader response

Apathy: 'blaming the victim?'

"Wilkes College has been closed due to a lack of interest." This was the headline of the last *Beacon* to be published at Wilkes College. The article went on to say that student apathy had grown to such an extent on campus that students simply withdrew their participation from the school altogether. The college, without students and without tuitions, was forced to close. If it just wasn't for student apathy the school could have been saved.

Recently, much has been written about student apathy at Wilkes College. Despite the attention the problem of student apathy has received, what has not been examined is specifically what student apathy is and what might be done about it.

What is apathy? Apathy is a word used to describe an attitude of indifference and disinterest which results in lack of participation in some community's or organization's activities. Student apathy is reflected in complaints about student inactivity. Why don't more students go to the football game? They're apathetic. Why don't students participate more in class? They're apathetic. Why don't students participate in opportunities for student input in administrative decision-making? They're apathetic, of course.

Apathy is viewed as the cause of many problems on campus by all campus constituencies--students, faculty, administration. It is assumed that students should become less apathetic and "more involved" in campus life. Since apathy is the cause of campus problems, and apathy resides in students, students themselves are to blame for the problems at the college.

There is, however, a different point of view about student apathy. Student apathy may be seen not as the reason for college problems, but as an effect of the educational system and process and the values attached to education. From this point of view, when we blame college problems on student apathy, we are actually "blaming the victim."

How are students victimized? One, a dominant value of education is to get a degree that will get you a job. That is, education is valued as a means to an end. Learning is not intrinsically meaningful or pleasurable. Therefore, real learning of the intrinsic kind does not occur.

Two, students, for better or worse, have commitments other than campus commitments. Students have commitments to work, family, and community as well as to the college. These outside commitments permit fewer campus commitments and thus less participation.

Three, students arrive at college already conditioned not to participate actively. This conditioning occurs within secondary schools and a media culture that creates passive participants. Four, grading systems create competition between students, pit student against student, student against teacher, and thus inhibits

collective efforts at learning.

Finally, the educational system and its hierarchical organization and administrative decision-making creates the appearance that students have opportunities to participate in decisions that affect their lives, or that the administration even hears the students when the opportunities are made available.

The factors that victimize students leave them marginal to the campus community, orient them only toward extrinsic rewards, isolate them from one another, make them passive and feel powerless. These are the symptoms of apathy, a problem caused at least in part by conditions residing outside of the student, the larger community and the educational system and process.

Lack of participation is itself a symptom of apathy, not, as it may appear, caused by apathy. Marginal, extrinsically oriented, isolated, passive, and powerless students are not going to be very active. Feelings of apathy among students perpetuate apathy into a cycle of apathy. However, to blame apathy as the problem only redirects attention away from the problem--the present educational system, the learning process, and the social values attached to education.

Given that the present educational process, and values are the cause of student apathy, what is the solution? It may be a cop-out, but as a faculty member, I do not feel that a solution offered by the faculty or administration would be as effective as a solution offered by students. However, I would like to suggest some starting points for solutions.

First, students need to think about their role in the education system and process. Students obviously know what their student role should not be because they constantly complain about it. The problem is difficult and the more positive question is what the student role *ought* to be.

Second, students should realize that the college is dependent on students and their tuition. Students purchase a service from a service organization--a college. In any other market for services, the consumer has a right to have a say over how the services are delivered. This right does not seem to apply to the campus, although it should. Finally, students need to realize their interests and that any solution is a shared solution, a collective solution.

Will Wilkes die a slow, apathetic death? Some will answer "who cares." Others, hopefully, will try to reverse the cycle of apathy. The administration alone cannot do it nor can the faculty alone. Students need to see that *they are the college*.

Dr. Michael Garr
 Assistant Professor of Sociology

Comments

Is stu

by Michelle Munday

Is Wilkes College concerned with the safety of its students? Apparently the answer is no.

Recently, The Beacon published an article concerning the problem of poor lighting on campus, hoping this would alert the right people. Poor lighting is a serious problem that needs to be dealt with. Instead of dealing with the problem, it seems like people are choosing to ignore it.

What will it take to get someone to realize that the problem needs to be taken care of soon? A rape on campus, an attack on a student, faculty member, administrator, or perhaps a serious accident.

One campus administrator commented that there are many dark areas on campus and a higher degree of safety is needed for students. Lighting in these areas will provide personal safety, accident prevention, and better campus security. He seemed to be concerned about the safety of a Wilkes student, but in the same breath he said, "I'm willing to make the investment if they're [the students] the ones who are responsible."

THIS YEAR A LOT OF COLLEGE SENIORS WILL BE GRADUATING INTO DEBT.

Being a new graduate with a loan to pay off can take the fun out of your start in the "real world." But here's an interesting alternative to the burdens of debt: join the Army, and we'll take care of your loan.

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College memories should fond ones. Keep them that way by taking advantage of the Army Loan Repayment Program. A local Recruiter can tell you if you qualify. Call today.

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Commentary

Is student safety a concern?

by Michelle Munday

Is Wilkes College truly concerned with the safety of its students? Apparently, the answer is no.

Recently, The Beacon ran an article concerning the problem of poor lighting on campus, hoping this would alert the right people that lighting is a serious problem that needs to be dealt with. Instead of dealing with the problem, it seems like people are choosing to ignore it.

That will it take to make someone realize that this problem needs to be taken care of soon? A rape on campus, an attack on a student, faculty member, or administrator, or perhaps a serious accident.

One campus administrator commented that there are many dark areas on campus and a higher degree of safety is needed for the students. Lighting these areas will provide personal safety, accident prevention, and better campus security. He seemed to be concerned about the safety of the Wilkes student, but in the same breath he said, "We're willing to make the investment if they're [the students] willing to keep it clean."

Shouldn't the safety of the student be more important than keeping an area clean? Or is this just another excuse to pass the buck to someone else and avoid the problem altogether?

There are many renovations taking place on campus but none of them are needed as much as proper lighting.

Poor lighting has been a problem for a long time, commented one student, "Instead of taking care of it now, we are getting Stark Lobby renovated. Couldn't the renovations in Stark wait until the lighting problem was taken care of?"

The addition of new lighting on campus will take time and money, but it needs to be done. Many students are beginning to wonder if the Wilkes community really does care about the safety of the student or if it is just an act they put on so students won't complain.

Obviously poor lighting doesn't seem like a serious problem to some people, but it is a problem. Perhaps it will take a serious accident before something eventually gets done. If only some people would realize a small investment now could prevent a greater expense later.

WHEN IS THE RIGHT TIME TO CALL YOUR BOYFRIEND?

- When the president of Phi Gamma Delta asks you to Saturday night's Fiji Formal.
- After raquetball class, to tell him that the instructor with the Australian accent and those blue eyes did wonders for your serve.
- When you just feel like telling him you miss him after all.

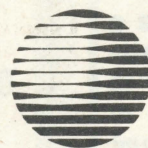
Maybe you shouldn't tell him everything that's going on. But if you still care about him, why not call and whisper some sweet things he'll never forget?

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Being a new graduate with a loan to pay off can take the fun out of your start in the "real world."

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Each year you serve as a soldier, the Army will reduce your college debt by 1/3 or \$1,500, whichever amount is greater. So after serving just 3 years, your government loan will be completely paid off.

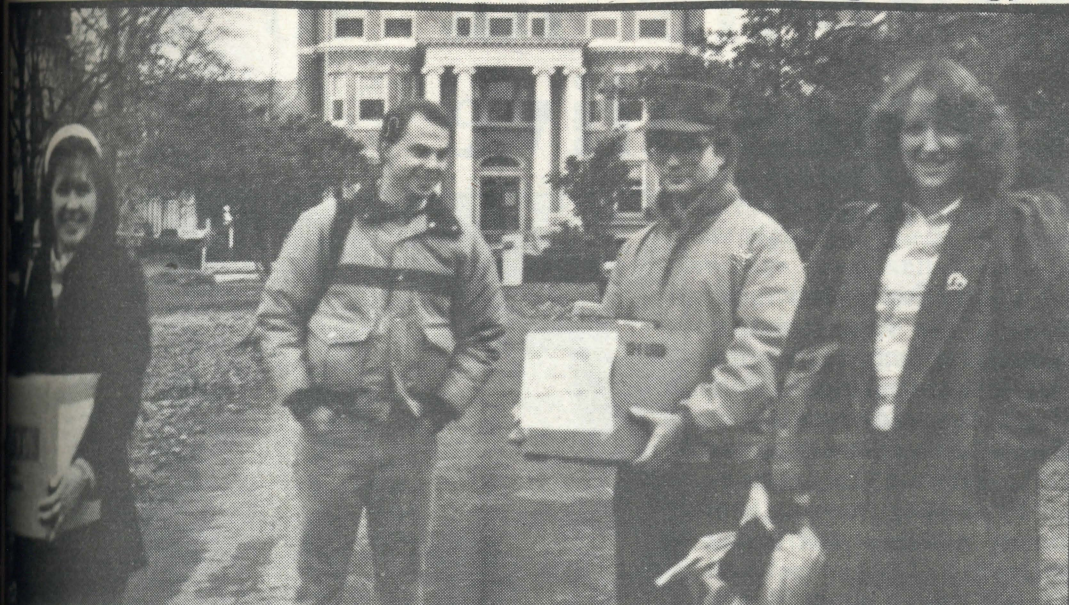
You're eligible for this program with a National Direct Student Loan, or a Guaranteed Student Loan, or a Federally Insured Student Loan made after October 1, 1975. And the loan can't be in default. (Effective April 1, 1986, it is not possible for a soldier to participate in both the GI Bill education program and the Loan Repayment Program.)

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Wilkes makes 'solid' contribution



Sponsored by the Political Awareness Committee, the History/Political Science Club, and the Sociology Club, the food drive collected over two shopping carts full of food to help feed the needy this Thanksgiving.

by Elizabeth Mazzullo

"When I saw we had two shopping carts full of food," Michael Garr said, "I thought that was a pretty good effort."

Along with Dr. Susan Behuniak-Long, the Sociology Club, the Political Awareness Committee and the History/Political Science Club, Garr coordinated a canned food drive at Wilkes to provide food for the needy

for Thanksgiving.

The drive took place the week of Nov. 17 - 21. Boxes were placed at "drop-off" sites around campus, and members of the Wilkes College community were encouraged to donate canned food.

On the last day of the drive, enough food to fill the trunk of a large car was taken to the Council on Economic Opportunities (CEO), Behuniak-Long said.

There, it was put into a "food pantry" to be distributed to needy families, she explained. The needy can then go directly to the food pantry to get what they need.

Garr and Behuniak-Long were both pleased with the results.

"For a first year Wilkes made a solid contribution," Behuniak-Long said. "It was our first attempt, and we weren't sure what the re-

sponse would be."

Karen Dragon, co-founder of the Political Awareness Committee, said, "I thought students came out pretty well for it."

"It could have been better," Dragon added, "but it always could be."

Garr felt that "getting the message out to the College community" was the biggest problem the food drive organizers faced.

The renovations in Stark Lobby also caused problems, according to Garr. "One of our drop-off sites was Stark Lobby," he said, "and since they were tearing up the Lobby, it was hard to see the drop-off box."

But on the whole, "the Wilkes College community was very supportive," Behuniak-Long noted.

She added that donations didn't come just from one area, but from students, faculty members, and administrators.

And the Upward Bound students, who attend class in Stark Learning Center on Wednesday nights, donated 120 cans. "They have done this every year, very quiet-

ly," Behuniak-Long noted.

Both Garr and Behuniak-Long feel that hunger is a problem that needs to be addressed.

"Hunger is a very important issue," Behuniak-Long said. "With cuts from the federal government, more pressure is put on volunteer groups."

"Even though they have dedicated people working for them, they can't replace the federal government," she added. "It's frightening that this is supposed to take the place of federal programs."

Garr believes that people should be made more aware of the extent of the hunger problem. "The problem of hunger needs to be addressed in the classroom in conjunction with the food drive," he said, explaining that this could be done in political science, sociology and earth and environmental sciences classes.

The organizers of the food drive plan to "make it more visible next year," Behuniak-Long said. She added, "It's hard to get something off the ground like this."

Debate team accepts invitation

The Wilkes College Speech/Debate Union has accepted the invitation to participate in the 36th Annual National Discussion Contest, sponsored by the Western Speech Communication Association.

The National Discussion Contest is more than just a "competitive" event. In addition to being competitive, it is: communicative, creative, and very relevant--dealing with a topic of major national importance.

Just what is this type of national contest? It is a competition among tape recorded

group discussions. The national committee has selected only 100 colleges and universities to participate in this unique contest.

This year's topic is "What Action Should Be Taken To Deal With The Malpractice Crisis?" Each school entry researches, organizes, and audio records a 35 minute discussion on the national topic. The finished tape is then sent to the national headquarters where a panel of health, law, and communication experts evaluate it.

Three winning entries/schools will then advance to

the semi-finals and the national finals will be conducted at the Western Speech Communication Association's Convention in Salt Lake City, Utah in February of 1987.

The Wilkes entry will consist of the following students: Jennifer Douglas, Polly Kunkle, Andrew Morrell and Fred Howe. The competition is directed and coached by Dr. Bradford Kinney. It should be noted that in 1983 Dr. Kinney coached Wilkes to a second place national win in this competition.

The Manuscript Society

In conjunction with the Art Club, will hold a Christmas party for all campus clubs and organizations on Sunday, Dec. 7 at 7:30 p.m. in the Evans Hall Art Gallery, first floor Evans Hall. Any club or organization interested in participating should call Andrea at ext. 319!

Be a full-time student and a part-time Ranger.

If you're highly competitive and in top physical condition, you might want to become part of Ranger Challenge in the Army Reserve Officers' Training Corps.

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s and make it a much place for students to

peake Halls could

again, by giving of time, their money, and energy, just how much ally care."

K BAR SPECIAL

Dec. 8-12

MONDAY

ef Noodle Soup

agna with Bread

Cauliflower

TUESDAY

ish Cheese Soup

Chicken & Noodle

Spinach

WEDNESDAY

Minestrone

icken Nuggets

with Fries

Corn

THURSDAY

cken Corn Soup

se Steak & Fries

Broccoli

FRIDAY

tan Clam Chowder

loaf and Gravy

Green Beans

Ellen's Column

A different perspective

Vicissitudes of a semester

by Ellen Campbell

I think each semester has its predictable seasons.

August is the beginning season--a time to gear up and settle in. Buying books, finding classrooms, and meeting professors occupy the early days of the semester. Selecting a notebook, choosing a highlighter, and designing an efficient notetaking system comprise the major decisions of the early days of the semester. While a syllabus alludes to fifteen weeks of work, a zest as fresh as the pages of a new notebook permeates the mood. Anticipation of a new start overshadows the litany of assignments, tests, and papers to come.

The semester begins to roll along at an increasingly comfortable pace. Routine becomes pat and feet seem to automatically pilot bodies to the appropriate seats in the appropriate rooms at the appropriate times. Students who once sat quietly until a lecture began are now interrupted by chatter at the commencement of class. A familiarity is established.

October comes and brings with falling leaves the mid-semester crunch--a time for tests and papers. In a predictable span of two weeks, every class has something due. Sleep is no longer part of the normal rhythm of the day, and the promise of "break" is the carrot dangling before you. If you can only hang in there, Columbus Day offers recuperation.

This fall we had two additional seasons which are normally reserved for the spring semester. The flu season and the snow season decided on an early debut. Bronchitis and pneumonia encumbered many bodies while ice and snow sabotaged legions of cars.

Thanksgiving Break is a time for restoration. As the semester winds down and final exams loom precariously close, the will to plug ahead rapidly ebbs. Turkey and pumpkin pie fortify and stabilize the unstable. Just before all hell breaks loose, Thanksgiving provides an oasis filled with tradition.

The last season comes with the end of the semester. Final exams bring a time to cry and a time to rejoice. Studying in anticipation of those blasted little blue books is monstrous effort. Assimilating, digesting, and preparing to respond to fifteen weeks of accumulated knowledge is enough to reduce the bravest soul to tears. Walking out of a final exam is profoundest relief, worthy of true celebration. And yet, this final season ends with a touch of bitter sweetness. Fifteen weeks of routine has included a specific array of people and personalities within its pattern. It is sad to say "good-bye" to those people who have shared a segment of one's schedule.

There is a comfort in the sameness of a semester. As surely as we end in December, we begin again in January.

WCLH News

WCLH-FM, New Music 91, will be on reduced hours starting December 10, 1986, and the reduced schedule will be in effect throughout the Winter Break. WCLH-FM will resume regular broadcast hours January 14, 1987, the first day of Spring Semester classes.

The reduced-hour schedule includes a broadcast day of 10:00 a.m. to 10:00 p.m. Regular hours are 7:00 a.m. to 12:00 midnight.

If any Wilkes College student is interested in becoming a WCLH D.J. during break, please contact Chris Bolcarovic, Station Manager (ext. 249 or 825-7663 or at the WCLH studios on the 3rd floor of Darte Hall)--as soon as possible!

Progressive music Tales

by Sandra Catina

WCLH--New Music 91. What is the first idea that comes into your head when you hear that phrase? Well, if it's the radio station at Wilkes College you are on the right track. WCLH is a non-profit radio station run almost entirely by Wilkes students.

WCLH is an educationally based radio station. This means there must be an educational segment within the broadcasting. The educational programming does not take up more than a few hours a week, leaving a great deal of time for students to get hands-on experience spinning records at the station as DJs.

Even though there is plenty of air time for commercials, an educational radio station is not allowed to endorse or sponsor any products or events that are not in the form of a public service announcement. A commercial radio station, on the other hand, gets its main financial support from sponsors. The cost of a commercial license from the FCC is usually too expensive for the average college station. Most colleges stations are on limited budgets and therefore, most schools that wish to have a station for the students opt for an educational license.

Like most college radio stations, WCLH is dedicated to playing new music, not the popular top 40 tunes that are customarily played on commercial radio stations. There are a number of reasons for this choice in programming. First of all, the listening audience for a college station is very different from that of commercial stations. Many times college students are more flexible than the average listener and therefore they may be more open to



Pictured above are two of WCLH's DJs

new things. Also, there are no sponsors to keep satisfied and therefore, there is more freedom in selecting the type of music that is played.

WCLH expands on that principle and has formulated its own "golden guideline": play the hits of tomorrow, not the "old hash" of yesterday. Thus the creation of New Music 91.

Just what is new music? Any music that has been on the market less than three months is considered new music. Also, new music can be described as fresh new ideas from lesser known bands. It is a progressive new sound or an old sound with a new twist.

College stations also provide small, little-known bands with a unique outlet for their art. Small artists who are trying to break into the music field send a copy of their record to a station, such as WCLH, and hope it is played.

Small artists normally would not be played on commercial radio stations be-

cause they are unknown, unpopular, and therefore they have little or no commercial appeal or following. Because the DJ picks the music he can make or break a band. In addition to taking listener's requests, WCLH is determined to play new music in all of their regular shows.

So what becomes of the new music after a period of time? Unfortunately most of the bands, it falls into nowhere. But every once in a while a group receives enough requests that it catches the attention of a commercial station. The successful band goes from new music to old or possibly to current Top 40 music. WCLH, and stations like it, gives beginning bands the exposure they need to make it big someday.

So the next time you turn on your radio, and start to get bored of the same old music, turn your dial to New Music 91, and get a taste of something different.

by Tom Mineo
Lorri Steinbacher

Have you ever walked you thought would be ideas, was actually to be facts--a major exam? If word panic meant, you first time at this moment.

After a few seconds of yourself that your profes of human emotion. So y beg) if you can make th You can normally expect it is only after the usual and a very disapproving

Now comes the time t by saying "anytime tha you are in no position to deadly blow--tomorrow he thinks he's doing y founded, knowing you c yes. Well, congratulation best reasons for pulling

You now have nine h just under fifty years English or whatever). Y be too bad, I mean it on cover and he certainly your first mistake. Neve never fails, no matter l professor always knows

You begin your mara to get right down to your your hurry to get home school or somewhere e waste precious minute notebook and you proba talking with people you get home and begin fli discover to your extre entire day's worth of n mention vital, informati ed discovery at around n begin calling people to

Class

Miss J. Pomeroy's-- Don't take advice S.M.V.T. anymore, sinc and his friend car nothing but pick l Better luck next time.

Joph

J.B. Are really busy? Well be careful about who y spit on your chest!

Love,

Joph

Janelle- Pomeroy's will get bett not, you can always co work for the Big R Happy campin' at Wilkie.

Love,

Joph

Attention Commuters!!!

Parking applications will be available in the Registrar's office until December 10th.

Tales of an all-nighter

by Tom Mineo

Lorri Steinbacher

Have you ever walked into a class only to find that what you thought would be the standard exchange of scholarly ideas was actually to be nothing but a mere regurgitation of facts—a major exam? If you never really knew what the word panic meant, you discover its true definition for the first time at this moment.

After a few seconds of downright fear you try to convince yourself that your professor might actually have some traces of human emotion. So you make the decision to ask (if not beg) if you can make this unexpected test up at a later date. You can normally expect the answer to be a skeptical yes, but only after the usual "don't you read the syllabus" lecture and a very disapproving look.

Now comes the time to set the date. You, the student, start by saying "anytime that's O.K. with you, sir," figuring that you are in no position to bargain at this point. Now comes the really blow--tomorrow morning, 8:00 a.m. in his office (and he thinks he's doing you a favor). You stand there dumbfounded, knowing you can't say no, yet not wanting to say yes. Well, congratulations, folks, you've discovered one of the best reasons for pulling an ALL-NIGHTER!

You now have nine hours to prepare for a test that covers just under fifty years of hard-core history (or Biology or English or whatever). You tell yourself, "Oh, this shouldn't be too bad, I mean it only took my professor four weeks to cover and he certainly blabs more than he teaches." That is your first mistake. Never underestimate your professor. It never fails, no matter how much you think you know, the professor always knows how much you really don't know.

You begin your marathon study session by rushing home to get right down to your notes only to find, of course, that in your hurry to get home you have left your notes back at the school or somewhere else very inconvenient for you. You waste precious minutes returning to school to get your notebook and you probably end up getting side tracked into talking with people you meet along the way. Finally, you do get home and begin flipping through your notes, and you discover to your extreme dismay that you are missing an entire day's worth of notes--three hours of valuable, not to mention vital, information. You undoubtedly make this wicked discovery at around midnight, not exactly a perfect time to begin calling people to replace the gaping void that exists in

your already meager notes.

After you have either replaced the missing notes or decided that you really don't care about what you missed, you have to prepare yourself for the trauma of the actual studying. On your right you should be liberally armed with some type of beverage, preferably something non-alcoholic. Although after your first beer you may feel in a more relaxed studying mood, after three or four your studying may *seem* to be getting easier when actually it is only getting easier to study than to actually sit up. The best beverage to have is coffee, lots of it, brewed as strong as you can stand. Short of mainlining pure caffeine it is the next best thing. Not only will you be thankful for that pot of coffee when 4 or 5 a.m. rolls around, you will probably end up making another pot, even stronger than the last.

Man (or woman) cannot live on caffeine alone, therefore I always advise the all nighter to have food available for those late night munchies. Anything that has nutritional value is out. As long as you're depriving your body of sleep and abusing it with absurd amounts of caffeine, you may as well go all out and completely abuse it. Potato chips, pretzels, candy bars (be careful of the caffeine) french fries, frozen pizza, eat any thing just so long as there is no way that the food can be good for you. You will get the original surge of energy that you need and eating will keep your mouth moving so that you don't fall asleep sitting up. In any case eat bagfuls of junk, not just handfuls, you certainly are going to need the "energy" they provide.

If you haven't noticed by this time you have wasted a great deal of time running for notes, coffee, food, and don't forget all the trips to the throne you will have to make because of the tar-like coffee you've been drinking. O.K., by the time you finally get your act together it's at least 2:00 a.m. By this time you have become a part of whatever your studying. By 3:00 a.m. you're sure you know everything there is to know about anything. By 4:00 a.m. you don't give a damn if you know it or not--but yet you go on.

Well, after many hours of torture test time arrives. Have you ever noticed it's always a 30-degrees-below-zero morning? Here at Wilkes College virtually every student experiences the all-nighter, usually more than once in his academic career. Though I can't give any real advice on making it through such an ordeal, I can give you one hint: Read your syllabus.

Classifieds

Miss J. Pomeroy's-

Don't take advice from MTV anymore, since he and his friend can do nothing but pick losers. Better luck next time.

Joph

Are you really busy? Well, just be careful about who you let on your chest!

Love,

Joph

Michelle-

Pomeroy's will get better. If you can always come to work for the Big Red K. Happy campin' at Camp Katie.

Love,

Joph

Bubbles-baby-

Don't cry yourself to sleep every night missing me, "Sweet December" has finally arrived. I'm not quite sure that you deserve to leave me in the lurch but every time I eat my "barely soup," "lasagne," and "lental special" I will fondly remember you. At least I didn't have to smut with you to get a full page ad!

Love,

Bambo

Secret Master of the Universe of Tomorrow (aka SMUT)-

I heard you like BEARS-BARE WHATS? Or did I hear you like to bear all?

I used to like Washington D.C.-now you do! Good luck!!

Admiral James "P" Kirk-

Two streaks were broken this past weekend! We saw a good movie and a different Jim was blown off! Ha, ha!

Love,

Jeanine and Walt

Walt-

I know you don't belong to the Elite club of Camp Wilkee--I just didn't want you left in the cold! I can't wait til the weekends!

P.S. I'm sorry you weren't informed on the 4 year plan earlier!!

Steve M.-

Have you become a happy Miner yet??

Signed,

You will never guess

Jeanine B.-

Room 210--ya just gotta believe!!!

Signed,

Keeper of the Secrets

Joe K.-

What time are you leaving Saturday night--and don't tell me you don't have a date!!

Signed, Blue Velvet

Jeanine B.-

Do your parents know what you intend on doing this weekend? Would they approve??

Signed, Nothing to lose

Joe K.-

Are you going to ask her--I'll even give you the quarter!!

Signed, Dr. Ruth

Jeanine B.-

Is it true you are free to date others during the week?

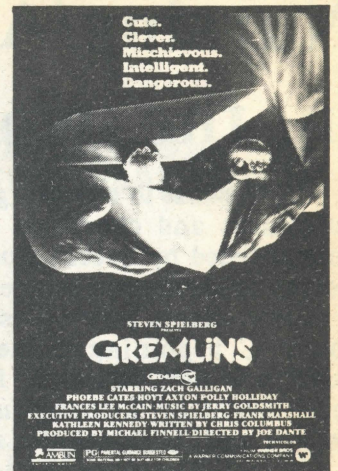
Signed,

I am going to be rubbed out

Joe K.-

Just send her roses and a box of candy!!

Signed, Under Pressure



Programming Board
presents

Gremlins

Saturday,
December 6

Showtimes: 7 pm
and 9:30 pm in

SLC 101

Free with ID, \$1.00
without ID

Jof-

Everyone has flaws; he makes me happy! Whadda want?

Jeanine B.-

Is she really going to collect on that I.O.U.? Well, it runs out at the end of 1986. Better hurry!!

Signed,
Gladly Waiting

Aimers-

Another semester down the tubes!! Don't worry, even if they drive you out of every dorm on campus you still have a place in our hearts, even if we can't think in images!!!

Love,

Your sister co-ed

Oh, Master of the Secrets of the Universe-

"How will I know if he really loves me? I'm asking you cuz you know about these things!"

Sincerely,
The Child

Jeanine B.-

Walt show you his letter opener lately? If he shows it to me again, I'm going to call the police.

You know who!

JKMart-

Time doesn't stand still--neither does affection! Hurry up or you'll lose it!

Nursing/Art course in the works

In response to a growing concern over the dangers of substances and chemicals commonly used in the arts, substantiated by recent studies targeting artists, craftspeople, students, and teachers in the field, Wilkes College will introduce a new course entitled "Health Hazards in the Arts," beginning in the Spring 1987 semester. Registration is now underway for the course which will be team-taught by Richard Fuller, professor of art at the College, and Theresa Grabo, associate professor of nursing.

"Health Hazards in the Arts" was developed as part of a growing focus on interdisciplinary courses at Wilkes. According to Fuller, "This course is designed to eliminate the general lack of knowledge on the potential health and safety hazards in this area, and will investigate both the hazards in the art world and the more scientific and health-related implications of these dangers. Since this issue encompasses the disciplines of nursing and of art, both instructors will be involved in all aspects of the learning process."

Topics to be covered in "Health Hazards in the Arts" include an introduction to this relatively new concern, a general historic overview, basic concepts related to occupational health, the effects of toxic substances on body systems, precautions which can reduce risks, community resources, and legal, moral, and ethical issues. Students taking the three-credit course will also have the opportunity to pursue individual research on a subject of particular interest to them, and will be asked to investigate health and safety hazards within the local community. High-risk groups, such programs will also be studied in the course.

Health Hazards in the Arts is of interest to professionals in the art world or health care fields, individuals in high risk categories, students of art, health science, and environmental science, among others. For further information on the course, contact the Department of Art at extension 387 or the Department of Nursing ext. 236. For registration information, contact the Wilkes College registrar's office, extension 350.



Sordani Gallery's new exhibition, *Clay National: An Exhibition of American Clay*, will run from November 15 until December 21. The works are on loan from the Erie Art Museum and the exhibition illustrates

the unique diversity that exists within this type of medium. Pictures above is a work, done in handbuilt stoneware, by sculptor Marlene S. Miller entitled *Self-Portrait as Fat Lady*, a unique look at the artist.

Warning: Hazard Com

behind the wheel

by Lorri Steinbacher

There are some things in this world that the average human being should not have to do, regardless of how important some people may think these things are. Driving, in my opinion, is one of those things.

Now I realize that driving is a necessary evil. It would be very difficult to get along without the automobile, but if there were another way humanly possible of getting around, I would gladly trade my car in.

Cars, in and of themselves, are fine. Most of them look very pretty sitting in the driveway. It seems, however, that cars these days have gone beyond being merely functional. Some are just like mini-living rooms, with all of the comforts of home. You can have just about any modern convenience installed in your car. The convenience that everyone seems to opt for, however, is the automobile sound system.

It's not that I have anything against radios in cars. On the contrary, I like nothing better than popping a tape into my tape deck and listening to some music while tackling traffic. Some people, however, take the option to an extreme. I'm sure you've seen cars, usually no bigger than a breadbox and about half as attractive, with a megasystem and six speakers, each one capable of putting out three hundred watts of power. Not only can these sound systems provide music for all cars within a three mile radius, but the Kirby Center could probably borrow some of these systems for their next Englebert Humperdinck concert.

The people that own these sound systems and the cars that go with them are usually the ones who should be focusing all of their concentration on the act of driving itself, not on music. These people are bad enough drivers when they are focused on it, imagine how dangerous they are while tapping out the music to an Ozzy Osbourne song on their steering wheels. You know the people I'm talking

about--the young adult male driver. These are the guys who have recently received those treasured pieces of paper that give them the privilege to drive (and I use that term *very* loosely) and are bent on proving that they are the bravest, fastest, and most expert drivers there ever were.

I really feel that their cars should be clearly labeled--a warning sticker firmly stuck on their bumper perhaps--so you are not caught off guard when they barrel up to you, flash their high beams, and proceed to illegally pass you. Naturally they have every right to pass you because you are obeying the speed limit and following standard traffic laws. These guys mean no harm, they just have very little consideration for other drivers. They somehow get the notion (perhaps it is found on the male chromosome) that the road has their names written on it, and that the state of Pennsylvania laid that blacktop down for their exclusive and sole use.

Don't be fooled into thinking that just because certain men have surpassed their teenage years that their driving habits will miraculously improve. On the contrary, many times grown men have what I like to call "ambulatory flashbacks." This is basically just a brief relapse into their younger driving days. It can attack any male at any time behind the wheel. It usually manifests itself in a spontaneous urge to drag race a little old lady at a red light, somebody's grandmother for God's sake. But to these men, that little old lady has been transformed into a lean, mean dragster from their past. You would never see your average woman doing any of those things, now would you?

Women drivers pose other, more complex problems when it comes to driving, especially when they are over the age of 70. I'm sure you have encountered these types of drivers, usually when you're twenty minutes late for a class that you absolutely cannot miss again. OK, it's wonderful to be cautious

behind the wheel but it is such a thing as being cautious. Driving fifty miles per hour is slightly ridiculous in a forty mile per hour zone. Sometimes caution itself can be a hazard.

This, of course, does not exclude younger drivers either. I readily admit that I tend to be the type of driver that men cross over. I switch lanes indiscriminately, tend to make turns without really paying attention (and they're usually wide ones), and end up delaying a whole line of traffic at a green light. My hair or make-up in my rearview mirror.

Now this does not mean that every driver automatically fits into these categories. There are many competent drivers around representing a cross section of sexes and ages but there are also the ones to whom senses should be given caution and perhaps they themselves clearly mark as accidents waiting to happen. Until the time when we can all just snap our fingers and materialize where we want to be or perhaps we can "beam" ourselves to our destinations, a la Star Trek, we must accept our place as a society dependent on the automobile--for better or worse--and all the hazards that go along with it.

Faculty governance

Continued from p. 1.

on committees" (a type of supercommittee), expanded the current Faculty Policy Committee into a Senate Committee which will handle anything that the committees did not create a representative Faculty Senate.

Breiseth also spoke at the Governance Committee goals. "At the very least," said, "we should come with a sharpened idea of what each committee should be doing."

We're sorry to announce that our staff astrologer was mysteriously abducted by Hell's Angels over the weekend. Unfortunately, we will not have the ransom money and will no longer publish the horoscopes.

Over the years, the campus has changed "facade" of the United States. The students have much "anti-establishment" against any symbol of authority and behavior. The students seem, when coming to campus and gathering momentum for institutions of higher learning in 1990! Students now are as soon as possible. They strive to be professional, independent. Students' "image" and their counterparts in this survey.

Recently, an annual (administration) have been and "social competence" concern seems to be the "image" that students' impression they make in schools, and the community should be doing social skills and applications as college graduates.

The Student Life Center will investigate how the issues of "social competence," whose responsibility should be done.

We are VERY interested in this issue. PLEASE, take a look below and deposit your comments in the student center or re: COMMITTEE. We very

Ms. Suzanne Druffner, Mr. Paul Adams, Assoc. Ms. Kathy Anselmi, Dr. Robert Bohlander, Ms. Joann Brady, Nu Ms. Mary Supey, Col. Mrs. Sue Topfer, Lib. Dr. Les Turocz, Biol. Mr. Bob Yost, Student

CC-IR

DI

DECEMBER

Only

Cocktails...

Dinner.....

Dancing.....

MUSIC

Family-

Pet

Fresh Vegetables

Desserts

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Tickets and

Comm

or in the c

Committee calls for opinion

Over the years, the Wilkes College campus community has changed "facade" as much as any other college in the United States. The sixties and early seventies were very much "anti-establishmentarian" where students revolted against any symbol of the "establishment"; both in dress and behavior. The late seventies were a time of transition, it seems, when campus culture across America was quiet and gathering momentum for the most exciting time yet for institutions of higher education--the approach of 1990. Students now desire to be part of the establishment as soon as possible after finishing undergraduate studies. They strive to be professionally affiliated and financially independent. Students are conscientious of their professional "image" and "marketability" much earlier than their counterparts a decade ago. Hence, the purpose of this survey.

Recently, a number of people (students, faculty, administration) have been discussing the "marketability" and "social competence" of students at Wilkes College. The concern seems to be about mutual respect or disrespect, the "image" that students at Wilkes portray, and the impression they make on prospective employers, graduate schools, and the community at large. Some felt that something should be done to better prepare students for the social skills and appearance that will be expected of them as college graduates.

The Student Life Committee of Wilkes College decided to investigate how the Wilkes College community feels about the issues of "social competence," "image," "marketability," whose responsibility is it to teach these skills, and what should be done about it.

We are VERY interested in your opinion about this issue. PLEASE, take a few minutes to answer the questions below and deposit in a designated box in the cafeteria or student center or return to a member of the STUDENT LIFE COMMITTEE. We very much appreciate your feedback.

Ms. Suzanne Druffner, Committee Chairperson (Nursing)
Mr. Paul Adams, Associate Dean of Student Affairs
Ms. Kathy Anselmi, Nursing
Mr. Robert Bohlander, Psychology
Mr. Joann Brady, Nursing
Ms. Mary Supey, College Health
Mrs. Sue Topfer, Librarian
Mr. Les Turoczi, Biology
Mr. Bob Yost, Student

**CC-IRHC CHRISTMAS
DINNER-DANCE**
DECEMBER 5 AT GENETTI'S
Only \$10 per person

Cocktails.....6:30 p.m. to 7:30 p.m.
Dinner.....7:30 p.m. to 9:00 p.m.
Dancing.....9:00 p.m. to 1:00 p.m.

MUSIC BY EAST COAST

Family-style menu includes:

Roast beef
Manicotti
Petite Cordon Bleu
Fresh Vegetables and Cheese Trays
Dessert--Peach Melba
Also-Cash Bar!
Tickets available today in the
Commuter Council office
or in the cafeteria during dinner.

PLEASE CIRCLE THE ANSWER WHICH REFLECTS YOUR OPINION OR FEELING. BELOW EACH QUESTION IS SPACE PROVIDED FOR YOUR COMMENT ON WHAT ACTION SHOULD BE TAKEN TO CORRECT ANY PROBLEM. THANK YOU!

1.) What is your present status at Wilkes College?

Student: year-- 1 2 3 4 Faculty/Administration/Staff

2.) Male Female 3.) Age_____

4.) Do you feel that students at Wilkes have "good manners," i.e. are they polite and considerate?

yes no

How many do have "good manners"?

none a few half most all

5.) Does student behavior ever embarrass you?

never sometimes half of the time most of the time always

If so, please give an example of a particular incident.

6.) Do you think the community's perception of Wilkes College is affected by student behavior on campus?

never sometimes half of the time most of the time always

Can you cite a situation to substantiate your answer?

7.) How many students lack respect for college property?

none a few half most all

8.) How many students intentionally destroy college property?

none a few half most all

Please give examples.

9.) Would you be interested in participating in activities which would help improve your social skills, i.e. those skills which would assist you in making the best impression for a job or graduate school interview or for a social situation that prospective employers might attend?

yes no

Please offer suggestions of what kind of activities would help you acquire "social skills."

10.) If you are opposed to Wilkes College offering the activities mentioned in question #9, we would like to know whose responsibility you feel it is to teach students social skills, i.e. respect for others and property, good manners, proper dress, etc.? Please explain.

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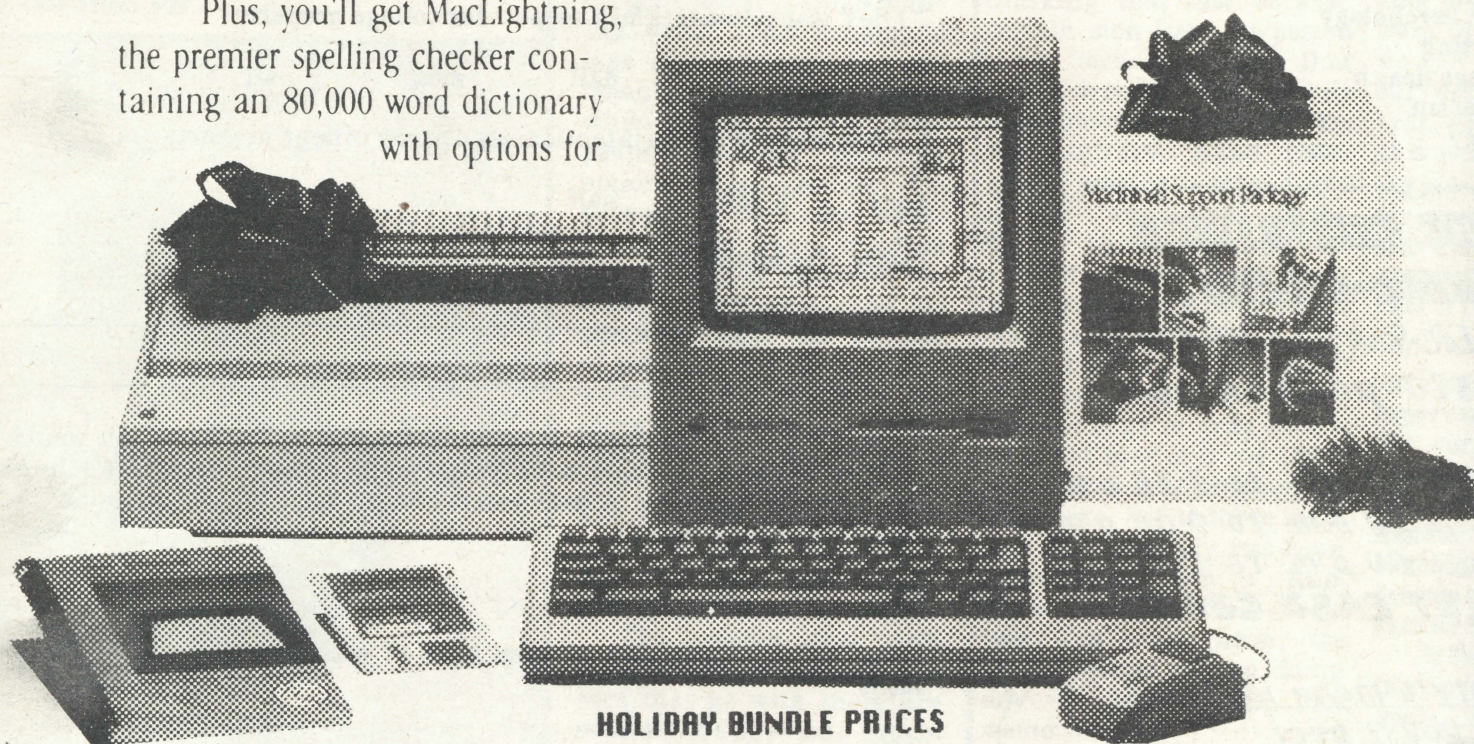
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thesaurus, medical or legal dictionaries. Together with your favorite Macintosh word processing software, you can transform your notes into the clearest, most letter perfect papers you ever turned out. And turned in on time.

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Scores 'n' stuff

WANZOR GAINS HONOR

Senior tri-captain I Wanzor has been named an honorable mention former on the All-M Atlantic Conference s team.

Wanzor led Wilkes five assists this past se He also holds the school record for career assists with

KUSAKAVITCH, DiGR

NAMED ALL-MAC

For the first time 1980 Wilkes College is represented on the All-MAC conference team.

Two Wilkes players gained first team honors. Bernie Kusakavitch named to the first team defensive end position. receiver Anthony DiGr also garnered a first spot.

Freshman Dean Anderson and seniors Dave Rhodes and Mark Rhodes were named honorable mention.

INTRAMURAL SIGN

CONTINUE

Patty Moran, our Intramural Director and Information Director, like to remind everyone sign-ups are continuing for intramural floor hockey.

Anyone wishing to sign up or needing more information can find Patty on the second floor of Welch Hall. Don't be a POTATO! Sign-up today

SPORTS QUOTES OF WEEK

Bears QB Mike Tomlin when asked if the Bears were put in any new form since the arrival of Flutie:

"Yeah, the same shotgun."

David Wickham of BBC, while filming a game on American football, a coach from the University of Texas:

"How many blocks you put on the rug time?"

Scores 'n' stuff

WANZOR GAINS HONOR

Senior tri-captain Frank Wanzor has been named as an honorable mention performer on the All-Middle Atlantic Conference soccer team.

Wanzor led Wilkes with 10 assists this past season. He also holds the school record for career assists with 18.

KUSAKAVITCH, DiGRAZIA NAMED ALL-MAC

For the first time since 1980 Wilkes College is represented on the All-MAC Conference team.

Two Wilkes players earned first team honors. Bernie Kusakavitch was named to the first team at his defensive end position. Wide receiver Anthony DiGrazia also garnered a first team spot.

Freshman Dean Ambrosie and seniors Dave Roebuck and Mark Rhodes were all named honorable mentions.

INTRAMURAL SIGN-UPS CONTINUE

Patty Moran, our Intramural Director and Sports Information Director, would like to remind everyone that sign-ups are continuing for intramural floor hockey.

Anyone wishing to sign-up or needing more information can find Patty on the second floor of Weckesser Hall. Don't be a COUCH POTATO! Sign-up today!!

SPORTS QUOTES OF THE WEEK

Bears QB Mike Tomczak was asked if the Bears have been in any new formations since the arrival of Doug Flutie.

"Yeah, the sawed off shotgun."

David Wickham of the University of Michigan while filming a special on American football, asked a coach from the University of Texas:

"How many blokes can you put on the rug at one time?"

Trivia time stumps again

I'm really glad to know that so many of you out there are so rich that you don't need an extra \$5.00 spending money.

For the second straight week and the third time this semester no one was able to come up with both of the correct answers in our Trivia Time contest.

A "nice try" and pat on the back go out to Dr. Rodechko and Mr. Jack Meyers.

Both managed to answer the first question correctly. They both knew that Joe Bellino was the first player from Navy to win a Heisman trophy. He did that in 1960 (I guess that was just before our time guys).

It was the second answer that gave everyone some problems. Cleveland Browns' fullback Jim Brown lead the NFL in rushing a total of eight times, from 1957 to 1961 and then again from 1963 to 1965. His lifetime total

is 12,312 yards gained.

With all the hype and hoopla surrounding this years post-season bowl games we thought it would be appropriate to close out this semester with some bowl game questions.

QUESTION #1

Of these four, which is the oldest of the bowl games- the Sugar Bowl, the Rose Bowl, the Orange Bowl, or the Cotton Bowl?

QUESTION #2

Who was the winner of the 1977 Fiesta Bowl?

Be the first two answer both of these questions and you will win \$5.00 in cold cash (we keep it out on the window sill). Come on up, with your answers, to our office suite on the third floor of the S.U.B. or call ext. 379.

Good luck to all the
Colonel sports teams
over break!!!

Kest debuts with a win

The Lady Colonels had their first taste of victory and also their first taste of defeat this past week. Under the guidance of first year Head Coach Jodi Kest, the ladies won their opening contest against Lycoming 63-30. They were less successful in their second outing, however, as they were defeated by East Stroudsburg, 62-43.

Melissa Kennedy had 18 points in the victory over Lycoming while twin sister Maureen added 11 points. Freshman Angela Wolfe

racked up 13 points in her first collegiate contest. Wilkes led at the half 29-25.

The ladies found themselves on the losing end when they travelled to East Stroudsburg later in the week. Once again it was Melissa Kennedy and Angela Wolfe leading the scoring for the Colonels. Kennedy scored 13 points and Wolfe added another 11 in the losing effort.

Jodi Kest took her 1-1 squad to Marywood this past Wednesday. Look for the complete results next week.

Commentary

Hunting

This past Monday was a day long awaited by those members of the community (college or otherwise) who annually partake of the deer hunt.

You see, Monday was the first day that one could legally shoot a buck in the commonwealth of Pennsylvania.

This fact made several people happy beyond the point of ecstasy. Scores of hunters took to the woods in search of something they never even lost.

Buck season runs through Dec. 13th followed by a three day antlerless deer season beginning Dec. 15th. Also, an archery and flintlock rifle season is scheduled for Dec. 26 until Jan. 3.

Last year, a total of 128 hunting accidents were reported. This number includes 17 fatalities.

To all the hunters out there, have fun, good luck, and most important, be safe!!!

Let's get a playoff system

by Jim Pyrah

It's that time of year when college football teams start to jockey for position in the annual bowl game beauty pageant.

The focus this year is in Tempe, Arizona where the number one ranked Hurricanes of Miami will take on second ranked Penn State for the mythical national championship.

Do you realize, though, that besides this climatic battle of the big boys there will be, beginning December 13th, a total of 17 post season bowl games.

Games like the Liberty Bowl. Now this is one hot contest which should be a

requirement for your holiday viewing. Tennessee will place their 5-5 record on the line against Minnesota, who finished 6-5 and got blown out by Oklahoma 63-0.

I think it is time for someone to sit down at the old drawing board and work out a playoff system for college football that will work. The players or the fans should not be subjected to any more meaningless bowl games.

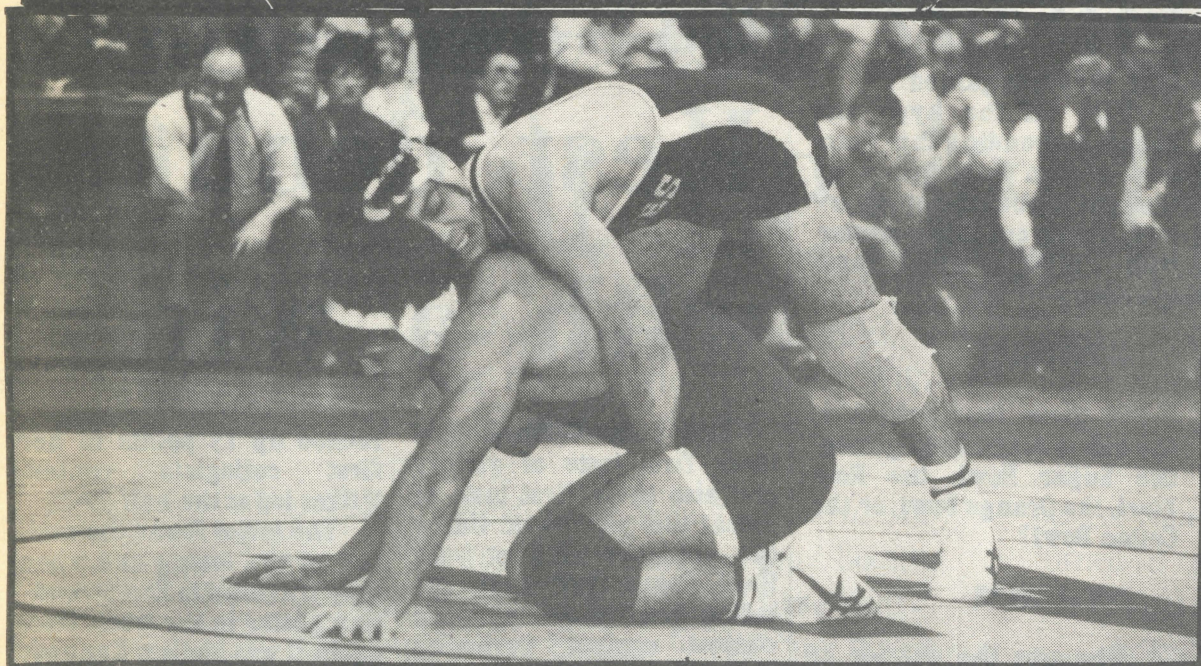
Instead of suffering through a December full of these bad bowl games why not spend it determining just who are the real top two teams. Then, on January 1st these two teams can play for something more than a "mythical" national championship.

ionship.

Talk about keeping it in the family. On opening day '86 there were 22 sets of brothers on NFL rosters.

You know it is a real shame that there will be absolutely no surprise when the Heisman trophy winner will be announced. Not to take anything away from Vinny Testaverde but that trophy was practically handed to him since opening day.

Say what you like, but I don't think anyone should be a lock for an award such as that.



Pictured above is Wilkes' 142-pounder, Gary Sanchez

Grapplers off to solid start

by Jim Pyrah

The tradition continues. The Wilkes College wrestling team, under the direction of veteran mentor John Reese, continued its tradition of excellence. The team posted three season opening victories enroute to capturing first place in the Shippensburg Tournament.

The grapplers defeated American University 31-11 and blew away Cornell 45-0. In the finals the Colonels won a close match against the University of Pittsburgh at Johnstown by a score of 23-17.

Kurt Tamai got things started off in the opening match against American. Tamai registered a pin in only 47 seconds.

Frank Castrano also had a pin in the 142 pound bout. Gary Sanchez put points on the board with a technical fall at 150. Brian Bauer, Tom Schoffstall, Mike Schroat, and Tony Troyan all registered decisions in that match.

Wilkes dominated the second match against

Cornell. The Colonels won every weight class on their way to the victory.

Dennis Mejias, Ron Miller, Tony Diaz, Andre Miller, Glenn Whiteman, Frank Goldowski, Craig Rome, Frank Richards, Dan Sanchez, and Steve Schannauer all put points on the board in the shutout.

Pitt-Johnstown provided the only real challenge of the tournament. Dennis Mejias got the Colonels started with a pin in the 118-pound match.

Andre Miller and Frank Goldowski both registered decisions before Craig Rome put six points on the board with a pin in the 167-pound bout. Frank Richards came up with a draw and Dan Sanchez put the final points on the board for Wilkes with a decision in the 190-pound match.

Two Colonel wrestlers, Andre Miller and Dennis Mejias, were recently ranked in the nation by the *Amateur Wrestling News*.

Andre Miller, a senior from Bayshore N.Y., is ranked 7th in the nation in

the 134-pound weight class. Miller is the defending EIWA champion and racked up a 25-2 overall record last year.

Dennis Mejias, a junior from Bellmore N.Y., is ranked 12th in the nation at 118-pounds. Mejias placed 4th in Easterns last year and earned a wild card berth to nationals. Dennis had a 19-9 overall record last season.

This past Tuesday the Colonels faced the Engineers of Lehigh. Lehigh downed the Colonels last year by a score of 39-9. Wilkes improved on that score but still came up short as the final tally showed Lehigh the victor, 26-15.

Lehigh, ranked 11th in the nation in Division I wrestling by *Amateur Wrestling News*, got off to a slow start when Wilkes' 118-pound Dennis Mejias showed Rick Hartman the lights in the second period.

Ron Miller lost a close, 10-8, match before Andre Miller won a decision in the 134-pound match. The next three matches went to Lycoming before Craig Rome turned in an outstanding

"Magical" Marc paces netmen

by John Kepics

After two disappointing losses in the Buffalo State Tourney, the Wilkes College men's basketball team rebounded with two wins over tough opponents in Lycoming and East Stroudsburg. Wilkes downed Lycoming 64-58, and came back to knock off ESU by the score of 85-74.

The win over the always tough Lycoming Warriors puts the Colonels off to a quick start in the MAC race.

Fans saw a very close game through the first half with Wilkes taking a 27-24 lead into the locker room at the half.

After halftime, Lycoming reeled off eight unanswered points. Wilkes regrouped, however, and held a steady six to eight point lead until about four minutes left in the game.

At this point, Lycoming closed the gap to 54-53. "Magical" Marc Graves, who

was shooting three shots about as easily as Akeem "The Dream" home slam dunks, hit shots in a row from town.

This was the final nail in the Warriors' coffin as the Colonels controlled the three-and-one-half minutes.

In the scoring column Wilkes was led by Graves with 20 (18 from the point range) and freshman Jim Nolan of Williams chipped in with 14 points of which came in the second half. Shawn Miller added

This game showed the exciting impact of the three point shot in college basketball. Marc Graves' flashy, playmaking point guard took advantage of it, making long distance calls that usually hung up the Warriors.

On Monday the Colonels took on another Warriors, this time from Stroudsburg, and came on the top side of an 18 score.

Even though ESU led three at halftime, Wilkes staged a furious second half comeback led by the playmaking of Marc Graves and the tough inside play of Jeff Steeber, who grabbed rebounds. Graves helped by snaring nine rebounds.

In the scoring column Graves was once again from the 3-point range hitting for five of the long distance goals, and finishing with a game high 23 points. Freshman Jim Nolan turned in another impressive performance by adding 17 for the Colonels, who have now evened their record at 2-2.



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Did

by Elizabeth

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