

Vol. XXV, #14

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## Vote Yes For A Government Study Commission

In 1968, the voters of Pennsylvania approved an amendment to the State Constitution giving municipalities and counties the right to develop their own forms of government, including Home Rule. The legislation setting up the process by which this can be accomplished, known as Act 62, was passed by the State Legislature in April, 1972. At this election you have the opportunity to vote for a study of your local government. Here are the answers to some questions you may have about the process:

### What will the Study Commission do?

- Study the present form of government
- Compare it with other forms available to see if it can be:
  - strengthened
  - made more responsible
  - made more accountable
  - made more efficient
  - made more economical
- Hold public hearings
- Provide public information
- Make recommendations

### What kind of recommendations can a study commission make?

- Adoption of a Home Rule charter written specifically for this area. This could delineate both the form of government and the authority the government would have. Voter approval would be needed before this could go into effect.  
**OR**
- Adoption of one of the optional forms outlined in Act 62. An Optional Plan would change the form of government, but not its powers. This, too, would require voter approval before going into effect.  
**OR**
- No change in this area's form of government. This recommendation would not be submitted to the voters for approval.

### Who will be on the commission?

Any registered voter is eligible. Candidates' names will appear on the ballot without party designation, and the candidates receiving the highest number of votes will be elected.

### THE STUDY COMMISSION QUESTION SUMMARIZED

Shall a government study commission be elected to study the present government of this area...and to recommend whether or not an optional form of government or a home rule charter should be adopted?

The League of Women Voters urges that you vote "YES" on this question.

You vote on the above question, and you vote on members of the study commission whether you voted yes or no on the question.

You are voting only on a study of local government. Recommendations of the study commission cannot go into effect until you vote to accept them at a future election.

Prepared by the League of Women Voters of Wilkes-Barre Area

## Double Major Passed For Wilkes Students

Institution of a program which would allow for the official recognition of a double major at Wilkes College has been passed by the Administrative Board.

The nature of this proposal, as submitted, stated, "It is herewith proposed that Wilkes College give proper recognition on the student's transcript for a double major in more than one field of study."

This recognition will be shown in the space provided for Major Field, and will be easily recognizable by anyone who examines the transcript.

Students have suggested that a double major be instituted so that recognition may be given in more than one field of study. The proposal as justified, stated, "It has been a fact that each year students have fulfilled the requirements in two majoring fields at the time of graduation. It would be better than average for students who have fulfilled these interests and capabilities to have done the work in both fields. A combination of majors on the undergraduate level would help them in their later endeavors, whether it be graduate study or

professional work. In other cases they wish to enter fields which do not correspond to any single majoring discipline.

"Many problems, however, have arisen for the graduates of Wilkes College who have only received recognition in one majoring field (while fulfilling requirements in two). When their transcripts reach a Personnel Office or the Admissions Office of a graduate school, the tendency is to look at the designation of the Major and the cumulative average. It takes much explaining and red tape to convince these offices that the application is intended for the other majoring subject shown in the transcript.

"The failure to recognize a double major puts students at a disadvantage in using their full potentialities, and can have a serious effect on their future."

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## LUZERNE COUNTY VOTERS FACE COMMISSION DECISION

As a result of Act 62 of the state legislation, Luzerne County voters will finally get a chance to get a good look at the government they are living under.

If 6,000 signatures, in petition form, are received by March 14, 1973, voters will then have a chance in May to elect an 11-person commission to study our government at a county level. This charter commission will then have a 9-12-month period to study our system and decide if it needs to be revised.

### Correct Procedures

The key right now, according to Andrew Shaw, director of the Institute of Regional Affairs and head of the college's political science department, is getting the procedures in correct form. Shaw states, "When signing a petition, be sure you have met all the requirements to make it valid. Make sure you are a registered voter of Luzerne County and make sure not to use ditto marks or any other abbreviations. Failure to follow these procedures invalidates your signature."

Shaw also emphasizes the immediate goal of the program. He says, "Our first goal is just to get the commission started. It's imperative that we get a look at our government (county level) at a first-hand level. Any changes can be made later, but we must first get the commission started."

### Voter Registration

If the 6,000 signatures are received by deadline date March 14, then part two of the program gets rolling. The second function is to find 11 people to work on the commission. The panel is open to anyone who is a registered Luzerne County voter. To be eligible, if you meet the above criteria, just have a petition signed as if you were running for any county office. When this is done, your name will appear on the ballot. Party designations will not be listed by the nominee's name, as to not influence voters in that way.

Needless to say, every civic and citizens organization in the county is backing the charter study idea. Playing a bit part in getting petitions signed is Student Government President Mike Barski. Other groups involved are Flood Task Force, also under the direction of Shaw, and Flood Victims Action Council, under the leadership of Min Matheson.

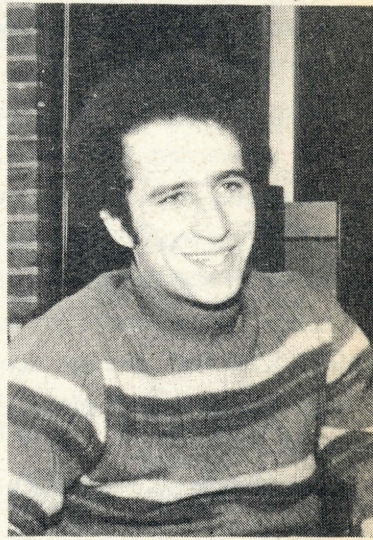
### Community Involvement Stressed

The people of the county, after waiting so many years, will finally get a chance to get an up-close look at their government. Let's not pass it up and wait for the other guy, but go out and sign the petition in the correct way, or better yet, go to Mr. Shaw's office, in Franklin Hall, get a petition and have it signed.

This is not an idea to be taken lightly. Without the 6,000 correct signatures by March, the commission goes out the window. With the signatures and the commission, the word "democracy" will finally mean something!



Andrew Shaw



Mike Barski

### Barski College Coordinator

## Six Area Colleges Join To Aid In Petition Drive

Mike Barski, Student Government president, will head the collegiate effort in trying to get petitions signed concerning the charter study commission. As mentioned, the commission will study our government at a county level.

Barski reports that the enthusiasm concerning the commission at LCCC, Misericordia, Penn State (Chase) and Wilkes has been excellent. However, he could not get in contact with King's, as students were on a semester break at the time.

The Commuter Council has worked hand in hand with Barski in drumming up support on campus. Barski stated, "This charter study commission is a key part in every commuter's life. It is imperative that commuter students show interest in this study."

Barski has attended two meetings to date, the latest one being last Thursday at the Hotel Sterling. The

key meeting, as far as Wilkes students are concerned, will take place on Tuesday at 11 a.m. in the CPA. This meeting will concern all commuters and they are all urged to attend.

Every civic organization is getting involved in this project. Gwyneth Hughes, member of the League of Women Voters and chairperson of the Government Study Commission is heading the overall effort.

Plans are being made to set up voter registration tables around campus so as to let every eligible voter get involved.

## Theater Production Scheduled For March

The Wilkes College Theater will present "The Good Woman of Setzuan," by Bertolt Brecht with original music composed by Stefan Wolpe on Friday, Saturday and Sunday, March 9, 10 and 11, at 8 p.m. in the Center for the Performing Arts.

An additional high school preview performance will be presented on Wednesday, March 7, at 7:30 p.m.

The production is under the direction of Alfred S. Groh, chairman of the Theater Department at Wilkes College and Joseph Salsburg. Scene design is done by Klaus Holm, veteran stage artist.

The play, which teaches a moral lesson, is about three Gods who come to a poor village in search of a good woman. They find such a one is Shen Te, a prostitute, and give her 1000 pieces of money, which she shares with the needy.

Falling into debt because of her generosity, she disguises herself as a shrewd business woman with no regard for others in order to make money. The events that ensue from this arrangement sum up the dilemma of the human struggle: it is more pleasing to be kind, but only the mercenary prosper.

The cast includes Kit McCarty as Shen Te; Ruthanne Jones, Mrs. Shin; Sue Latz, Mrs. Mi Tzu; Judy Sanger, Old Woman; Lindsey Thomas, Mrs. Yang; Fran Polakowski, the Wife; Judy Yee, sister-in-law; Charmaine Broadn Niece.

Robert Leach, Wong; Harold Lewis, Pat Wilson, gods; Fred Pacolitch, Mr. Shu Fu; Don Nash, Yang Sun; Matt Hughes, carpenter; John Kyc, policeman; Joe Tomaszewski, unemployed man; David Schimmel, husband; Marcio Meneses, grandfather; Tom Polifka, nephew; and David Lutz, old man.

The performances are open to the student body and general public free of charge. Tickets may be obtained at the CPA box office.

### NOTICE

Finals of the Middle Atlantic Conference Wrestling Tournament will be heard on WCLH-FM radio Saturday evening at 8:30 p.m. The college station can be found at 90.7 on the FM dial.



# Editorially Speaking

## A Matter Of Pride

Not too very long ago various newspapers ran editorials decrying air and land pollution, littering and extravagance throughout the United States.

During that period college students were the first group to jump into the program and start clean-up campaigns of their own. It was not unusual for whole groups and organizations to spend free weekends cleaning up parks and other facilities.

So college students must be the neatest people in the country. Right?

Wrong, at least not as far as the student body of Wilkes College is concerned. Students this year returned to a flood ravaged campus, with piles of mud and debris left out on the street. Over the months, that situation has been cleared up, but something else remains — litter throughout the campus.

Student Government President Mike Barski suggested installing "Colonel" garbage cans to remind the students to put litter in its proper place. A cute idea, but is it really necessary?

A natural disaster such as the one that hit the Wyoming Valley last June is one thing. But the human-related problem is another. We cannot always control the natural forces, but we can control our own environment.

Make it a point the next time you attend a Wilkes function or walk out of the Commons with a cup of coffee to put the trash in a can. We CAN control the beauty of our campus.

### Community Effort

Next Tuesday Mike Barski, collegiate coordinator for a Luzerne County effort to create a charter commission to study our government at a county level, has called for a mass meeting of all commuter students at 11 a.m. in the Center for the Performing Arts.

The key to the success of the effort right now is the collection of a minimum of 6,000 signatures on a petition to move to create a study commission.

This is not a direct move to change the government. Rather it is a move to create a commission to look at the present system of government in Luzerne County and see what changes, if any, are required.

You, as members of this community can make it a point to become involved and learn the issues, and actually do something about the system of government you are living under.

If a total of six schools in the general area really get involved in this effort, the 6,000 signatures could be obtained on the collegiate level. The only requirement is that you must be a registered voter in Luzerne County.

In addition to the drive to get the legislation on the ballot this year, Wilkes Student Government intends to start a voter registration campaign. If you are 18 years of age and have not registered, make it a point to take advantage of registering on campus. And if you were registered and have not re-registered, make it a point to take advantage of registering on campus. And if you were registered and have not re-registered since the flood, make it a point to do so.

You now have the opportunity to take an active part in your future, with a minimum of effort. Take advantage of it.



### Sillup Replies To Spencer's Address

This letter is in answer to Mr. Brent Spencer's opinionated address concerning the apathy of Wilkes College students. To begin with in being a self-appointed spokesman for the students who obviously do not all share his point of view, Mr. Spencer's vicious attack on the "degenerate" social pursuits of Wilkes College students puzzles me. Whether he is inferring that the social functions are not reputable or that they are unnecessary eludes me. It is true that education is the primary purpose of our college, with its high academic standards. However, the social functions not only provide a necessary phase in the maturation of the college student, but also a chance to become better acquainted with the administrative personnel of Wilkes College. Furthermore in his assault on the Beacon's reporting os proting events, Spencer criticizes an important aspect of character building as well as degrades the Beacon's presentation of them.

In closing, it is important to point out to Mr. Spencer that without the plays, expositions, clubs, films, Manuscript writings — a former practice of Mr. Spencer's which has succumbed to his recent letter writing — sporting events, Student Government functions, the Beacon and the Amnicola, and other student activities college life would cease to exist. In forwarding his criticism, Spencer denounces the activities of the majority of Wilkes College students. An attitude such as Spencer's is offensive and would lead to a system of greater apathy.

George P. Sillup

### Lower Drinking Age Proposed

To the Editor:

"In Pennsylvania an 18-year-old can buy a barroom — but he can't buy a drink in his own establishment." This was the opening statement of an editorial comment entitled "Lower Drinking Age" which appeared in the "Times-Leader Evening News-Record" newspaper dated January 18, 1973.

This is quite a paradox in itself. The Pennsylvania liquor law as it stands would, therefore, make it mandatory for every 18 to 20-year-old who owns a bar to be arrested and jailed. Why? Well, in order to carry on his establishment, he would have to purchase liquor either directly or indirectly. Doing this he would, therefore, be breaking the law because even the act of buying liquor is unlawful.

Obviously the law is not sound and should be corrected or changed. If this article bothers you, don't end your interest by putting this paper down and just commenting. Do your part — be active. Get involved in a united movement to get the legislature to lower the drinking age in Pennsylvania. You now hold a powerful instrument in your hands — the power of a vote. Use it!

Jackie Pickering

#### NOTICE

The Psychology Club will hold a meeting today, at 11 a.m. in Stark, room 109. Preliminary plans For the trip to the EPA Convention to be held in Washington, D.C. on May 3, 4 and 5, will be made. All club members who are considering attending the convention are urged to attend the meeting.



### Cheap Thrills

Thursday, February 22  
Women's Basketball-Albright-Home-4 p.m.  
Basketball-Elizabethtown-Away

Friday, February 23  
Faculty Seminar-CPA-7:45 p.m.  
Wrestling-MAC Tournament-Widener College

Saturday, February 24  
Western, Modern Dancing-YMCA — YWCA Building,  
Wilkes-Barre-7:30 p.m.  
Women's Basketball-Misericordia-Home-2 p.m.  
S.G. Dance-Gym-9-12 p.m.  
Swimming-Elizabethtown-Away  
Basketball-Lebanon Valley-Away  
Wrestling-MAC Tournament-Widener College

Sunday, February 25  
Beacon Meeting-3 p.m.-Shawnee Hall

Monday, February 26  
Square Dancing-YMCA-YWCA Building-Hazleton-8 p.m.

Wednesday, February 28  
Women's Basketball-Marywood-Home-7 p.m.  
High School Preview Performance-CPA-7:30 p.m.

### BEACON

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## NEWSCOPE

Max Yasgur, 53, the upstate New York dairyman who became a counter-culture hero by renting out his farm for the Woodstock rock festival in 1969, died of a heart attack on February 9 while vacationing in Marathon, Florida.

Commenting on the 400,000 visitors that descended on his place for the famous weekend of music, Yasgur had said, "The kids were wonderful, honest, sincere, good kids who said, 'Here we are. This is what we are. This is the way we dress. These are our morals'."

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Rod Stewart has been chosen the world's top male pop vocalist by readers of Disc, a leading British entertainment weekly.

The weekly announced last week the winners of its readers poll. Stewart also was named top British vocalist.

The American Alice Cooper group won the award as top international group, and its "School's Out" was named the top single of 1972.

Keith Emerson, organist with Emerson, Lake and Palmer, was named top musician. America's Melanie was named top international female vocalist.

+++

First Lady Pat Nixon surprised reporters by smoking (a cigarette) in public last week. Aides said they could not recall it ever happening before. Mrs. Nixon joined her son-in-law, Navy Lt.(j.g.) David Eisenhower, in having a cigarette after they, the President and Julie Eisenhower dined at Trader Vic's restaurant last Tuesday night.

Her smoking was even more of a surprise since the first lady had told reporters in a White House interview that she doesn't smoke. "But who hasn't tried," she had added, teasingly.

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Saying she is fed up with "hypocrisy," a King County Superior Court judge has come out in favor of legalization of marijuana.

"I sit on the bench during drug cases, and sometimes I know that both the prosecutor and the defense attorney trying the case smoke dope," Judge Justice Niemi said recently.

"I feel marijuana should be legalized due to the hypocrisy of the fact that most young professionals use the drug," she added.

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The eldest son of the late Senator Robert F. Kennedy has tried bullfighting in Spain, mountaineering in the State of Washington and rounding up antelope in Kenya, among other adventures. He has even been aboard a jet-jacked airliner. How about settling down in college?

Well, Joseph P. Kennedy III took a couple of courses at MIT last fall and recently turned up at Berkeley, where he has been granted special admission despite poor grades in prep school. Other students spotted him on campus in a parka with an American flag sewn on the back.

After two weeks of classes, 20-year-old Joe Kennedy has dropped out to sample another new challenge — as a social worker somewhere on the West Coast.

## Co-operative Education

According to statistics released by the Co-operative Education Association, in just five years the number of institutions with some form of co-operative education has tripled, and the number of students in jobs through these programs has doubled.

In 1966-67, 133 colleges were offering work-study programs, during the year 1971-72, the number increased to 400. In 1966-67 37,694 students were working at jobs in the program, while in 1971-72, this number went up to 75,000.

## Herbert Denenberg Warns Students To Avoid Life Insurance Fraud

Insurance Commissioner Herbert S. Denenberg recently cautioned Pennsylvania college students against purchasing a life insurance policy which results in the creation of an immediate and irrevocable debt obligation.

Denenberg explained that this sales agreement — in which the first year's premiums are deferred and a legally enforceable promissory note, or loan, issued — can result in an unwanted expense of as much as \$400 by immediately eliminating the possibility for reconsideration and cancellation of the policy.

Denenberg issued the warning in a letter sent to the presidents of 150 colleges, universities and junior colleges throughout the Commonwealth. The letter was sent after the Insurance Department received complaints from students and parents about the selling technique.

In most other insurance agreements, Denenberg explained, the policy may be cancelled without further obligation by the policyholder through non-payment of premiums. However, under the loan arrangement, the debt for the first year premiums continues regardless of the payment of premiums or desire to cancel the policy. In the event the student does not continue to pay the premiums for five years, the loan becomes due immediately. Many students, he added, do not realize they are on the hook for the debt when they purchase the policy.

"This type of life insurance purchase may be a sound one for some college students, permitting them to receive immediate coverage and deferring the payment until they are out of school," Denenberg commented.

"But it is most definitely not the type of policy which should be bought unaware of the irrevocable financial obligations it will create."

Under this type of sales agreement, Denenberg explained, the first year's premium is paid through a promissory note, as an inducement for students to purchase the policy while still in school. The note is not due until after five years, provided premiums for the second through fifth years are paid. At that time, the original amount of the promissory note, together with accumulated interest, comes due. The company will also usually

President Nixon made this pledge to eliminate wasteful federal welfare spending in his budget message to Congress:

"The 1974 budget for human resources programs, like the three that have preceded it under this Administration, reflects my conviction that social compassion is demonstrated, not just by the commitment of public funds in hope of meeting a need, but by the tangible betterments those funds produce in the lives of our people. My drive for basic reforms that will improve the Federal Government's performance will continue in the coming fiscal year.

"Between 1969 and 1974, outlays for federal human-resources programs have increased 97 per cent, while total budget outlays have grown by only 46 per cent. As a result, human-resources spending now accounts for close to half the total budget dollar, compared with just over one third of the total at the time I took office. Many solid accomplishments have resulted . . .

"However, disappointments and failures have accompanied these accomplishments. The seeds of those failures were sown in the 1960s when the 'do something, do anything' pressures for federal panaceas led to the establishment of scores of well-intentioned social programs too often poorly conceived and hastily put together.

"In many respects, these were classic cases of believing that by 'throwing money at problems' we could automatically solve them. But with vaguely defined objectives, incomplete plans of operation and no effective means of evaluation, most of these programs simply did not do the job.

"We gave these programs the benefit of every doubt and continued them while we conducted a long-needed, thorough review of all federal human-resources programs. Based on this review, the 1974 budget proposes to reform those programs that can be made productive and to terminate those that were poorly conceived, as well as those that have served their purpose . . .

"Only by halting the unproductive programs here and now can we assure ourselves of the money needed to pursue those programs that will get results."

finance one or more of the subsequent premiums in the same fashion. However, Denenberg cautioned students against signing more than one promissory note at a time, noting that Insurance Department guidelines require the company to contact each policyholder regarding how he wants to pay his subsequent premiums. Denenberg commented that in many instances, the finance company holding and collecting the note is a subsidiary of the insurance company. He added that the promissory note is almost always a valid legal document and any collection costs can be assessed upon the policyholder.

Denenberg directed the warning to all students 18 and over who may sign valid promissory notes on their own, and primarily to seniors and

(Continued on Page 4)

## Nixon: On Welfare

## Hitchhikers Beware

Karen Levy is — or was — an 18-year-old Syracuse University coed, a cheerful, independent kid who wrote home two or three times a week because she liked to. Last fall she decided she wanted to head to West Long Branch, N.J., for the weekend to help celebrate her boyfriend's birthday. Like many other undergraduates, she put a notice on the campus bulletin board asking for a ride, and a man who called himself Bill Lacy responded. On the evening of November 10, Karen got into Lacy's car near the Syracuse campus. Neither Karen nor Lacy has been heard from since.

There is always the chance that Karen is still alive somewhere, but the odds are getting forbiddingly long that she has become just one more digit in a new and still unofficial category of crime — violence against hitchhikers.

College areas provide the best hunting grounds for lubricious motorists: Boulder County, Colo., for example, site of the University of Colorado, reported 120 cases of sexual assault last year, nearly half of them with hitchhikers as victims.

Police say they are powerless to do much about the new highway violence. Some few areas here and there have strict anti-hitchhiking laws, strictly enforced, but the rules in most states are relaxed and police see little change of tightening or enforcing them as long as great swarms of college-age kids are determined — for economic or adventurous reasons — to hit the road. And the kids are determinedly fatalistic about the risk. "You can be murdered or raped just walking down the street, so why worry about it?" shrugs 20-year-old Karen Germann of Washington, D.C.

"What can you do?" asks a frustrated police lieutenant in Maryland's Montgomery County. Not long ago, he caught his own 14-year-old daughter thumbing a ride to Bethesda with a group of friends. "I'd warned her I'd break her damn thumb if I ever caught her," he told Newsweek's Lucy Howard. "But you can't impress them with the dangers they face...They have no idea what it means to be grabbed by a 230-pound man. They think they can escape like Peter Pan."

Tom Wicker

## Non-Pow Vets Need Help Too

The American prisoners of war are coming home from captivity, some of them after as long as seven years, all 592 of them to a heroes' welcome. President Nixon has remarked upon the good character required to withstand imprisonment, and has sought to insure the privacy of their family reunions. At Honolulu, a red carpet was spread for them. Each will be able to use a new Ford automobile for a year without cost. Official mourning for Presidents Truman and Johnson has been replaced by flags at full staff, representing official pleasure in the prisoners' return. The Pentagon reports that it has persuaded the nation's biggest employers to find jobs for former POWs who choose to leave military service. Television and the newspapers breathlessly cover every stage of the return.

All this may be well deserved, but like so many other developments of the war in Vietnam, it discloses a warped sense of priorities on the home front. In what way are these relatively few POWs greater heroes than the 50,000 dead boys who came home in body bags, some of them with smuggled heroin obscenely concealed in their mangled flesh, most of them to obscure graves and public indifference?

And if it is argued that not much, after all, can be done to make amends to the dead, then in what way are the returning POWs more to be honored and preferred than the 254,000 Vietnam-era veterans aged 20-29 who are unemployed in the richest nation on earth? By what standards do the released prisoners deserve so much honor of the Republic when at the end of 1972 only a few more than 20,000 of the estimated 60 to 100,000 drug-addicted Vietnam-era veterans were receiving or had received treatment for this "service-connected" disability?

As to drug addiction, in fact, the Veterans Administration programs available are limited basically to detoxification, with no provision for the kind of rehabilitation or retraining that might help a reformed addict stay off the habit. And in its fiscal 1974 budget, the administration that is making so much of the POWs return has proposed no increase in funds for treating drug-addicted veterans and is opposing a Senate bill that would provide rehabilitation and job placement services for these most tragic of the Vietnam veterans.

So far from rolling out red carpets for these unemployed veterans, the administration proposes in the new budget to eliminate \$1 billion for public employment — of whose

enrollees, nearly 40 per cent or about 61,000, are Vietnam-era veterans. A severe cut also has been proposed in vocational training under the Manpower Development and Training Act, for which another 40,000 Vietnam-era veterans are enrolled.

In fiscal 1971, an arbitrary cut from 84,000 to 79,000 in the average daily patient census — the equivalent of closing 17 hospitals — was imposed on VA hospitals. Congressional action forced the average daily census back to about 82,000 but the fiscal 1974 budget proposes to reduce it again to 80,000.

Nixon did rescind a recent VA order that would have reduced disability payments to Vietnam-era veterans, and nothing could have been more appropriate in the week when the POWs began coming home to popular acclaim; but staff members of the Senate Veterans Affairs Committee can cite numerous other examples of official and public reluctance to pay sufficient attention to the ordinary and unsung veterans who have been coming home all along.

So let us honor the POWs and be glad their ordeal is ended; but let us remember also those who shall have borne the battle, those who need a new Ford less than a decent job, those for whom the only bracelet is a band of needle marks.

Come To A Coffee House  
Saturday, February 24  
8-12 p.m.

Jewish Community Center  
60 South River Street  
Wilkes-Barre  
(Second floor)

Featuring:  
Steven James, II  
Judy and Jim  
Jay and Donny  
Bobbi Woronko

Dress Casual  
Open to college students and  
those of college age  
Admission 50 cents

REFRESHMENTS — Music  
FUN FOR ALL

COME ENJOY YOURSELF!!!!



# Walkathon Planned In April

by Randy Steele

Plans for the "March of Dimes Walkathon" highlighted an otherwise lackluster meeting of Student Government last Sunday night.

The Wilkes College Freshman Class has been chosen to sponsor one of four walkathons, all occurring on April 29. This walk has been slated as the biggest ever! Further details are upcoming.

Also concerning the Freshman Class has been the cancellation of their elections. It seems that some confusion has arisen over the duration of terms for the various offices. SG President Mike Barski announced that all nominees would be notified and given a complete explanation.

Rod McKuen fans have been dealt a possible fatal setback. McKuen's name has been mentioned as a possible choice for next year's Concert and Lecture Series; however, Wilkes College President Francis Michelini has been reported to have said that McKuen wasn't worth his price, and he (Michelini) was against the booking.

A petition to permit 18-year-old consumption of alcohol was circulated among the membership. The petition broke down, however, when some silly grammatical errors were exposed.

There will be a meeting on Tuesday, February 27, for commuter students to study the feasibility of establishing a commission examining Luzerne County Government. SG President Barski stressed the importance of this meeting.

Inter-Dormitory Council President Jim Fiorino outlined plans for the upcoming candy sale. He also announced the formation of a Security Committee and asked for volunteers to participate in the Incoming Freshman Weekend activities.

The Wilkes Community Effort has also issued a plea for volunteers to serve as drivers for some motorless flood victims and a couple from Harvey's Lake.

The Bruce Smulowitz Fund has reached \$740 officially. The money will be set aside for the erection of a fountain in Smulowitz's name.

An All-College referendum will be held on March 8. The purpose of the

referendum is to examine the new amendments of the SG Constitution.

Class rings from Josten's will be marketed in about a month and a half. SG President Barski declared a third company, Robert's, will also be competing with Josten's and Balfort's.

Other committees reported that Blood Donor Day will be held on March 1, and the student body will still have to wait a while for copies of the New York Times since the dispensers are not yet in.

Mike Caravella was hit with an unexcused absence. Meanwhile, Peter Jadelis revealed that he had pigeonholed a revised excuse absence for purely personal reasons.

Manuscript, the International Club and the Wilkes College Band were funded \$100, \$125, and \$136 respectively.

The next SG meeting will be held on Monday night at 8 p.m.

## DENENBERG

(From Page 3)

graduate and professional school students who are the logical purchasers of the policy.

"Students should discuss their life insurance needs with their parents or other more knowledgeable persons before they sign any agreements," Denenberg said, "or contact the Insurance Department. A few days of reconsideration may prevent an expensive and painful lesson."

## NOTICE

A meeting of all candidates for the golf team will be held at Weckesser Annex today, February 22, at 11:15 a.m.

# Seniors Prepare To Teach



Wilkes College seniors preparing for a career in elementary education began pre-classroom briefing sessions recently in preparation for six to eight weeks of actual classroom experiences.

They will be working with members of the Wilkes education department and their faculty members prior to joining a cooperating teacher in one of the schools in the Greater Wyoming Valley Area.

First row, left to right, are: Margaret Thompson, faculty member; Lindsey Thomas, Ashley; Barbara Gilotti, Old Forge; Amy Pouser, Wilkes-Barre; Caryn Gangi, Cresskill, N.J.; Mary Ann Hvozda, Nanticoke; Angela Alia, Pittston; Anita Fragale, Pittston; Deborah Boyer, Dupont; Louise Ann Beebe, Bryn Athyn; Laraine Mancuso, New York, N.J.; Arla Tomko, Wilkes-Barre; and Dr. Harrie Caldwell, faculty member.

Second row: Dr. Mahmoud Fahmy, faculty; Rhonda Wells, Lebanon; Nicky Soranno, Cedar Knolls, N.J.; Paulette Loefflad, Kingston; Donna Piston, Plymouth; Deborah Fialko, Exeter; Denise Goobic, Plains; Joanne Machonis, Mountaintop; Lisa Foxx, Farmingdale, N.J.; Irv Lebowitz, Kingston; Henry F. Banaszek, Wilkes-Barre; and Dr. Frank Darte, faculty.

Third row: Mrs. Lily Bynon, faculty; Stephen Romanecz, Pittston; Ivor Smith, Plymouth; Charlotte Stemplesti, Nanticoke; Janet Mazur, Plymouth; Debra Hechler, Shickshinny; Mary Ann Lombardo, Pittston; Patricia McCarthy, W. Orange, N.J.; Carol Ann Modrovsky, Mountaintop; Judy Wilson, Dallas; and Eugene Skrynski, Tunkhannock.

## To: Pre-Professional Students

Students who are planning to participate in the Medical College Admission Test (MCAT) or the Dental Admission Testing Program (DAT) this spring are asked to contact Professor Frank Salley, chairman of the Committee on Recommendations (Stark 213) or Professor Wilbur Hayes, advisor for the Allied Health Professions (Stark 347).

Most applicants will have completed two or more years of college prior to taking these examinations. In Pennsylvania the DAT will be offered on Friday, April 27 at the University of Pennsylvania, and Saturday, April 28 at Temple, Pennsylvania State and Pittsburgh Universities. The MCAT will be administered at Wilkes College on Saturday, May 5, 1973. Application deadlines are generally three to four weeks prior to the examination dates.

Those students wishing letters of recommendation must submit a questionnaire form by April 1 for review by the Committee on Recommendations. These forms are available in the Advisor's Office, and on the bulletin board next to the elevator shaft on the third floor of Stark Hall.

Wilbur F. Hayes  
Advisor  
Allied Health Professions

## Patronize

## Our Advertisers

# Theatre Broadens Scope

by Gary Horning

Since an article appeared two weeks ago in the Beacon concerning the theater or lack of it here at Wilkes, many behind-the-scenes plans came to this writer's attention.

Dr. Thomas Kaska, department head of both the English and theater departments, explained that he had been busy with adding to the theater department two and perhaps three people well qualified in the stage and capable of both teaching, as well as directing, in the theater.

Along with these developments, the theater curriculum has been drawn up and offers a varied, historical and practical background of the stage. The only thing that

remains is, of course, further additions to both the staff and curriculum, but more importantly qualified and interested students on the stage.

Kaska also felt that the recently developed student-directed productions had been a resounding success and opened up a new dimension of the Wilkes theater.

Though always a believer in effort, I still feel that the road to theater innovations is going to be a tough one. However, with the realization that constructive steps are now, more than ever, being taken.

## WCLH 90.7 FM Wilkes College Listening Habit

By Linda Stevens

With the start of the new semester, WCLH has been undergoing some changes. One of the major changes has occurred in Musical Potpourri, the station-originated program of classical music which can be heard every weekday from 6:30 to 7:30. Potpourri has been a feature of the station since it first hit the air last February. The program was originated by Bonnie Church, a senior sociology major, and this year has been under the direction of Bill Roditski, a freshman music major. Bill has recently expanded the commentary in order to give the listener more insight into the music and its background. With the many new records WCLH has received in the past and will be receiving in the next few weeks, Bill will be able to provide the listener with a wider variety of music.

Besides expanding in the classical area, WCLH has also increased its rock hours in response to student demand. When the station first went on the air, WCLH only played rock on Saturdays for five hours. This year, rock music can be heard on Fridays from 10 p.m. to 3 a.m. and on Saturdays from 8 a.m. until 3 a.m. Sunday, a total of 24 hours. Also, the station now has a wider selection of rock music from which to choose, and plans are being made to expand this as well as the rock hours in the near future.

In the next few weeks, changes will also be seen in WCLH's program format. To mention a few, the station will be receiving several excellent jazz and folk programs, as well as classical; and Ford Hall Forum, a popular program last year which features the lectures of controversial people, will be returning.

# McNulty Sets Guide Line For Student Teachers

By Ray McNulty

As I rapidly prepare myself for student teaching, I can't help but think — what about those other misguided schnooks who also must teach? I realized in an instant that they would not possibly have as much knowledge as me (I had 20 billion brain cells in my head the last time I counted.) Therefore, I have decided to publish gratis (unfortunately) my helpful hints for teachers. Cut out these "commandments" so you won't be forced to memorize them.

1. Enforce all rules which pertain to any other set of rules so as to rule out any unnecessary ramifications from these rules being disobeyed.
2. Strictly adhere to the enforcement of rule no. 1 because it is an important rule.
3. Never chew gum in front of your class — turn your back on them and chew.
4. Always wear a long, dark-colored tie — it will prove invaluable when wiping the chocolate mess from your hands.
5. Treat your class like you have been treated — yes; rotten. Sock-it-to-them. Arrange a friendly game of Russian roulette for trouble-makers and "brownies."
6. Deal out proper punishment suitable to the offense. Late arriving students should be kept after classes and ordered to sing "You're So Vain" as they write your name on the blackboard 1000 times.
7. Don't date students — first check to see if they have an older brother or sister or perhaps a naive, young aunt.
8. Give enough homework. Check the students' eyes to see if they're baggy and blood-shot, if they are not, then proceed to assign weekly term papers.
9. Let your teaching philosophy be manifested in your tests. Trick the little ratfinks with your bag of academic trivia. Use blue books which can easily be bent, broken, ripped, torn, spindled or mutilated — it frustrates everyone.
10. Arrange to meet with the parents of your students to see who is really doing the homework assignments. Remember to check their eyes first. Then proceed to inquire if your local school board pays commission for enrolling adults in their evening program.

By rigidly following these "commandments" you will be:

- A. a better teacher
- B. slightly insane
- C. a local junkie
- D. a party pooper
- E. all of the above.



# WILKES RICH IN HISTORICAL LETTERS

In the Eighteenth Century there existed a man named John Wilkes who was responsible for the establishment of three of the fundamental rights that belong to American Society today: freedom from arbitrary arrest; freedom of the press; and the right of electors to choose their representatives without dictation from any authority.

On June 26, 1947, Wilkes College received its charter as an independent college. Officials and trustees honored John Wilkes, English patriot and defender of American freedom, when they named the institution. At that time the college stood for two things: it was the first coed college to serve the large population of Wyoming Valley; and it provided residents of the anthracite region educational opportunities previously denied them.

The following is an exact transcription of a flood letter from John Armstrong of Wyoming to Doctor Redding Beaty of Crops Road, Bucks County. The punctuation and capitalization, which at times appears awkward by today's usage, is exactly as it appeared in the letter. A few of the words, due to handwriting difficulty or fading with age, remain unreadable.

"I have to regret that the subject of this letter is of so melencholy a nature — suffice it to say it's altogether suited to our situation — from the Window at which I am now sitting I can scarcely see one Hundred yards for the Mountains of Ice by which we are surrounded — On the night of the 15th the River rose 10 feet in Thirty six Minutes, over flowed all this country Swept off greatest part of the Houses in the settlement, with Horses Cattle & Grain — Several Houses with families in them were swept from under the River, and landed safe on higher ground — Some saved them selves by climbing trees, when they continued for several hours — we were obliged to evacuate the Fort in which the water was four feet Deep — The Ground at this time for several miles is covered with Ice four & five feet thick — what will become of the poor Inhabitants God only knows. Our (unreadable word) at present is Boiled Wheat & salt Beef Rum, Wine, so we have plenty there is not a Mill Dam left standing in the settlement. Our buildings would have been swept off had not the strength of the Works prevented the Ice coming with its full force

— I sincerely Pitty the Inhabitants, the women & children in a particular manner — Be so good as give my Love to my Good friend Mr. (unreadable word) family Betsy in a particular manner. Compliments to your Brother (unreadable word) — I believe me to be with friendship your Humble servt

John Armstrong"

Most of the originals of letters and documents relating to members of the Continental Congress may be found in the Gilbert McClintock manuscript collection, located in a special room in the library.

Among them are: a letter from Col Zebulon Butler to George Washington, 24 February, 1781; a letter of George Clymer to Wiliam Rawle, 20 March, 1790; a letter of Roger Sherman to Col. Zebulon Butler, 15 June, 1784; a committee report of John Jay, 2 September, 1783; a letter of Thomas Pickering to Benjamin Franklin (President of the State), 25 June, 1787; a letter dealing with the death of Col. Zebulon Butler and pay owed to his widow by U.S. — John Jay's signature inscribed at top of letter; and two incomplete letters dealing with requests to George Washington.

**NOTICE**  
**Coffee House**  
The Psychology Club will sponsor a Coffee House tomorrow evening in the Commons. Entertainment will be from 8 to 12 a.m. Free coffee, tea and donuts. Charge is 50 cents. All students are welcome.

*Wyoming 21<sup>st</sup> March 1784*

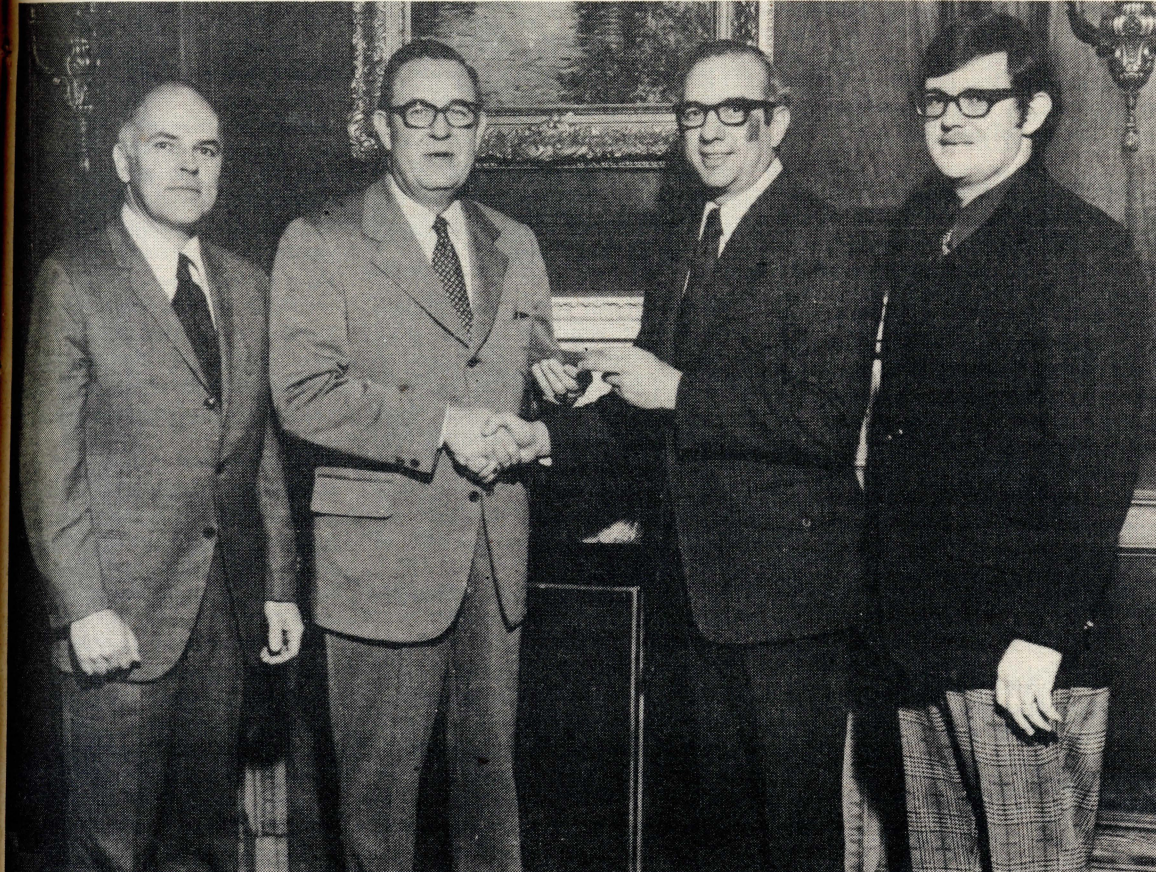
*I have to regret that the subject of this letter is of so melencholy a nature — suffice it to say it's altogether suited to our situation — from the Window at which I am now sitting I can scarcely see one Hundred yards for the Mountains of Ice by which we are surrounded — On the night of the 15<sup>th</sup> the River rose 10 feet in thirty six Minutes, over flowed all this country Swept off greatest part of the Houses in the settlement, with Horses Cattle & Grain — Several Houses with families in them were swept from under the River, and landed safe on higher ground — Some saved them selves by climbing trees, when they continued for several hours — we were obliged to evacuate the Fort in which the water was four feet Deep — The Ground at this time for several miles is covered with Ice four & five feet thick — what will become of the poor Inhabitants God only knows. Our Fort at present is Boiled Wheat & salt Beef*

*I am, Sir, &c. we have plenty there is not a Mill Dam left standing in the settlement. Our buildings would have been swept off had not the strength of the Works prevented the Ice coming with its full force — I sincerely Pitty the Inhabitants, the women & children in a particular manner — Be so good as give my Love to my Good friend Mr. Charles family Betsy in a particular manner. Compliments to your Brother & friends — I believe me to be with friendship your Humble servt*

*John Armstrong*

*Doctor Beaty*

## Westinghouse Grant Presented



Trustees of the Westinghouse Educational Foundation recently presented Wilkes College with a \$25,000 grant to aid the liberal arts college, which was left severely damaged by the June flooding last year, in campus restoration and expansion of programs not covered by state and federal assistance.

On hand for the presentation were, left to right: R.P. Power, regional distribution manager; S.F. Davies, vice president of Westinghouse Corporation, Philadelphia; Dr. Francis J. Micheline, president of Wilkes College; and Thomas Kelly, director of development at the college.

In a letter addressed to Dr. Micheline, George E. Moore, executive secretary of the Foundation, stated, "The Trustees were impressed with your significant efforts to rebuild after this massive damage, and the favorable response you have received from the community-at-large, industry, and the federal government.

"We would appreciate being kept informed of your progress toward complete campus renewal. We wish you every success in your dedicated educational mission in the greater Wilkes-Barre area."

Immediately following the June disaster, Wilkes was faced with two massive problems — the immediate problem of restoring the campus physically so that classes and educational facilities could be resumed, and the long-range problem of how to continue with innovations and expansion in keeping with pre-flood planning.

Thanks to the aid provided by the federal government, Wilkes was able to snap back physically and with the aid of private firms and grants, the college will be well on the way to greater revitalization.

## Radicalism Is Dying

The de-emphasis of college student radicalism, first noted a year ago, seems to be becoming a steady trend.

A survey of freshman attitudes made public last week shows a further turn away from liberal views toward conservative opinions, reflecting the prevalent conservatism of the country at large.

The study, conducted by the American Council on Education, a nongovernmental organization, was based on questionnaires returned by 188,900 freshmen at all types of higher education institutions across the country. The bulk of the students questioned were 17 to 19 years of age.

Here are some of the findings:

**Political orientation.** Almost two-thirds of this year's freshmen describe themselves as middle-of-the-road or conservative; slightly fewer than one-third as liberal. Only 2.4 per cent see themselves as on the far left and fewer than one per cent as on the far right. Since last year, the liberal and far left sector has declined by three per cent. Social issues. With the Vietnam war out of the way, the two remaining social issues attracting the broadest spectrum of support are the stepped-up battle against pollution (89.6 per cent) and the drive for consumer protection (76 per cent). Slightly fewer than half of the freshmen feel that the United States is not doing enough to promote school desegregation. As for crime, slightly more than half of those questioned believe that "the courts are too concerned with the rights of criminals" — the current idiom for the conservative "law and order" outlook on justice and civil liberties.

**Campus affairs.** Over 42 per cent feel that colleges have been too easy on student protestors, and one-fourth believe that a college has a right to ban extremist speakers. One-third would give college officials the right to "clear" student publications. Perhaps the strongest expression of student power carried over from the revolt days is the insistence by an overwhelming majority (76.3 per cent) that students should participate in faculty promotions and that colleges should stay out of students' off-campus behavior (87.2 per cent). Only 38.5 per cent want grades abolished in favor of pass-fail or some other arrangement.

**Women's rights.** An odd ambivalence has crept into the students' attitudes toward women's rights. More than 91 per cent — the largest single bloc on any issue — support job equality for women; but 37 per cent, apparently thinking about their own future personal arrangements, feel nevertheless that married women should be confined to home and family. (Somewhat paradoxically, the vote was overwhelmingly, by 67.4 per cent, against large families.)

**Fred M. Hechinger**

**Golf Championship**

There will be a meeting of all candidates for the 1973 Golf Team in Weckesser Annex today at 11:15 a.m. Everyone is welcome.



# S.G. PROPOSES AMENDED CONSTITUTION

PROPOSED AMENDMENT TO THE CONSTITUTION OF THE STUDENT BODY OF WILKES COLLEGE.

PASSED BY STUDENT GOVERNMENT DECEMBER 4, 1972, APPROVED BY ADMINISTRATIVE COUNCIL FEBRUARY 15, 1973.

## PREAMBLE

Wilkes College is composed of the Board of Trustees, Administration, Faculty, Alumni and the Student Body.

Within this structure, the students of Wilkes College do authorize and establish this constitution with the purpose of promoting greater co-operation and communication between all segments of the Wilkes College community.

In order to realize this goal we establish a representative student governing body, which shall effect and uphold this constitution.

## ARTICLE I

### Name

The representative student governing body of Wilkes College shall be known as the Student Government.

## ARTICLE II

### Powers of the Student Government

The Student Government shall have the power to:

1. Consider all matters presented to it.
2. Act as spokesmen for the student body through its president.
3. Schedule its meetings.
4. Call special meetings as the need dictates.
5. Close any meeting or portion thereof for the purpose of discussion. Attendance at closed meetings shall be limited to voting student government members and its president and any invited guest.
6. Formulate a budget based on the Student Activities Fee Fund subject to the approval of the administration. The Student Government reserves the right to revoke any monies allocated in the budget during the fiscal year. The Student Government also reserves the right to repossess any unspent monies during any fiscal year.
7. To review any action of the Executive Council of the Student Government.
8. To approve reject or revoke any charter or constitution of any club, organization or council.
9. Call referendums and elections for the president of Student Government.
10. Invalidate any voting procedures, student elections and or election plans if inconsistent with established guidelines.
11. Reserve the right to censure any of its members.
12. Review any Student Government presidential appointment.
13. Assume any duties or actions that shall increase its efficiency and effectiveness in meeting its responsibilities. This right does not supersede written rules, regulations or decisions enforced by the Administration.

## ARTICLE III

### Officers-duties and powers

Section 1: The officers of the Student Government, listed according to their rank, shall consist of the following:

1. President.
2. Vice-President.
3. Treasurer.
4. Recording Secretary.
5. Corresponding Secretary.

Section 2: The duties and powers of the president of the Student Government.

1. To conduct the meetings of the Student Government in accordance with the Constitution of the Student Body of Wilkes College and Bylaws.

2. To authenticate by his signature when necessary all the acts, orders and proceedings of the Student Government of represent and stand for Student Government declaring its will and in all things obeying its commands.

3. To call meetings of the Student Government with at least one day's notice.

4. To call meetings of the Student Government Executive Council as necessity dictates.

5. To address the Student Government within the first two meetings of Student Government after he takes office stating the duties of Student Government and its goals for the coming year.

6. To vote in case of a tie or any case where his vote would change the result.

7. To create committees.

8. May appoint committee chairpersons.

9. To nominate committee members.

10. May nominate a Student Government parliamentarian and or an advisor.

11. To assume emergency powers to conduct Student Government activities with the written permission of the president of the college.

Section 3: The duties and powers of the vice-president of the Student Government shall consist of the following:

1. To conduct meetings and assume the powers of the president in the absence of the president of the Student Government.
2. To assume the office of presidency if and when the office falls vacant.
3. To serve as advisor to the freshmen class.
4. To call meetings of the Executive Council of Student Government.

Section 4: The duties and powers of the Treasurer of Student Government shall consist of the following:

1. To keep an accurate account of all monetary transaction concerning Student Government.
2. To call meetings of all club, class and organization presidents as he so desires in conjunction with monetary matters.
3. To call meetings of the Executive Council of Student Government.

Section 5: The duties and powers of the recording secretary of Student Government shall consist of the following:

1. To keep minutes of all Student Government and Student Government Executive Council and publish them.
2. To call meetings of the Executive Council of Student Government.

Section 6: The duties and powers of the corresponding secretary of Student Government shall consist of the following:

1. To be responsible for all communications concerning the Student Government with any other body or organization on or off campus.
2. To assist or assume the duties of the recording secretary whenever necessary.
3. To call meetings of the Executive Council of Student Government.

## ARTICLE IV

### Parliamentarian

If appointed the parliamentarian shall advise the Student Government regarding adherence or lack of adherence to the Student Body Constitution and Bylaws in all matters concerning them.

## ARTICLE V

### Executive Council

Section 1: The Executive Council of Student Government shall consist of the following:

- A. Voting members
  1. President.
  2. Vice president.
  3. Treasurer.
  4. Recording Secretary.
  5. Corresponding Secretary.
  6. President of Interdormitory Council
  7. President of Commuter Council.

- B. Non-voting members (if appointed)
  1. Parliamentarian.
  2. Advisor.

Section 2: The duties and powers of the Executive Council shall consist of the following:

1. To screen applicants for committees.
2. To review and approve all club, class and organization charters or constitutions.
3. To assume emergency power to act upon all matters concerning Student Government by a two-thirds vote of the total voting membership.
4. To meet before each meeting and determine the meeting agenda.

Section 1: The Student Government shall consist of the following:

1. Six members to be elected from the Freshmen class.
2. Six members to be elected from the Sophomore class.
3. Six members to be elected from the Junior class.
4. Six members to be elected from the Senior class.
5. The president of Student Government.
6. The designated associate members of the Student Government

Section 2: The total maximum voting membership of the Student Government shall be twenty seven.

Section 3: There shall be four classes represented in the Student Government. Class standing shall be in accordance with guidelines set forth in the College Bulletin.

Section 4: All voting members and prospective voting members of the Student Government shall have and maintain a satisfactory class standing as determined at the end of each semester. Class standing shall be in accordance with guidelines set forth in the College Bulletin. Once elected failure to maintain a satisfactory class standing as determined at the end of each semester shall result in replacement by a special election within the appropriate class. Class standing shall be reviewed by the current Student Government president with the Student Government faculty advisor and the Deans.

## ARTICLE VII

### Associate Members

Section 1: The associate members of Student Government shall consist of the following:

- A. Voting Members:
  1. President of Commuter Council.
  2. President of Inter-dormitory Council.
- B. Non-voting members:
  1. The four class presidents.
  2. Any other person (s) so designated by Student Government.

## ARTICLE VIII

Duties and powers of a voting Student Government member: The duties and powers of a voting member of Student Government shall consist of the following:

1. To be familiar with and act in accordance with the Student Body Constitution and Bylaws.

2. To represent the Student Body.
3. To act as a communication link to all members of the Wilkes community.

4. To attend meetings.
5. To make motions and proposals.
6. To prepare and present student referendums.
7. To vote on all questions before the body.

8. To call meetings at the request of fifty-percent plus one of the membership.

9. To submit a written excuse to the President of Student Government for an absence from a regularly scheduled meeting.

## ARTICLE IX

### Student Government and Class Elections

A. Nominations and Elections to Student Government.

Section 1: Nominations for Student Government shall be made no later than the ninth week following the beginning of the Spring term by the future sophomore, junior and senior classes. Freshmen may nominate no earlier than the seventh week of the fall term. All elections will be held within two weeks following nominations. Elections shall be determined by a plurality of votes cast. In the event of a tie a special election will be held between the tied candidates.

Section 2: The newly-elected Student Government members shall replace the old Student Government members at the first Student Government meeting following their election.

Section 3: At that time all Student Government members shall nominate candidates from within their membership for the Presidency of Student Government. (At this meeting the current President of Student Government shall preside. This meeting shall be a nominating meeting only.)

Section 4: The newly-elected President shall assume office immediately after the election votes are posted. The previous President's term shall be terminated at that point.

Section 5: Special elections to fill any vacancies shall be held by the class represented within two weeks after the vacancy occurs.

Section 6: All voting for Student Government representatives shall be held by secret ballot at a place so designated by the Student Government. Only members of the class shall vote for class representatives. The ballots shall be collected and audited by the elections committee of Student Government. Election results shall be posted on all official bulletin boards.

B. Nominations and Elections withing Student Government

Section 1: Nominations and elections of the Vice-president, Treasurer, Recording Secretary, and Corresponding Secretary of the Student Government shall be by all Student Government members. To be elected a candidate must receive a plurality of the votes cast. All officers-elect shall take office immediately after all elected offices are filled. Their normal terms shall continue for the duration of the Student Government's term in office.

Section 2: Should the Presidency fall vacant, the vice-president shall immediately assume this office. Should any of the other four offices fall vacant a special meeting called by the president for the purpose of nominations and election to the vacated office (s) from within the Student Government membership

shall be held within one academic week.

### C. Class Elections

Section 1: Nominations Freshmen class officers shall be no earlier then the first week nor later then the third week of the spring semester.

Section 2: Nominations for senior and sophomore class officers shall be held no later then the first week of the spring semester.

Section 3: All elections shall be held within two weeks following nominations.

Section 4: Elections shall be determined by plurality. In the event of a tie a special election will be held between the tied candidates.

Section 5: Class officers shall and maintain a class standing as set forth in the College Bulletin.

Section 6: Their terms of class officers shall begin immediately upon election and shall continue until such time as they are succeeded by duly-elected officers.

## ARTICLE X

### Regulations governing the Impeachment of Student Government Officers:

#### Part A. The President.

Section 1: The Student Government must approve the impeachment of the President of Student Government before the Interdormitory Council and Commuter Council Executive Councils.

Section 2: The Executive Council of both the Interdormitory Council and Commuter Council vote to bring the impeachment procedures before the Student Government.

Section 3: The executive council of Interdormitory Council and Commuter Council shall preside over the impeachment procedures of Student Government.

Section 4: Removal from office shall become effective when a two-thirds vote of all Student Government members excluding the President on trial approves impeachment.

#### Part B: Officers:

Section 1: Impeachment of an officer, excluding the president, take place at a meeting called by the president for that purpose within five days.

Section 2: Removal from office becomes effective when a two-thirds majority vote of all student government members excluding the officers on trial approves impeachment.

Section 3: Removal from office of the vice-president, treasurer, recording secretary and corresponding secretary shall not mean exclusion from the body.

#### Part C: Vacancies:

Section 1: Upon the creation of a vacancy a special election shall be held in accordance with Article IX Part B Section Two.

## ARTICLE XI

### Clubs and Organizations:

Section 1: All clubs and organizations must have a charter or constitution approved by Student Government to receive funds.

A. A constitution or charter must state:

1. The name of the club or organization.



# The Academic World, Military Education

Dr. George C. S. Benson  
Deputy Assistant Secretary of Defense (Education)

As part of a reaction against the Vietnam War, a half dozen distinguished institutions in the Northeast have eliminated ROTC from their campuses, or sufficiently altered its academic status, so that the armed services are not likely to continue working with those institutions. Clearly, the rest of the country's higher education institutions are not following the example of these few. The actions of the withdrawing universities were all rather hastily done last spring, and, hence, do not give us a rationale of attack on the question of this speech.

But the action of these few institutions has led many faculty committees to reconsider their own ROTC and does bring up the fundamental question of today — Is there a responsibility of the academic world for military education?

Historically, it has often been assumed that the academic world has some responsibility for education of military leaders. In Plato's Republic, such studies were a necessary part of the ruler's education. John Milton told us in the 17th century: "I call therefore a complete and generous education that which fits a man to perform justly, skillfully, and magnanimously all the offices, both public and private, of peace and war."

In the 18 century, Thomas Jefferson wrote to James Monroe: "We must...make military instruction a regular part of collegiate instruction. We can never be safe till this is done."

Since the history of military education in civilian institutions in America is well covered elsewhere, I will only summarize it very briefly before getting on with my main job, which is the analysis of the arguments for and against academic responsibility for military education.

West Point and Annapolis were underway before our civilian institutions had any formal military education program. A century and a half ago a former superintendent of West Point began a program of military education in Norwich University, Vermont. Other civilian "military colleges" followed, including Virginia Military Institute in 1839, the Citadel in 1842 and Delaware Military Academy in 1851.

The move which brought a large part of American higher education into military courses was, of course, the Morrill Land Grant Act of 1862. The cadet corps which blossomed out on land grant campuses received intermittent Army support but did not become a formalized education system until the National Defense Act of 1916 originated the Reserve Officers' Training Corps. The major organization of ROTC units began right after World War I. The Navy units began in 1926, and expanded considerably after World War II, which is also when the Air Force units began. As is perhaps well known to the audience, the ROTC system as a whole is currently producing over half the regular officers of all three services and a sizeable fraction of the Reserve officers.

So far as I know, there was no substantial discussion of the obligations of the academic world to military education at the time of the passage of the Morrill Act or of the National Defense Act of 1916; or coincident with the growth of ROTC contracts after World War I or after World War II. The Morrill Act was probably passed on an assumption (more general in those days) that everyone, including the universities, should contribute to the armed forces. Congressman Morrill viewed this as preferable to a large standing army controlled by professional officers, say Lyons and Masland. One can suspect that a number of institutions were pleased to have ROTC units after the World Wars because of the unhappy effect of the wars on male enrollment. Faculties and trustees gladly accepted the ROTC units as a guarantee against sudden decline of enrollment in future wars.

Today the situation is different. Most of the universities which are in the process of eliminating ROTC have such great resources that a two or three year loss of a fraction of students looks unimportant. The draft has been taking few students. We are in the midst of what has become an unpopular war, which of course affects campus reaction to ROTC, even though the latter is an institution which will continue long after the Vietnam War. Finally, there is a very different attitude towards the country and the military in some institutions. I first noted it in the late 1950s when we took a high school son to various of these institutions for admissions interviews. When he said he wanted ROTC, the interviewers answer was, "What d'you want Rotsee for?" In more recent times, the president of one of these institutions, which graduated one of America's best known patriots, has implied to his new students that their obligation to the military is relatively incidental.

After this introduction of the background of our problem, let me restate the key question, "What is the academic world's responsibility for education of our military?"

First of all, I think we can say that there is no important legal responsibility. Ours is a free society. If a university elects not to give courses for doctors or lawyers or officers, that is its choice. It would be a great mistake to force universities to take on programs of instruction which they cannot afford or do not want.

There are some exceptions to this generalization. There is certainly some obligation to military education on the part of the land grant colleges and universities, which have received federal funds for over a century in return for a promise to teach agriculture, the mechanical arts, and military tactics. It is true that a single course in military tactics might satisfy this legal requirement, but it would not satisfy the psychological traditions of obligation which these institutions have built over a century.

The other possible exception to this statement of the legal situation is the status of the large, all-embracing university. Does it not have a responsibility to education in all branches of knowledge?

Let us turn from the strict legal obligation to the more general Committee.

Michael Barski: President of the Student Government.

Blase Gavlick: District Governor of the Circle.

Peter Jadealis: REcording Secretary of the Student Government.

Maureen Kortbawi: Sophomore

representative on Student Government.

Richard Mendelsohn: Parliamentarian of Commuter Council.

Ann Schifano: Former Junior Class representative to Student Government.

responsibility of all higher education to the military of its own country. Is there or is there not a responsibility? Is administration of the military a sufficiently important profession, sufficiently requiring highly educated men, sufficiently receptive to such men, to justify university training? Finally, is there any fundamental ethical or academic incompatibility between the ideals of higher education and the ideals of the military?

The question of the importance of the military speedily answers itself. While we may expect some further cuts, the national expenditures for armed forces are likely to remain above 50 or 60 billion dollars per year. Clearly the men running expenditures of that kind are important enough to merit quality professional education. The military compares in importance with other professions, and will continue to do so even if, as we all devoutly wish, there are no future major wars.

If we measure the tasks of the military in other ways — their effect on the lives of their soldiers, the effect of their military actions on the lives of other people — we cannot doubt the importance of a high degree of education for our officers. A half hour of immaturity on the part of one ill-educated junior officer can affect our whole national image adversely.

We must conclude in answer to the first question that our colleges and universities have an important responsibility for education of our military leaders comparable to their responsibility for education of other leaders of our society.

Are the services receptive to university trained men? There is no doubt of the answer to part of the question. All three services would rather commission college graduates. The 511 ROTC units and the OCS programs for college graduates are adequate evidence of service desire for men educated by civilian institutions.

There is, however, another aspect of this question which is more difficult to answer. Are the armed services really willing to accept men whom the university has educated for the military, or do they merely want to inject their own training programs into the university where the bulk of the promising candidates are to be found? Professional education is typically a partnership between university and profession. Are the military services ("the profession") willing to make a real partnership with the universities and colleges? If not, the university obligation becomes small.

Until the recent ROTC controversy, the issue of the exact nature of the partnership between academia and the armed forces has not been raised. Many universities paid little or no attention to the quality of ROTC courses, or of ROTC instructors. The services planned their curricula with little attention to the differing capacity of students at different universities.

It is to be hoped that this attitude of mutual unconcern has now come to an end, that universities will actively supervise their ROTC programs, and that the services will welcome and work with this cooperation. If the concept of partnership in ROTC becomes more effective, the turmoil of the last year or so will have served a useful purpose.

Our final and key question is whether or not higher education and military education are incompatible.

A careful look at the academic compatibility of military education requires a delimitation of education itself.

What are the parameters of a liberal education? It seems to me that there are two major boundary lines which we should respect.

First of all, the courses should include material that either requires a disciplined mind to handle, or helps to develop a disciplined mind. Mathematics, physics, chemistry, economics, history and foreign languages are all examples of such fields. The portion of memory or of reasoning power required may vary from course to course, but all of these are "hard" subjects. There are other fields of study which can be hard subjects.

Second, among the characteristics of a liberal education I would include the necessity of some variety. Good hard instruction in chemistry alone or economics alone will not necessarily produce the kind of trained, sensitive mind which liberal education should help to produce. Even though our academic "requirements" of differing courses seem clumsy, they do help to open a person's mind to a variety of differing approaches to most of the problems of life. Such variety is essential to a liberal education.

The third general characteristic of a liberal education which I would demand is more controversial. It seems to me that an education is not really liberal unless the educators feel some sense of responsibility to help the student think his way towards a better world. This better world need not be strictly a "do-gooder" paradise. It may be the spiritual world of the trained theological thinker. It may be some kind of scientific Utopia. To me, it is the shaping of institutions which give every individual a real chance to make something of himself. All I am saying is that I would not wish to keep on a liberal arts faculty a person who had no ambition for better things to come.

It should be noted that these three simple criteria are different from several other frequently advanced criteria of a liberal education. I have little patience with the view of one educational fraternity that liberal education is at its best in women's colleges with a large number of majors in English and history.

There is also little basis for the argument that a liberal education must be of no vocational value. It seems to me that a young man in engineering, may secure a good liberal education if he has enough social science and humanities courses. In fact, as a distinguished leader of American higher education pointed out to me in the 1950's, some of the engineering schools were moving towards a genuine liberal education, while the liberal arts colleges were moving towards highly specialized majors which really did not always produce liberally educated graduates.

If we have now a fairly reasonable series of boundaries of what we mean by liberal education, that is, genuine intellectual fields of knowledge, carefully explored, in some reasonable variety, with some desire of teacher and student for employment in the interest of society, how may the study of military subjects fit into a liberal education?

A brief look at the problem of materials of instruction in a military education shows how frequently they have civilian analogies among the rough subjects. Military history is, of course, a significant part of general history, and can only be understood with some knowledge of general history. Military engineering is, of course, an important part of general engineering. In fact, the study of engineering in the United States owes a great deal to early developments at West Point. Military psychology is an important part of regular psychology. Military administration and organization have been an important part of general studies in these fields.

It is clear that these fields of military instruction are as much "hard subjects" as the academic counterparts from which they come. To that extent, military education is within the parameters of a liberal education. (Continued on Page 9)

The purpose.  
Officers, method of selection.  
The following must be  
admitted annually:  
Officers Names.  
Faculty Advisor.

Section 2: Special Committees of  
Student Government: A Special  
Committee is that committee which  
has the equivalent status and duties  
of any committees with the  
exception that it elects its own  
members.

Section 3: All clubs, organizations  
and special committees of Student  
Government must present their fund  
requests to the Student Government  
for approval.

## ARTICLE XII

The Councils of Student Government  
The Councils of Student Govern-  
ment shall be the Inter-dormitory  
Council, the Commuter Council and  
any other council created by the  
Student Government and Council of  
Deans. Councils shall be created by  
Student Government and Council of  
Deans to deal with specific problems  
and/or groups within Wilkes College.  
These councils shall be responsible to  
Student Government and the Council  
of Deans. Councils may be dissolved  
by a two-thirds majority vote of the  
total membership of Student  
Government and approval of the  
Council of Deans.

## ARTICLE XIII

Amendments to the Student Body  
Constitution

Section 1: Admendments may be  
proposed  
1. By the Student Government or  
2. By any member of the Student  
Body upon petition to the Student  
Government, such petition to be  
signed by at least one-fifth of the  
student body.

Section 2: The proposed amend-  
ment shall be considered at two  
consecutive Student Government  
meetings, at which time it becomes  
the property of the Student  
Government.

Section 3: The Student Govern-  
ment may send the amendment to  
committee any time prior to the vote.  
If the amendment is rejected by  
Student Government, the amend-  
ment must go to the committee for  
revision or be withdrawn with the  
permission of Student Government.

Section 4: Amendments approved  
by a two-thirds vote of the entire  
Student Government shall be  
presented to the Administrative  
Council for approval.

Section 5: If the amendment is  
returned to the Student Government  
without approval of the Administra-  
tive Council, the amendment returns  
to Student Government for revision  
or referral to committee. The revised  
amendment must pass Student  
Government by a two-thirds vote of  
the body and be resubmitted to the  
Administrative Council.

Section 6: Upon acceptance by  
Student Government and the  
Administrative Council the amend-  
ment will be submitted to the Student  
Body for ratification. Ratification  
being defined as a majority of the  
votes cast by the Student Body.  
Rejection by the Student Body shall  
be final.

## ARTICLE XIV

Ratification

Section 1: Upon the acceptance of  
this Constitution all past constitu-  
tions of the Student Body shall be  
void. This constitution shall become  
effective immediately upon its  
acceptance by the Student Body.

Respectfully submitted,  
Woody Nichols: Chairperson of  
Student Government Constitution



# HOOVER: A WILKES INSTITUTION

Few institutions of higher learning get by without traditions, but when a tradition comes in the form of one individual as it does for Wilkes College, it's quite another matter.

Arthur J. Hoover, current director of alumni relations at Wilkes College, has been with the college since the fall of 1951 and has held almost every role from student to faculty member to administrator since that time. Over the years students have come to know Hoover and his mail is filled with letters from former graduates, "just keeping in touch."

His office on the third floor of Weckesser Hall is a virtual whirlwind of activity, as he attempts to complete the daily work load in between visits from alumni and current students who stop in for a chat or simply to find out "what's new" on the Wilkes campus.

A favorite stopping place for Hoover during the early morning hours or the early evening is the College Commons, a cafeteria where students, faculty and administrators may meet briefly over a cup of coffee for an informal conversation. It's almost as if concern, primarily concern for the student body at Wilkes College, were a common by-word for Hoover, who manages to keep abreast of all the campus activities.

And students seem to have no qualms about going to him for advice. Hoover is able to respond with, "When I was president of Student Government," or "When I wrote for the college newspaper," or "When I was director of sports information." The list is endless.

In fact, when it comes to a final analysis, it wouldn't be surprising to note that Art Hoover was either involved in many of the campus organizations when they first started or even helped initiate them himself.

It's only natural that a deep concern for people would lead

Hoover through the various jobs he has held on the Wilkes campus. Just prior to his accepting a position as director of alumni relations, Hoover was assistant dean of students, residence director and director of student activities. But even all of this involvement hasn't managed to kill one basic desire — the desire to meet students face-to-face, with the exchange of ideas. That desire is the teaching profession. And it was probably the desire to teach that got Hoover started on his academic career.

Summing up his philosophy on education and guidance, Hoover states, "I believe that each individual has intrinsic worth, only it's sometimes difficult to find it in some people."

Hoover has tried over the years to bring this philosophy to bear on individual situations, such as advising students when he was residence director for Wilkes College. He remembers sometimes staying up all night, just talking with a student, simply because that was the time the student needed help the most.

After having spent 15 years on the Wilkes College campus, where he was virtually on call 24 hours a day, Hoover now misses the daily personal contact he once had with students. Of course, he still maintains a good part of this at athletic contests and during his office hours at Weckesser Hall.

Always looking for the worth of the individual, Hoover states, "Good guidance helps a person to help

himself find his own capabilities and what he can do. Sometimes by just letting a person talk, he solves his own problem."

Right now Hoover considers his job informal education. It's not the type you find in the classroom, but it does have a great deal of merit.

Hoover is currently becoming involved in a fund raising campaign for the Boy Scout Council, joining the efforts of the first president of Wilkes College whom he affectionately

refers to as "The Old Man," Dr. Eugene S. Farley.

Hoover received his bachelor of science degree from Wilkes College in 1955. While a student, he was listed in "Who's Who in American Colleges and Universities." Immediately following graduation, he joined the Wilkes faculty as assistant professor of business education, a position that he held until 1966. He received his master's degree in education from Pennsylvania State University, and

has done extensive work toward a doctorate in counselor education at the same institution.

Hoover is a member of American Association of University Professors, American Personnel and Guidance Association, American School Counselors Association, Phi Kappa Phi, a business education fraternity, and Iota Alpha Delta guidance fraternity.

He is the son of Mrs. Marge Hoover, Glen Lyon.



## Full Vocal Recital Set



Director of Elm Park Concert Association, Gordon Roberts; Mezzo-Soprano Helen Ralston.

The Elm Park Concert Association of Scranton will present Mrs. Helen Ralston in a full vocal recital, Tuesday, March 6, 8 p.m., at the Elm Park Recital Hall, 712 Linden Street, Scranton. Tickets are now available at the Wilkes College Bookstore.

One of the area's most talented and versatile performers, Mrs. Ralston has sung contralto solos in virtually all the great oratorios and cantatas and has appeared many times as guest soloist with the Wyoming Valley Oratorio Society, the Singers' Guild of Scranton, the Hazleton Oratorio Society and the Elm Park Concert Chorus. This talented vocalist has also had extensive experience in the field of opera and operetta and has appeared in recent area productions of Menotti's "The Medium" and "Amahl and the Night Visitors" and Rodgers and Hammerstein's "The Sound of Music."

Also an accomplished madrigal and ensemble singer, she is a member of Gordon Roberts' new vocal group, Complete Sound Plus One. Contralto soloist at First Presbyterian Church, Mrs. Ralston has appeared as guest soloist in churches and has sung for civic and social functions in both Wilkes-Barre and Scranton. Wilkes faculty and students are urged not to miss the opportunity to attend a vocal recital of the highest caliber.

## Ed Club Constitution Revised; Trip Planned

by Ray McNulty

"The Education Club Constitution has not been revised since 1963," stated Mary Kane, club president. With this startling announcement, the Education Club meeting began last Thursday in Chase annex.

Members of the Education Club voted unanimously to accept the revised version of the club's Constitution. The biggest difference in the revision was the elimination of mandatory attendance for all members at Education Club meetings. Previously two cuts were grounds for immediate expulsion from the club.

On the agenda were the election of two delegates to represent the club in a meeting to be held in Harrisburg on April 13-14. A vote was taken which resulted in the selection of Mary Kane and Joe Andrews. The two will be accompanied by Miss Thompson, the club's advisor.

Plans were initiated to have a discussion between first semester student teachers and Education Club members. This type of format was conducted last semester and provided a very enlightening educational experience for all who participated.

At the meeting, members were asked to volunteer their services to help clean a building at 113 West River Street on Saturday, February 17. The dwelling was recently purchased by Wilkes College and will be temporarily used to house visiting Mennonites who will be in the area to assist flood victims. The clean-up operation was originated by the Wilkes College Circle K Club.

The Education Club meeting closed after plans were formulated to allow local Future Teachers of America (FTA) groups to tour the campus of Wilkes College on April 14. The group will be given a lunch and will listen to speakers from the Wilkes Education Department.

## AMNICOLA NOTICE

Those people who have not as yet picked up their 1972 Yearbook are requested to do so by March 16. All copies will be sold after this date. Office hours are Tuesday and Thursday from 11 a.m. to 12:30 p.m.

The following people have not picked up their copies: John Byrne, Donna Coffin, Richard Curry, John Dean, Mardi Gronowski, Steve Grossman, Deborah Hechler, Lidia Janiw, Russ Kalvert, Linda Knych, Cathy Kosiek, Kristine Lillis, Josephine Longo, Cynthia Marple, Sandra Orlovski, Robert Post, Joyce Pupa, Linda Rue, Joan Rumsey, and Rich Zachar.

There will be a subscription drive for the Amnicola from February 26 through March 2. Orders will be taken in the cafeteria and the commons. Subscriptions will also be taken in the Amnicola office on Tuesday and Thursday from 11 a.m. to 12:30 p.m. This will be the final subscription drive! Prices will remain the same: \$5 for underclassmen, \$5.50 for seniors and \$7.50 for faculty and administration.

## Manuscript Sponsors Contest

The Manuscript Society is sponsoring a poetry contest for area high school students.

Brent Spencer, editor, announced the contest by stating, "We feel that a contest such as this one will encourage the participating students to develop their powers of creative expression. Aside from this, we believe this encouragement will lead the student to explore the great traditions of literature that the world has produced."

The Society will award prizes to the best three poems. A \$25 savings bond will be given to the first place entry with cash prizes of \$15 and \$10 for second and third place. A poetry anthology will also be presented to the top three entrants.

Area high school English Department chairmen have been notified of the contest and were asked to encourage their students to participate.

All poems must be typed or printed legibly with the entrants' names and address on the back. A limit of one work per envelope has also been established. The deadline for entries is March 31, 1973. All entries should be addressed to:

Manuscript Poetry Contest  
Bedford Hall  
Wilkes College  
Wilkes-Barre, Pa. 18761

## NOTICE

Dance "Tomorrow," Saturday evening in the Gym. Admission \$1.50, Wilkes students free with I.D. Sponsored by the Wilkes College Student Government.



ACADEMIC WORLD, MILITARY EDUCATION (From Page 7)

objection sometimes raised to some ROTC courses — that they are too — should be carefully considered. I would agree immediately that drill weapons use does not stay in the boundaries of liberal education and does not deserve credit. I have studied the ROTC curricula of all three services fully. I do not really think that more than a fraction of the curriculum of service is below the level of American college courses as I have known in a number of distinguished institutions. I have personally made representations to that service to change those courses. I would not blame any faculty for feeling that that particular portion of curriculum should not receive academic credit. There is good reason to believe that this substandard material will soon disappear. However, there is a constant problem for the armed forces to work on the improvement of the curricula in cooperation with the universities, just as there is a constant responsibility of all universities to improve their curricula.

Another parameter of a liberal education is variety of courses. What we have just said about military courses indicates their necessary variety. There is almost no field of science or of social science which does not affect military.

A third parameter — of social betterment — is tested by another objection to ROTC courses. This is the objection that education in war is destructive, whereas a liberal education is constructive. This line of reasoning is hard for me to follow. If the military system of an individual is literally established for the sake of destruction alone, this argument might be valid. I suppose some people, assuming that our military ended the Vietnam War, have worked up their emotional objections to the Vietnam War to the point where they view our American military services as "destructive." It is a fair guess that the same people did not have the same reactions to our military services during World War II, and would not have similar reactions to some other conflicts in the future. I, personally, view the American Army to be a highly responsible instrument of national democratic desires in World War II. I have not seen any real evidence that the Vietnam War was a mistake forced on us by the military. It seems to me important that we judge our country's institutions on the basis of some mild degree of perspective, and not on the basis of our reaction to one war.

The actual use of weapons may reasonably be criticized as merely the application of techniques and, hence, not part of the process of education. I think this is generally a valid criticism and that academic credit should not be granted for the learning of a repetitive technique process of this sort any more than it should be granted for similar learning processes in an engineering or science course. It may be that use of some highly involved weapons system is a sufficiently rigorous discipline to be viewed as part of a liberal education.

It is hard to escape the belief that the academician who supports education of these professional groups, but opposes the education of the military, is probably making his judgment on the basis of a differentiation between the ultimate goal of these differing groups. He believes that the ultimate end of the military is to destroy — the ultimate end of the other unpleasant activities is to improve.

Is this belief justified? Clearly it is the case of a self-perpetuating military machine, like the pre-World War II Japanese Army. But I doubt if the humanitarian record of the American Armed Forces justifies the objection.

An interesting question comes up in regard to military instruction in foreign policy problems. By the way, I should indicate here that the services would prefer to have such instruction done by civilian faculty members, but are sometimes not able to find suitably qualified civilians.

Where it is necessary to have instruction by officers, is this indoctrination? I suppose there may be cases of this, but I think they are rather rare. The military instructional materials are objectively written. The professors of ROTC whom I have known have objective, inquiring minds. Perhaps it would be fair to say that their range of objectivity is up to the average of faculty members.

Summarizing the thought of this talk, there is a historical basis for assuming that the educational world has a responsibility for military education. Few institutions have a legal responsibility but many have a moral responsibility to the nation. This, however, does not include a responsibility to take an educational program outlined by the military. There should be a partnership between the academic world and the military, as in other professions.

Defining a liberal education as one in which courses require analytical capacity, are varied, and involve a move toward human betterment, we find that much of military education does fit into a liberal education. Most of the material in our ROTC courses is academically worthy.

There is then a responsibility of the academic world to military education.

# College Hosts Hanover Students



Two dozen ninth graders from the Newtown Junior High School of the Greater Hanover Township Area School District were the guests of Wilkes College recently for a day-long visit to the campus and a tour of the various educational facilities.

The group was under the direction of John J. North, Jr., member of the Hanover Township educational staff. On hand to greet the visitors was John J. Chwalek, director of placement at Wilkes, who made the on-campus arrangement for the visit.

After a briefing in the Center for the Performing Arts, the students were the guests of the college at a light breakfast, after which they returned to the lounge of the CPA and were warmly welcomed by Wilkes President Francis J. Michelini.

Members of the group are shown, left to right, in front of the Center for the Performing Arts. Bottom row: John J. North, Jr., Judy Rowett, Debbie Tarutis, Kandy Kitchen, Mary Kay Terescavage, John Margavitch, Lori Mierzkowski, Mike Hart, Jo Anne Compton, Kathleen Nestorick, Doreen Sable, Andra Pisarcik, John J. Chwalek.

Second row: Denise Sailus, Judy Kubik, Karen Glushefski, Lisa Wazenski, Carol Krupa, Helene Czajkowski, Tim Gdovin, Romaine Long, Matthew Evans, Denise Cooper, JoAnne Tomko, Cindy Przewlocki, Sheryl Chmura.

## DOUBLE MAJOR (From Page 1)

Under this system the student will have one major advisor and there will be approval with the chairman of the department where the other major is desired.

This program provides for two primary majors, not a major and a minor. In addition, the student must take all the courses to fulfill the requirements for both majors.

Dr. Donald Tappa, dean of academic affairs at Wilkes, stated that the double major is a matter of policy now, there's no time limit. Therefore, students graduating this academic year, who have already met the requirements, would have a double major listed on their transcript.

## It Seems To Me . . .

by Marietta Bednar

For those of us who have little opportunity to visit other college campuses throughout America, I'd like to devote the time and space to covering other colleges and universities.

For the security minded — thievery has been ranked the top security problem of college campuses throughout the country. A large part of the thievery occurs in dormitories where many of the students leave their doors unlocked all day. With the large number of people coming and going all day on a typical campus, it becomes an easy matter for the thief to simply walk from room to room and take what he pleases.

Another problem is the student body itself.

"Students steal everything, even if it's nailed down," reports Robert Doran, a detective sergeant at UCLA. "They take bulletin boards off the walls; they even take office equipment that's chained or bolted down."

Curfew regulations — A questionnaire mailed to parents of coeds at Southwest Texas State University at San Marcos brought 21 replies favoring curfew-free dorms.

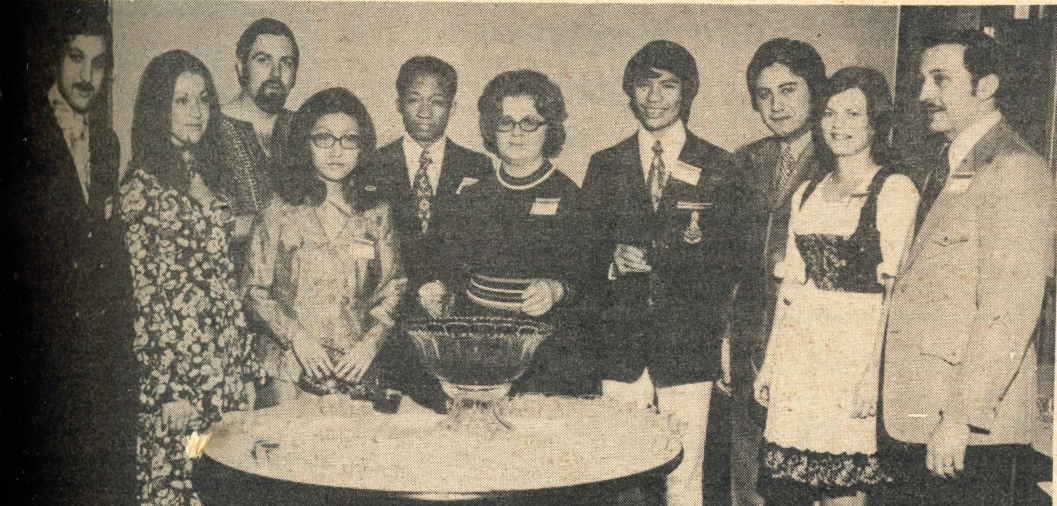
Notorious student — Thomas Gregory learned about political sabotage first hand while a student at Brigham Young University in Provo, Utah. He is charged with political sabotage in the Watergate Case involving the supplying of information and the burglarizing of the Democratic Party's National Headquarters.

Gregory was involved in Brigham Young University "honors" program, consisting of "independent learning experience." He had decided to work as a volunteer for Senator Muskie, getting the practical experience and earning 16 units or credits.

Gregory currently faces either expulsion or loss of the 16 credits. Campus hot line — Millersville State College recently established a drug hot line run by members of the Psychology Club on campus and volunteers. Volunteers undergo extensive training sessions on campus and aid is geared to the specific problems of the college student rather than the community as a whole.

Coed dorms — a report of the Ford Foundation Educational Facilities Laboratories states, "Evidence points (in coed dorms) to mature atmosphere, less noise, more intelligent discussion, happier students and fewer empty rooms."

## Foreign Students Honored

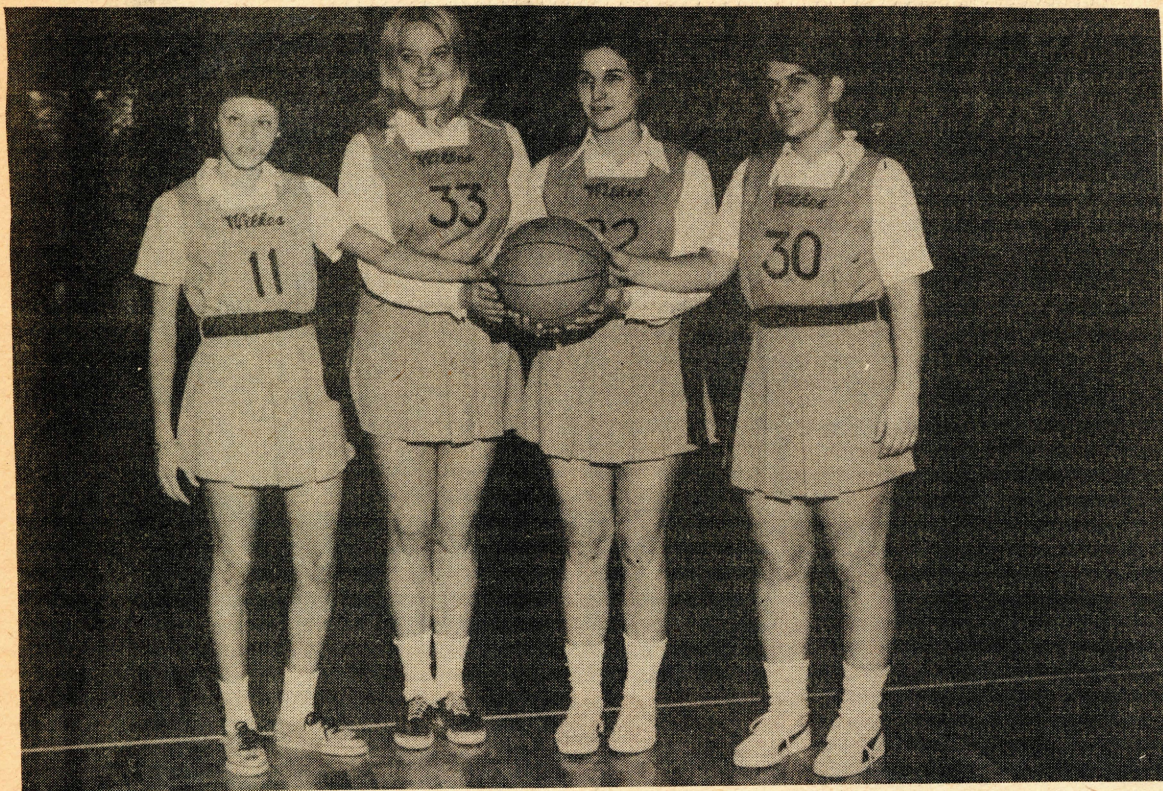


Well over 100 Wilkes faculty and guests gathered recently in the college dining hall for the Wilkes Faculty Women's Annual Covered Dish Dinner. Special guests were the international students attending Wilkes. Musical entertainment following the dinner was provided by Fred Pacolitch, a junior in music education, who was accompanied on the piano by Michael Haberkorn of the faculty.

Chairman for the dinner was Mrs. Richard G. Raspen, shown above center serving punch to the guests, who are members of the Executive Board of the Wilkes International Club. From left to right: Taghi Roohafza, Iran; Margarita Tsatsarounou, Greece; Edmond A. Watters, Wilkes faculty; Mary Cheung, Hong Kong, president, International Club; George Bene-Hoane, Ivory Coast; Mrs. Raspen; Marut Muangkoe, Thailand; Marcos Pinheiro, Brazil; Mrs. Watters, WFW Chairman for international students; and Mr. Raspen.



# Cagers Attain Fifth Consecutive Victory



SENIOR MEMBERS OF THE COLONELETES BASKETBALL SQUAD: left to right: Bonnie Coles, Elaine Swisloski, Stephanie Pufko and Laraine Mancuso.

## Cagettes Split

By Laraine Mancuso

**Donna Donces**  
The Wilkes College Womens Basketball team again proved that they are a second half team overcoming a 16-point deficit to overtake and defeat Muhlenburg College in overtime.

The victory was sweetened by the fact that this is only the second time in 16 years that Wilkes has defeated Muhlenburg.

At the half, Muhlenburg commanded a solid lead with the score 13-29, but this did not deter the Wilkes spirit. The Colonelettes bounced back and with only seconds left on the clock tied up the game at 43 all. Muhlenburg fought hard to get on the board before time ran out but the Wilkes defense held them from scoring which brought about the overtime period.

The game remained tied as both teams fired bucket for bucket until the closing minute of the game when Muhlenburg fouled. Going to the line for the Colonelettes was Stephanie Pufko, who sunk both of the shots and gave Wilkes the lead. With only seconds left on the clock Muhlenburg went down the court desperate to score but Wilkes would not give up the points and the game ended with Wilkes on top by two. Final score Wilkes 48 Muhlenburg 46.

High for the Colonelettes with 12 points was Debbie Wysocki followed by Sue Funke with 11 points. Pacing the scoring for the Mules was Patsy Sullivan and Barbara Potts each with 12 markers.

Out of action for the game was Ellen Schwartz who had the flu and Nancy Roberts who suffered a broken wrist during the Job Corps game and will be out for the rest of the season.

The team would like to thank the wrestling team for their support throughout the game.

Misery At Misery

On Saturday Wilkes played the  
(Continued on Page 12)

## COWARD'S CORNER

by Coward Hosell

Hello again, sports fans, this is Coward Hosell speaking of sports.

Action in the Intramural Basketball League has picked up since semester break, with the top teams moving along with no major upsets.

The number-one-rated Bearcats kept that rating by defeating MAC, 57-36. Tom Bush led the scoring with 18, while Feeney and Bowolick had 14 and 12, respectively. Tony Schwab was high for MAC, scoring 14.

### Mocmaulers Continue Unbeaten

Another highly ranked club, the Moc Maulers, continued unbeaten with a fairly close 58-46 triumph over Slocum A. The Moc Maulers were led by Len Malshefski, who hit for 22, Greg Snyder with 15 and Bob Yatko with 12. Slocum received a fine 21-point effort from Joe Delozier.

The Faculty also remained unbeaten by stalking the Panthers, 75-39. Joe Skvarla's 22 points and Bob Grudzinski's 14 led the Faculty, who also got double figure scoring from "Jumping" Jack Meyers, Bernie Vinovski and John Labows. John Calkins led the losers with 12.

### Dirt Appears Strong

Dirt, a cinch playoff contender, cremated Denison West, 94-27. Dirt's Jeff Grandinetti knotted 20 while Bob Singer followed with 18. Lynn White and Paul Lavelle each added 14. No scorers from Denison could hit double figures.

Number 10-ranked Diaz moved up one notch by defeating number 9-ranked Pride, 62-44. Tom Lenns and Jim "Giant" Hanak led Diaz scorers, each collecting 15 counters. Bruce Long led Pride with 17.

Al Rosencrance and Rick Fishel chipped in with 24 points apiece as Priapus smashed Warner, 66-20. Missner scored half of the loser's points.

In another runaway battle, Freedom, with five players scoring in double figures, pounded Slocum B, 87-35. Evans led the winners, hitting for 23, and was assisted by Bradshaw's 20 and Hughes' 16. Slocum's Menta tallied 10.

Colonels, sparked by Miller's 25, Rhodes' 16, Lack's 15 and Bradshaw's 13, drubbed Dirksen, 77-45. Bill Winters led Dirksen in a losing effort by chalking up 16.

Suda and Euick shared 26 points for the 12 Tones as they defeated Roosevelt, 40-34. Roosevelt's Mike Laberto was the game's high scorer with 17.

### Battle Of Unbeatens Scheduled

There are some crucial games coming up in which many of the undefeated teams will clash. Some of those are Beelphezoar and Webster, Priapus and Moc Maulers, Bearcats and Brunch, and Dirty Dozen and Diaz. For the results of these games and others, look for Coward's Corner next week.

## O'Brien And Ference Brabant, Buzinski Star

by Ray McNulty

The Wilkes College basketball team rallied to its fifth straight victory Williamsport Saturday night, coming from behind to beat the Warriors Lycoming College, 77-72.

Hotshot in the Blue and Gold uprising was sophomore guard, Stan Ference, who zipped the nets for 20 points. Ference registered 16 of his points total in the second half.

Other Colonels hitting doubles were Jack Brabant, 16, and Mark Caterson, 15.

Freshman Brabant also turned in a yeoman effort off the boards, producing 19 rebounds. Greg Buzinski had 10.

Win raised the Colonels' campaign record to 12-9 and assured the Beardemen of a non-losing year.

Rich Henninger was outstanding for the hosts, pouring 39 markers through the hoop.

It was the first time in many years that the Blue and Gold have been able to trip Lycoming on the road — and lowered the Warriors' domination of the cage series to 27-24.

Trailing, 40-32, at halftime, Wilkes hustled and stayed close. They went past the hosts for good with 9:02 remaining in the tilt on a deuce by Ference.

Foul shooting by Ference and some outside offensive work by Caterson allowed the Blue and Gold to remain in front.

Colonels junior varsity lost the preliminary, 92-70, to bring their record to 12-5.

### FDU Swamped

Utilizing a dazzling defense and an outstanding offensive effort, the Wilkes College cagers defeated Madison FDU 94-76 in the Colonels' gymnasium.

The victory brought the Blue and Gold season mark to 11-9. Madison FDU is now 8-11 for the year.

Senior guard, Greg O'Brien, out-hustled the bewildered visitors to notch 26 points, highest individual total for a Colonel cager this season.

Leading the scoring for the Jersey Devils was 6-3 freshman, John Lang, who tallied 35 points, most of them from long range.

O'Brien was aided in the offensive parade by Brabant, Caterson and Buzinski who registered 19, 16 and 14 points respectively.

Head Coach Rodger Bearde was extremely pleased with the stellar performance of his 6-6 center, Greg Buzinski.

Bearde noted, "Greg had a real tough job in keeping 6-7 Stan Depko and 6-9 Kevin Miller away from the hoop, and did well in holding the pair to a combined 12 points." Also praised were Jack Brabant, Mark Caterson, Greg O'Brien and Roman Shahay.

Buzinski and Brabant shared

rebound honors with 10 apiece. Brabant, a freshman from Glens Falls, New York, tallied eight of the first 10 Wilkes points.

Bearde's battling cagers raced to a commanding 41-24 lead at halftime.

Madison EDU opened the second half with six quick points, cutting the deficit to 41-30. Then Buzinski started going to the hoop and turned the game into a rout.

Coach Bearde then mercifully unloaded his reserves into the contest in the closing minutes.

Junior varsity cagers made a twin killing by belting their Jersey counterparts, 84-71. Tutored by Joe Forgione, the former Plains men, the young Colonels upped the seasonal mark to a sparkling 12-5.

### BBC Beaten

Wilkes College cagers reached a century mark for the second time this season, manhandling Bap Bible College, 103-77, on the home floor in Clarks Summit.

The Colonels placed four men in double figures as O'Brien netted 26 points, followed by Buzinski, Brabant, 12; and Ference, 20. Compton paced the home forces with 19 points.

Taking advantage of 20 turnovers in the first half, the Colonels coasted to a 51-30 halftime advantage.

Game was slowed considerably by a rash of court violations as the Blue and Gold were assessed 35 personal fouls.

(Continued on Page 12)

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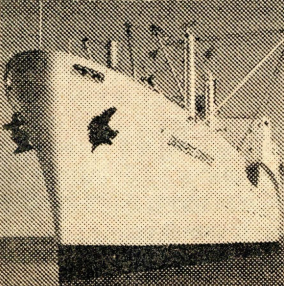


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# MATMEN SHATTER SCHOOL WIN MARK

## MASSACHUSETTS, ARMY HAMMERED AS McGINLEY, ROBERTS CLOSE CAREERS

by Paul Domowitch

Setting the first triangular match in the history of Wilkes College wrestling, the Colonels grappling machine overwhelmed West Point, 23-16, steamrollered the University of Massachusetts, 30-4. In the other contest the Cadets downed Massachusetts, 23-17.

The Colonels completed the year with a 16-2 record. The 16 wins breaks the previous school record of 14 victories by the 1968-69 squad, led by the late Joe Wiendl.

In the Army-Wilkes contest, the Colonels won five bouts, three superior decisions, one superior decision and one pin. The 167- and 177-pound bouts ended in stalemates.

Jay McGinley (12-3) sustained his loss of the campaign at 118 as he was edged out by Russell Key, 6-5. Bobby Roberts, Dave Ellis and Art Trovei then countered the Cadets' 3-0 lead with three evidently superior decisions.

Mike Lee (14-1-1) got the crowd to their feet in the 150-pound bout when he pinned Jim Stratton with one round remaining in the match.

The Colonels' Gene Ashley (8-5) won a close decision to Mark Karpovich at 158, and Tony Karpovich followed up with a 167-pound bout.

Freshman Wayne Sherman, coming in his initial varsity match for the Colonels, was clamped by Army's Mike Alden at 190 and the Colonels were down by only three, 1-2.

But Al Sharer (6-2-1) obliterated the military academy's hopes of an upset when he registered a 12-1 superior decision over Tom Trettin (3-2). Al's conquest was made possible by a big eight-point third period.

The Colonels demolished the University of Massachusetts with the aid of eight decisions, two of them in superior and two draws. Highlighting the match was Tony Karpovich's 20-2 victory over John Lustella in the 177-pound bout. Tony was in complete control of the match the way and had Lustella on his back several times.

**Record Eclipsed**  
Bobby Roberts and Jay McGinley, senior co-captains for the Colonels, capped off their fine collegiate careers by garnering records of 35-4-2 and 38-9-2 respectively. Roberts' 16 wins on the season broke the Colonels' single-season individual record of 14, formerly held by Joe Wiendl.

Bob Matley also closed out his career in fine fashion, battling to a 5-5 draw with touted Steve Benson.

With the dual season over, the Wilkes grapplers are preparing for the MAC tournament to be held at Wagner College on February 22 and 23. The Colonels are the probable favorites for the championship, and are also optimistic about their chances in the NCAA tournament on March 2 and 3.

**Streak Halted**  
The Wilkes College grapplers saw their 12-meet winning streak stopped cold last Thursday evening as the powerful East Stroudsburg State College Warriors edged the Colonels, 20-19.

The Blue and Gold had their hands full all night against invading ESSC as Bobby Roberts, Art Trovei, Tony Karpovich and Al Sharer were the only ones to escape victorious.

The Warriors' Art Kahn (20-0) dropped down a weight class and got ESSC off to a good start by clipping Jay McGinley, 5-2. Kahn was able to ride Jay the entire third period to assure himself victory.

Bobby Roberts (14-1) put Wilkes into the lead, 4-3, by fashioning a 14-1 superior decision at 126 over Tom Ross (0-1).

Davey Ellis (8-0-1) and Steve Senior (12-4-2) battled to a 1-1 draw at 134, making the score 6-5 in favor of Wilkes.

In the 142-pound bout, the ever-exciting Art Trovei exploded for a 15-5 superior decision over Stroud's Gene Ulrich (10-9-1), putting the Colonels ahead, 10-5. Trovei nearly clamped Ulrich in the first period, but he was saved by the buzzer.

In the 150-pound weight class, Mike Lee (13-1-1) was clamped in :58 seconds by the highly touted Bill Luckenbaugh (19-0-1). Luckenbaugh was aided in his quest by a half-nelson which sealed Mike's doom.

Dave Nedar (9-9-1) then edged the Colonels' Gene Ashley (8-4) in a close one, 7-6, in the 158-pound bout, giving

the Warriors a 14-10 lead. Nedar fashioned an escape, takedown and a reversal in the final period to clinch the decision.

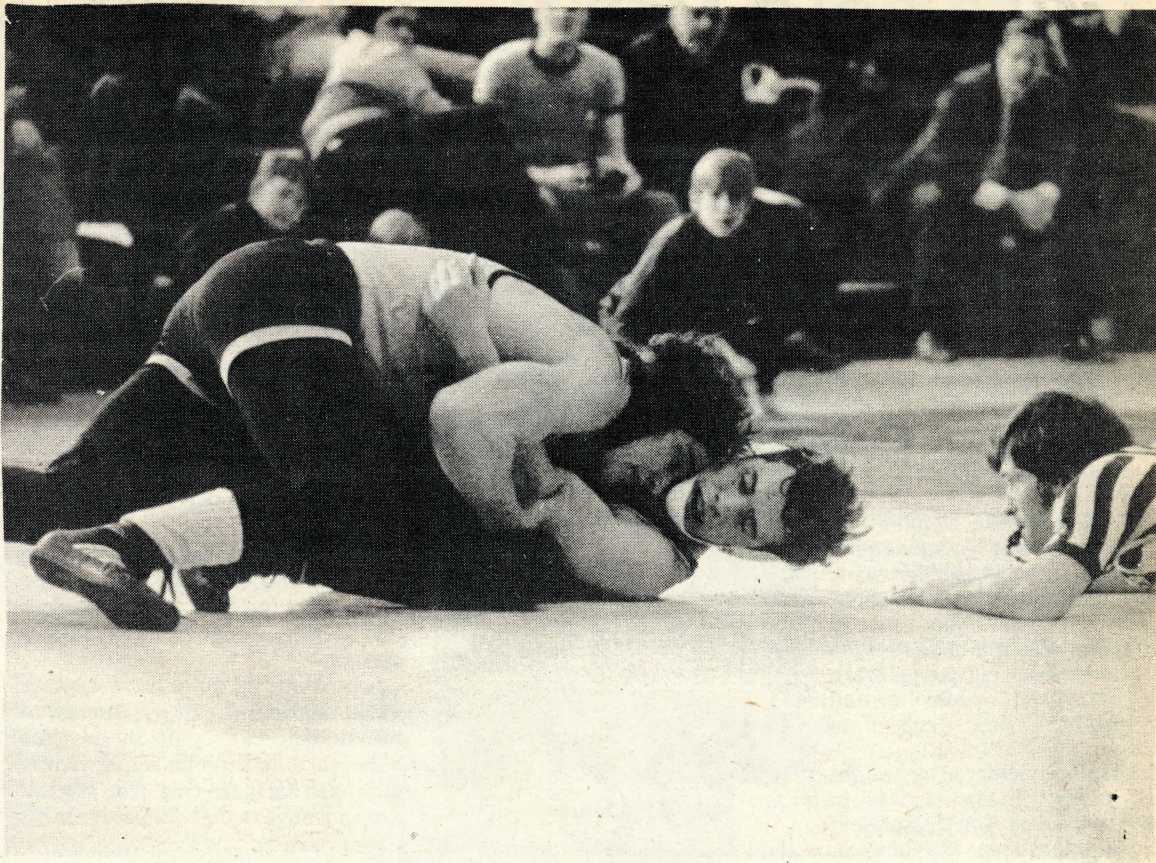
Tony Karpovich (2-1), wrestling at 167, overwhelmed Stroudsburg's Carl Seitz (0-3), 4-0, to put Wilkes within one. Seitz and Karpovich had met previously on the local scholastic mats two years ago when Tony grappled for Hanover High School and Seitz competed for the Central Catholic Queensmen.

"Karpy" prevailed then also. At 177, Bobby Yanku (5-7) lost a heartbreaker to Mike Stanbaugh (7-1) by a score of 8-7. An escape by Stanbaugh with 2:58 remaining in the match proved to be the margin for victory.

Losing 17-13, Wilkes needed a victory from Joe Grinkevich (10-5-1) at 190 to stay in the match. But the Colonels were to be denied and Joe was upset by Fred Swanson (12-6-1), 6-1.

Despite the Warriors' evident victory, the capacity crowd stayed on to watch big Al Sharer (6-2-1) show Gil Bastian (5-3) the lights in 4:56 with the aid of his crushing body press.

But Wilkes still remained on the short end of the stick, 20-19.



Bob Roberts (top) decisions his Cadet foe in 126 pound category as the Colonels upset Army to establish a new Wilkes single season victory mark.

## Colonel Swimmers Sustain Their Ninth Loss Of Year

by Ron Noyalis

The Colonels Mermen suffered a double defeat last week with tough losses to Lock Haven State and Lycoming in a triangular meet, and they also bowed to Kutztown on Saturday, 68-34.

In the triangular meet last Wednesday, the Colonels encountered three foes: Lock Haven State, Lycoming, and last but not least — the inclement weather.

The host team, Lock Haven, took the honors in the three-way event with a score of 79 points, Lycoming was next with 77, then our Colonels with a heartbreaking 34 points.

Bob Krienke escaped possible serious injury in the diving contest when he scraped the diving board on an attempted one-meter dive.

The leaders for the Colonels were: Barry Rasmussen, second in the 100 yard freestyle, :56.4; Bob Krienke, second in one-meter optional diving; Jeff Walk, third in the 200 yard Individual Medley, 2:13.8; and Gary Taroli, third in the 200 yard freestyle, 2:15.4.

The defeat to Kutztown put the

Colonels' seasonal mark at 1-9. Barry Rasmussen notched a solid first in the 50 yard freestyle which :25.2 clocking; Bob Krienke came in first in the one-meter optional diving; and the 400 yard freestyle relay team of Bob Krienke, Jeff Walk, Gary Taroli and Barry Rasmussen finished with a 3:59.9 timing.

### NOTICE

Any football player who did not receive a gift at the Parents Club Dinner may still receive one if he calls at Sturdevant Hall no later than February 28. Please ask for Mrs. Conway.

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For additional information, visit the Marine Corps Officer Selection Team at the Lobby of the New Men's Dorm between the hours of 10:00 A.M. and 2:00 P.M. on March 5, 6, 7 & 8 or call 825-6811, Extension 313 or 219.

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## JUDO'S FRED MURTY TAKES GOLD MEDAL

The Wilkes College Judo Club entered Fred Murty in the 1973 Middle Atlantic A.A.U. District Judo Championships held in Penns Grove, New Jersey on February 10, 1973. Murty competed in the 176-pound division. He won a gold medal for first place.

He then was eligible to compete against the first place winners of the other five weight divisions for the award of Grand Champion. He defeated his opponents to fight the championship match by successfully applying mat techniques on his opponents. One of these wins was secured by applying a choking technique until his opponent was in a state of unconsciousness (resulting from disrupting the flow of blood to the carotid artery or jugular vein), an automatic victory.

The Wilkes judoka fought the Grand Championship match against Jack Daniels (open weight division), 34-year-old second degree black belt, from the Ishikawa Judo Club in Philadelphia. The match lasted the full five minutes. No points were scored by either opponents and Murty lost by a close decision to Daniels.

The first place victory in his weight division makes Murty eligible to compete in the 21st A.A.U. National Judo Championships, the largest, most important contest in the United States. The Nationals will be held in



Fred Murty

Atlanta, Ga. in April. Murty will compete, representing the Wilkes College Judo Club.

### FIFTH VICTORY (From Page 10)

### COLONETTES (From Page 10)

college Misericordia and suffered a disappointing defeat at their hands.

Again it was the first half that gave the Colonelettes their difficulty, being unable to keep up with the Highlanders.

Misericordia was hot from the charity line hitting for 63 per cent of their shots while Wilkes hit for only 38 per cent, missing 20.

Scoring for Wilkes was spread out with everyone who played hitting, but it was not enough to overtake Misery. Final score was Wilkes 40 — Misericordia 63.

This brings the teams season record to 4 and 2 with 8 games remaining on the schedule.

The Wilkes J.V. followed the example of the Varsity and defeated Muhlenburg and was then defeated by Misericordia.

Wilkes took the Mules of Muhlenburg by a score of 47-17 with Denise Chapura pacing the Colonel-ettes with 17 points followed by Angela Centrella and Donna Donces with 12 points each.

Against Misery, Wilkes did not fair as well with the score 17-33. Scoring was well spread out for Wilkes with no real leader.

The Colonelettes are home on Thursday against Albright and again on Saturday against Misericordia.

## Rings To Be Sold In Bookstore

by Ron Noyalis

For a while now students have wondered why only one company has sold class rings. Different persons have pondered, "Why can't several companies sell class rings on a competitive basis?" Will, it now appears this will become a reality.

Miss Millie Gittins, who is head of the bookstore, stated the administration has given her permission to contact three companies to sell class rings for the 1973-74 school year.

This will create an air of competition between the companies, and the advantage to the students is that they will be given a larger selection of rings to choose from and at better prices.

Miss Gittins further stated that one company will offer the convenience of sending the ring to the student C.O.D. He will not have to make a deposit.

She went on to say, "Another advantage of this new system is that the student can come in anytime during or even after his senior year to purchase his class ring. The student does not have to place his order in his junior year."

## VOLUNTEERS NEEDED TO AID FLOOD VICTIMS

A volunteer is needed to drive a low income flood victim from Carolina B Trailer Court to and from the family service center each Thursday from 2:40 to 3:10 p.m. and/or 4:45 to 5:15 p.m. If interested, please contact Carla Miller at 824-4651, Ext. 326 or at 824-9032.

Volunteers are needed who are available each Thursday from 3:30 to 7:30 p.m. to ride the CEO bus and assist senior citizens traveling from the high-rise apartments to the Wyoming Valley Mall. If interested contact as above.

A list of volunteer drivers is being developed to assist flood victims in doing errands and getting to various appointments. Many calls have been received requesting this kind of aid. Volunteers must have their own cars. If interested, contact as above.

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## Shaw To Participate In Workshop

Andrew Shaw, Jr., director of the Wilkes College Institute on Regional Affairs and executive director of Flood Recovery Task Force, Inc., will participate in workshop on "Pennsylvania's Research and Development Priorities" on Monday, March 5, at the Penn Harris Motor Inn, Harrisburg.

Shaw confirmed that he had accepted an invitation to join other key civic leaders and educators at the workshop following receipt of a letter from Irwin Feller, program director and associate professor of economics at The Pennsylvania State University.

The workshop is being organized by the Center for the Study of Science Policy with support of the Pennsylvania Science and Engineering Foundation and the National Science Foundation. It represents an extension of the project that the Governor's Science Advisory Committee has currently undertaken with the Commonwealth's agencies.

The objectives of the workshop, Shaw explained, are:

1) To assist the Commonwealth in identifying those areas and projects through which research and development can contribute to the realization of agency objectives.

2) To provide a "Pennsylvania input into the design of a domestically oriented research and development programs of the federal government."

3) To develop closer ties, industrial and academic, between the Commonwealth and Pennsylvania's research and development community.

The format of the workshop is for a one-day session focusing on panels: Resource Development, Environmental Management, Transportation, Health, Community Affairs and Education.

Shaw, who has been executive director of the regional Flood Recovery Task Force since its inception, will serve on the panel which will take up problems related to Community Affairs.

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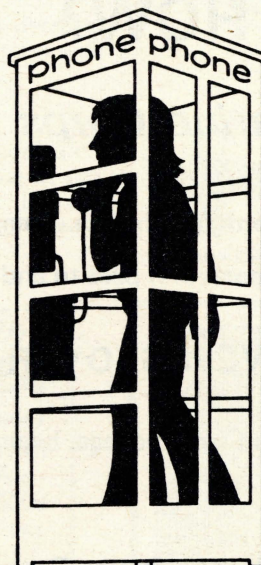
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