

# All-College Convocation Lacks Attendance

by Eric S. Gundry  
News Editor

The First Annual All-College Convocation held in the Wilkes Gymnasium on Sunday, was marred by poor attendance by the studentry. Most of the seats were filled with members of the convocation and an estimated fifty students were in attendance.

The program began with a procession of the entire faculty, dressed in full academic regalia, to their seats in the middle of the gymnasium.

Gerald E. Hartdegen, Dean of Academic Affairs delivered the opening remarks to the audience. Hartdegen noted a "feeling of optimism in the air at Wilkes College" and said, "we can make Wilkes College an exciting place to be in the 1980's."

Following Hartdegen's address, was a performance by the Wilkes College chorus with a version of Notes on Thomas Paine. Richard Chapline was the conductor.

The new president of the college, Christopher N. Breiseth, was the next to take the podium. Most of Breiseth's speech was directed toward the student body and how we must "define who we are, and what we will commit ourselves to do." Breiseth's speech urged students to take many directions in their college years including participating in all forms of extra-curricular activities as well as aiding in the clean-up of the

Convocation continued on pg.3



Pres. Breiseth Addresses the Convocation

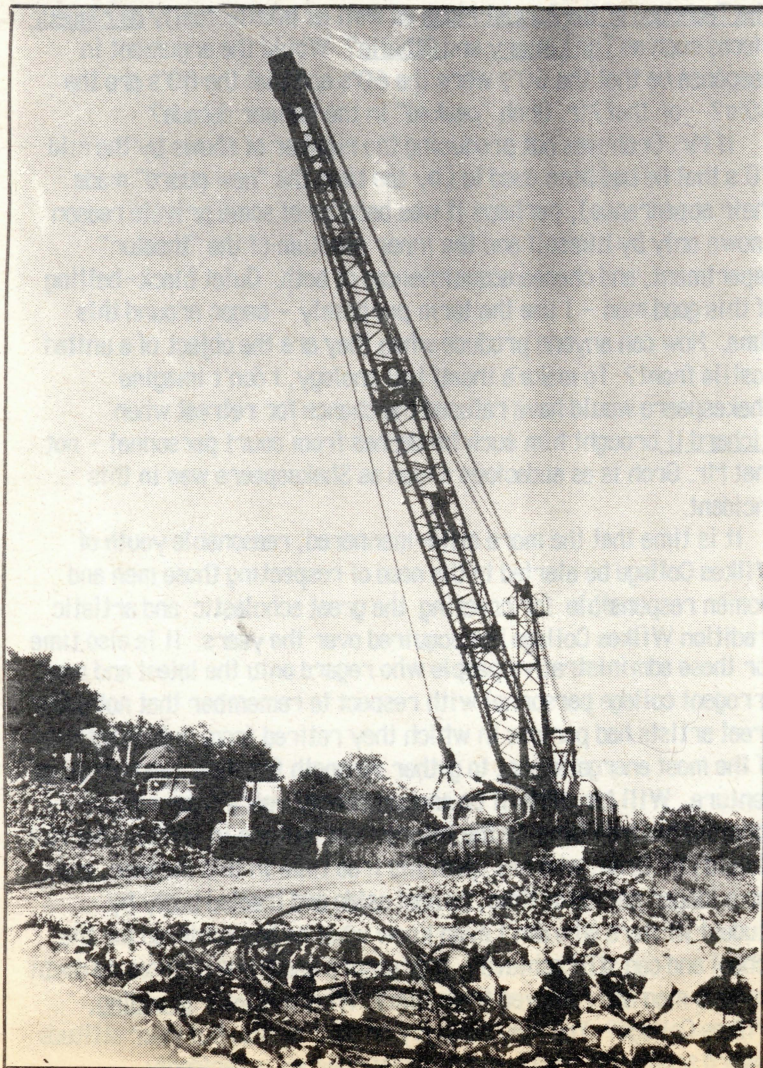
Photo by Al Knox

## THE BEACON

Wilkes College

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Machinery used for river enforcement

Photo by Eric S. Gundry

## River Project Builds Community Confidence

by Eric S. Gundry  
News Editor

Almost thirteen years later, workers are still laboring to repair damage caused by the flood that ripped through Wilkes-Barre in 1972.

The operation now underway is using a large crane and a few bulldozers in order to restore damaged sections of the riverbank. "We hope to restore greater strength to the banks in order to prevent any flooding in the rainy season that's coming," a worker on the sight commented.

Bulldozers are used in the construction of a second access road along the riverbank in order for heavier machinery to be brought in and to allow access in case of an emergency. This road will make any further changes done on the bank easier to accomplish, and more convenient for the workers.

Another project in progress is removing some of the silt and mud, building up between the rocks of the river bed. The crane is used to lift this silt out, while leaving the rocks in the river. This allows water to flow through the rocks instead of building up and rising over the river banks. The mud left on the banks also serves to reinforce the dike and keep the water from rising too high.

"We don't expect any trouble with the reinforcements that we have now," one worker commented, "but you can never be too safe."

This activity, up and down the bank, is expected to remain for at least a few more days and possible minor repairs may be rendered to a pumping station that is located on the bank, according to one of the workers.

The strengthening of the dike provides needed reassurance as deemed necessary by many members of the community.

An observer of the scene stated, "Everyday I walk along the dike to watch their progress, only because I find the whole thing very interesting. But I'm also elated that the community can feel safe from any further disasters like in 1972."



# EDITORIAL

Communication is a necessary skill for any organization to function efficiently. Failure to communicate breeds confusion and can spawn distrust.

While we at the Beacon are pleased to be the first to inform the campus about current proposals and decisions, we are not pleased with the apparent lack of openness with which some decisions are made.

The lead story in each of the first two issues of the Beacon ("Theatre Decision Sparks Controversy" and "Split in Departments may Bring on Program Change") focuses on a controversy. Controversy is something any responsible college paper should address.

Unfortunately, some dimensions of these specific controversies, we feel, stem simply from poor communication. There was such a severe lack of communication between administrators, faculty, and students before the "proposals" were made, that tempers flared and issues themselves became clouded.

Had there been proper communication between the concerned parties, much of the controversy could have been avoided. In both the above situations there was an absence of communication on all levels. Who is responsible is not important. What is important is the fact that the problem exists.

Within the last few weeks a number of faculty members and administrators were surprised to learn from the Beacon those things which were already in the administrative planning stages.

Administrators are here to make decisions, but the best decisions are made when the entire college community is consulted.

At the convocation this week, President Christopher N. Breiseth called for clearer communication between the campus and the community. Perhaps we need clearer communication within the campus itself.

In the words of President Breiseth: "...In all cases, the intelligent analysis of... problems requires clear, informed communication among people bringing different intellectual and professional perspectives to bear."

Also at the convocation, Dean Gerald Hartdagen called for more trust. We wholly agree, trust must begin with all of us, on every level of the campus, respecting each other as responsible adults.

## Alumna Angered

To the Editor:

I am writing this letter in response to the article published recently about the controversy surrounding Dr. O'Neill and Mr. Al Groh. I feel the need to respond for both personal and practical reasons.

Briefly - I have been acquainted with Mr. Groh since the days when the now-demolished Chase stables served as the theatre department's very active headquarters, through his time as the widely admired director of the department in the late '60's, and into his years as the evidently unappreciated Director of Cultural Affairs. Of course I am partisan as far as this current controversy goes; if Dr. O'Neill or any of the people under his, Mr. Holm's or Mr. Phair's tutelage ever achieve the degree of college and community service that Mr. Groh has, it will perhaps be more difficult for me to react strongly in favor of what they no doubt consider the "old guard" - i.e., Al Groh.

Considering your staff's relative youth and lack of experience in objective newspaper reporting, I feel the slant you gave in your confusing article (is the move to the C.P.A. for Mr. Groh a fait accompli or merely a proposal? - very confusing...) to the similarly young Dr. O'Neill understandable. But why do you paint Mr. Groh as the defender of a dancing school you so obviously have contempt for instead of as the patron of more commonly respected artistic enterprises throughout the valley? You make mention of Showcase's contribution to the college for the accommodations Wilkes gives it, but do you anywhere suggest that the reason for Showcase's (and Barbara Woronko's) use of the center in the first place is because of the apparent lack of use the theatre is getting from the Wilkes theatre department? Dr. O'Neill's condescending, fatuous quote of Newman's perhaps explains why the theater department is not the source of popular community entertainment it once was: if a professor's attitude toward the public is one of such intense noblesse oblige, how can one possibly expect the humble but rousing, satisfying entertainment we got in the 60's from shows like Camelot, How to Succeed in Business Without Really Trying, The Teahouse of the August Moon as well as intellectually de rigueur pieces such as The Lottery and Othello? Would the argument in response be that the 60's were the 60's and that the 80's are the 80's? - or that Mr. Groh "peaked" in the former decade?

If Mr. Groh was not producing the number of shows by the mid 70's that he had been used to (by the time the "new guard" made their appearance), perhaps it was because of some private reason known only by himself and the inner sanctum of the "theater" department, and chance acquaintances of both. Quiet black-balling of this good man - I use the term purposely - began around this time. How can anyone produce when they are the object of a united hostile front? To make a theatrical analogy, I don't imagine Shakespeare would have refused the chance for retreat when Richard II brought him such headaches from court personnel - not that Mr. Groh is as audacious a man as Shakespeare was in this incident.

It is time that the more mild-mannered, reasonable youth of Wilkes College be alerted to the need of respecting those men and women responsible for creating the great scholastic and artistic tradition Wilkes College has acquired over the years. It is also time for those administrative people who regard only the latest and most arrogant college personnel with respect to remember that not a few great artists had periods in which they retired from public activity of the most energetic sort to gather strength for their next creative venture. Will Mr. O'Neill be around twenty years from now, donating his free time to the interests of culture in Wilkes-Barre? Should Mr. Groh, who has spent his free time in this manner, and for a longer period of time, be cast aside and treated badly by student writers who don't even know what he has achieved for the school and can still achieve - if pressure and ill-will from no doubt envious men are removed from him? Where is your breeding, Wilkes College? You may have ivy on your walls, but your attitude toward scholastic issues and collegiate heroes is decidedly low-brow.

An Angered and Disappointed Alumna,  
Hilary Palencar

## Student Questions Wrestler Work-Study

To the Editor:

The Wilkes College wrestling team is the only Division I intercollegiate sport that this campus has, and because of this, the wrestlers can acquire a lot of financial aid in the form of scholarships and work study.

One of these work study jobs entails taking care of the athletic complex at Kirby Park. However, I don't understand exactly what we pay them for.

The soccer team had a game against Division I Virginia Tech on Sunday, and before the game, they had to go over to the field early to move the goals and repair the nets. The soccer team also had to clean up the mess which was left from Saturday's football game.

Fortunately, coach Bellair's wife came to the assistance of the team and cleaned up the mess. All of these jobs were supposed to have been handled by the

students, mainly wrestlers, on work study over at the sports complex.

What do they get paid for? After all, the students pay their salaries indirectly through their tuitions and other fees. I think we deserve our money's worth from these "employees".

An Agitated Athlete



# Students, President Discuss Theatre Controversy

by Kathy Hyde  
copy editor

At a meeting with a group of students held last Thursday, President Breiseth stated that he found the Beacon article concerning the CPA controversy "bizarre." The article represented, said Breiseth, "one whole perspective I hadn't heard."

The President went on to say

that he was concerned because he felt that the Beacon had neglected to fully explore what was referred to as 'the administration's' point of view. Breiseth said that he had an appointment to see the author of the article, Eric Gundry, on the day before the issue came out, and that Gundry had failed to keep the appointment.

Gundry reports that he arrived at his dorm that afternoon and was told that the President's office had phoned to change the appointment to a time

earlier that same afternoon. "I was already too late to make the earlier meeting" Gundry explained.

The students expressed concern over reports that a document entitled "Operating Procedures for Dorothy Dickson Darte CPA" would restrict student use of that facility and limit its availability for use by the Theatre Department.

President Breiseth said that he "hasn't seen the memo," but that apparently O'Neill and Groh are presently "working out

points of strain" in the document.

Breiseth explained that five separate incidents of organizational difficulties at the CPA had demanded his attention shortly after his arrival in July. "It was obvious to me that we needed to put Bruce Phair back in the CPA full time, which we did." This move reversed a previous organizational change, announced in December, 1982, which had divided Phair's time between the CPA and the Media Center in the library. The

possibility of also moving Groh, Director of Cultural Affairs, into the CPA, was, according to Breiseth, an effort to further correct the problems he had encountered.

Breiseth stated that there was "absolutely no intention to reduce the theatre's program or impact." He described the CPA as a "double-headed monster" which, by its very nature, produces an "inherent tension" when efforts are made to satisfy both the college and the community.

Convocation continued from pg.1

community itself. He emphasized that the students must explore their world and "be open and sharing."

The program continued with a performance of "Touchstones" by the Wind Ensemble of Wilkes College. "Touchstones" was premeired on the occasion of the Massachusetts Music Educator's Silver Jubilee Festival in Boston's Symphony Hall on January 29, 1983. The piece was narrated by Hartdegan who quoted John Fitzgerald Kennedy throughout. He spoke of the importance of the arts, and "what art can mean in the light of the community, for the soul of a nation." "If more politicians knew poetry, and more poets knew politics, I'm convinced the world would be a better place to live," Hartdegan quoted.

The Alma Mater was then performed and followed by the giving of the benediction by Robert E. Ogren, Professor of Biology.

The procession then filed out of the auditorium and met again in the Stark lobby and courtyard for a reception with the audience.

One student on hand said, "The president's speech was optimistic, but made no impact on the students, he never really said anything."

President Breiseth will be officially placed in office on April 14, 1984.

## Beacon Receives Computer Grant From Student Gov.

by Elizabeth Mazzulo  
staff writer

Student Government's largest grant ever will enable the Beacon to purchase a Macintosh computer for its office to aid in production and in meeting copy deadlines.

Last night, Student

Government voted 13-0 with three abstentions to grant the Beacon's \$1500 fund request, which will provide the funds to purchase a Macintosh terminal through the Institutional Research Department. The Beacon will buy the \$325 printer from its budget.

Explaining why the Beacon's request, the largest in Student

Government history, was granted, Senior Class President, Eric Reno, noted, "This was probably one of the most worthwhile fund requests we've heard in years."

Student Government President Shelly Urban also commented, "Overall, there was a very positive response to the fund request."

## Items in Brief

### Wilkes Professor Researches Strip-Mine Reclamation-

Wilkes-Barre--Dr. Kenneth M. Klemow, assistant professor of biology at Wilkes College, has been notified that his paper, "Plant Community Development in an Abandoned Limestone Quarry: A Demographic Assesment." will be published in the "Proceedings of the Miami International Symposium on the Biosphere."

Dr. Klemow presented the paper and served as a session co-chairman at the Symposium, which was held in Florida earlier this year.

The research was to determine the population biology of several species of herbaceous plants growing in an abandoned limestone quarry near Syracuse, New York.

Dr. Klemow's research is relevant to this area of Pennsylvania because of the many mine strippings in the region, which for economic, environmental and aesthetic reasons, must be reclaimed. The current methods of reclamation involve drastic site changes that are expensive and time-consuming. Klemow hopes to find an alternative, less expensive method, which takes advantage of the fact that vegetation develops naturally on strip-mined sites, especially if given the proper environment. His studies on the limestone quarry have shown that many seedlings do germinate but most then die very quickly. The question Dr. Klemow hopes to answer through his research is twofold: what factors cause plant mortality,

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News In Brief continued from pg.3 and how may the rate of natural revegetation be increased in a simplified, less expensive way?

### Irem Temple Invites Students To Worship-

**Wilkes-Barre**--The temple Isreal Congregation

extends an invitation to Jewish Wilkes students on the forthcoming High Holy Days. Services are to be held in the Irem Temple, 52 N. Franklin St., Wilkes-Barre. The schedule is as follows:

**Rosh Hashonah (1st day)** - Thursday, Sept. 27, 9:00 a.m.

**Rosh Hashonah (2nd day)** - Friday, Sept. 28, 9:00 a.m.

**Nol Nidre Eve**----- Friday, Oct. 5, 6:30 p.m.

**Yom Kippur Day**----- Saturday, Oct. 6, 9:00 a.m.

### Harry S. Truman Scholarship Available-

**Washington D.C.**--Wilkes College sophomores

Interested in a career in government service at the federal, state or local levels are invited to apply for a 1985 Harry S. Truman Scholarship.

Established by Congress in 1975, the Harry S. Truman Scholarship Foundation operates a continuing educational scholarship program designed to provide opportunities for outstanding U.S. students with potential leadership ability to prepare for careers in government service. In April 1985, The foundation will award 105 Scholarships nationally. The DEADLINE for all 1985 applications is December 1, 1984.

Wilkes College can nominate two students for the 1985 competition. The scholarship award covers eligible expenses up to \$5,000 per year for the junior year, the senior year, and two years of graduate study.

To be eligible, students must be full-time sophomores working toward or planning to pursue a baccalaureate program, have a "B" average or equivalent, stand in the upper fourth of the class, and be a U.S. citizen or U.S. national heading toward a career in government.

Interested students should submit a letter of application, a statement of career plans, a list of past public service activities or other leadership positions, a current transcript, and a 600 word essay discussing a public policy of their choice to Dr. James Rodechko, Truman Scholarship Faculty Representative, Capin Hall 21, by October 12, 1984.

# Presidents' Address

**EDITOR'S NOTE:** The *Beacon* is publishing the text of President Breiseth's remarks as a service to those members of the college community who, for whatever reasons, did not attend the First Annual All-College Convocation.

Today we formally begin a new academic year and a new era at Wilkes College. In this fall 1984 convocation of the faculty, staff, students, trustees, and administration, we bring together the members of the Wilkes family who create this academic community. We are all here to learn -- and I would suggest, we are all here to teach. It is in the interaction, both personal and intellectual, we have with each other that we nourish the life of the mind. Our own individual learning, our own discovery of new knowledge, new truth, takes on significance as we communicate it to others. Here we have the opportunity to test ideas and discover the power in differing concepts of truth, and in the process to define who we are and what we will commit ourselves to do to help the larger human family prosper and survive.

Each of you in the student body is working out a personal agenda for a future career. For some the road seems clear and open to a field and a job you have long hoped to reach. For others, the road is full of curves and the ultimate destination unclear. As your education progresses, some now certain of the goal will become unsure and change course; others who have been uncertain will discover a new direction and take it. We on the faculty and staff are here to help you work through this opportunity for a lifetime. You also need to help each other. While disciplined intellectual effort rests upon your struggle to develop and sharpen the capacities you were born with -- and this is a lonely process -- the effort takes on significance as you communicate the results to others.

American colleges and universities have long divided knowledge into separate disciplines, which in general have been clustered into the humanities, the natural and physical sciences and the social sciences. Formal education leading to an academic degree has typically focused on one academic discipline. More recently, many baccalaureate degrees have been linked with the preparation for specific careers, including training in the methods and skills required by these careers. In both cases, of the disciplinary degree and of the professional career degree, there has been tension between the general liberal education goals of American higher education, and the specific demands of particular disciplines or career areas. Wilkes, with other colleges and universities, will be analyzing its liberal arts curriculum in the coming years to make sure that it effectively supports our students so that they acquire a broad view of knowledge in its several categories and learn how to apply this knowledge to understand and to deal with complex situations. The intelligent application of knowledge is humankind's best means of coping creatively and effectively with our shared problems.

While some of those problems are ongoing and seemingly eternal or at least perennial, many are new and require new approaches. In helping you to make your contributions to the resolution of some of these problems in your communities or occupational areas, we need to help you pull the many intellectual disciplines together, to reintegrate knowledge. At the same time, we need to help you see your career preparation in the larger context of the society within which it will be applied.

There are at least two urgent reasons why this task of integration or synthesis is critical. One is that the challenging problems facing us not only in America but throughout the world cannot be defined, much less analyzed and attacked intelligently without the disciplines being brought together and focused upon these problems. Take the issue of water in Northeast Pennsylvania -- perhaps the greatest potential natural resource we have in this region for the future. To understand how best to secure clean and ample supplies of water for the host of uses we have for water requires biologists, chemists, and physicists to analyze the content and quality of the water as well as to deal with industrial and domestic waste affecting our water

Breiseth continued on pg.9

## THE MANUSCRIPT SOCIETY'S CALENDAR OF EVENTS FOR 1984-85

### FILM SERIES

Oct. 26: Spellbound  
Nov. 9: Blood of a Poet  
Jan. 25: The Magician  
Feb. 8: Pride and Prejudice  
Mar. 28: My Little Chickadee

### POETRY READINGS

Sept. 27: 7 p.m. Student Center  
Apr. 24: 7 p.m. Student Center



# WHAT'S WHAT WITH WHO'S WHO?

by Kathy Hyde  
copy editor

Associate Dean of Student Affairs, Arthur Hoover, has announced that this year's Who's Who selection process will begin on October 1, 1984.

Nomination forms will be available at three locations: the Deans' Office, the Residence Life Office, and the Registrar's Office.

Who's Who Among Students in American Universities & Colleges is an annual honors program which was established in 1934 as a way of recognizing America's leading college students.

Selection to Who's Who is based on academic achievement as well as campus and

community service and leadership potential. Dean Hoover stresses that "we don't look upon academic credentials as the most important factor. All of the elements carry equal weight because this is really an honor for students who have been involved in all aspects of campus life."

Each year the Student Affairs Council appoints a sub-committee to evaluate the nominees. This year's committee will include Dean Hoover, Paul Adams, Sue Tomalis, Rachael Lohman, Doris Barker, and two students. Dean Hoover noted that an effort is made to choose a sophomore and a junior representing both the resident and commuter population as the student representatives to the

sub-committee.

There are two basic restrictions on nominations. First, the nominee must have senior class standing, and second, the nominee must have a minimum GPA of 2.0.

Hoover explained that there are three ways for a student to be nominated.

"Any student at Wilkes may pick up an application and nominate a senior who he or she feels has made a contribution to the college."

Seniors may also nominate themselves, which, Hoover pointed out, "is not in the least egotistical."

Finally, the sub-committee contacts all academic department chairpersons, as well as the administrative offices on campus, and asks for

recommendations. "Most of the offices and departments take the nomination process seriously and are very cooperative" said Hoover.

The sub-committee will meet approximately four or five times to evaluate applications. Final selection is limited to 36 nominees. The committee will then present its recommendations to the Student Affairs Council for final approval.

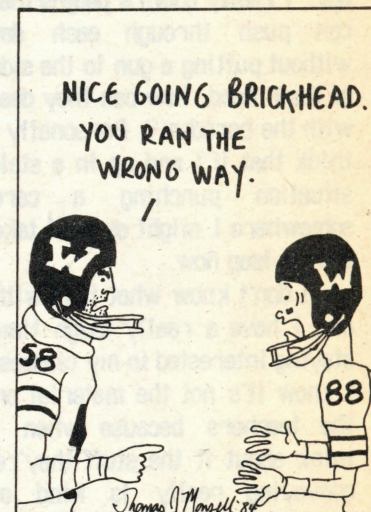
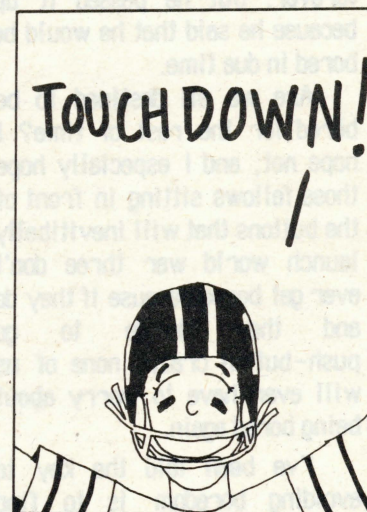
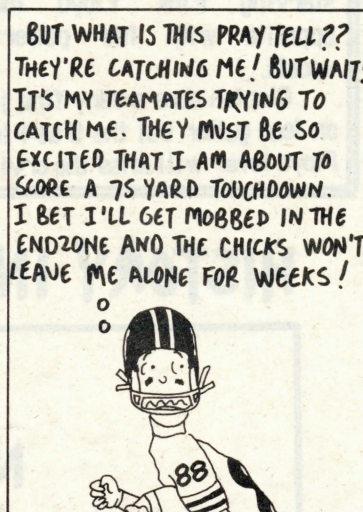
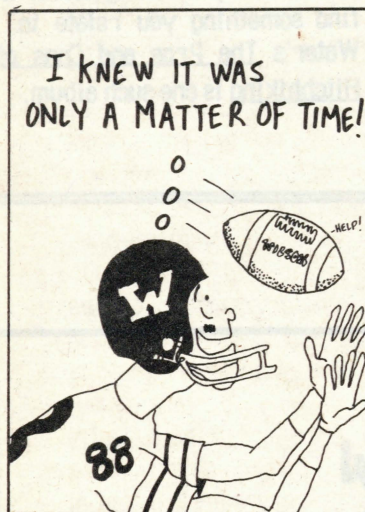
Hoover added that those students who are selected will receive a certificate at the annual senior awards luncheon, and will also be recognized in the commencement program. "Traditionally," added Hoover, "the *Amnicola* has also seen fit to recognize the Who's Who seniors."

The final deadline for nominations is October 31, 1984. Nomination forms must be returned to Dean Hoover's office by 4:30 that day.

**WHO'S WHO...**  
**APPLICATIONS**  
**ARE AVAILABLE**  
**OCTOBER FIRST.**  
**DEADLINE**  
**IS AT 4:30 pm**  
**IN DEAN HOOVER'S**  
**OFFICE.**

## ROCKER

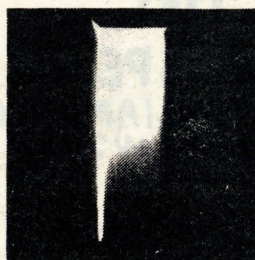
by THOMAS J. MONSELL...



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# AFTER THOUGHT

by Thomas J. Monsell  
Feature Editor

Boredom is running rampant in our world.

It's too easy to get bored and much too hard to pay attention. Boredom seems to thrive on college students, but don't let it fool you, boredom feeds on everyone.

One of my professors was telling a class full of half-dead students the other day that its alright to be bored, you can't escape it. It's hard to be interested in one thing for 50 minutes straight. He said his attention span is somewhere in the range of seven minutes. Thank God, I thought, at least I'm not the only one!

He continued and told the class that if we think its bad now, to wait until we get into the "real world" and have to face the same thing day after day after day. I really admire people that can push through each day without putting a gun to the side of their head, how can they deal with the boredom? Personally I think that if I end up in a stale situation punching a card somewhere I might as well take the big leap now.

I don't know what it is with me, I have a really tough time staying interested in my classes, I know it's not the material or the teachers because when I think about it the stuff they're conveying really is kind of interesting, compared to what I would be doing if I wasn't in college, like mixing cement on some jobsite in the middle of nowhere for my Father's construction company.

I have the feeling that I'm not alone though, I've got eyes, I can see what's going on. The other day in one of my classes I was awakened out of a daze by a guy sprawled face first on his desk snoring. Alright maybe the guy had been up late the night before, but what college student doesn't stay up until David Letterman and the "Twilight Zone" are over? I thought to myself that if our attention span was longer, none of us would

have this problem of crashing face first into our desks in the middle of class.

I was reading Voltaire's "Candide or Optimism" which was written somewhere around the year 1760 and I made a little discovery. Boredom isn't a new condition that surfaced in the 1960's like I thought. It seems great writers and philosophers have been concerned with boredom, probably since the discovery of life.

Candide is a young man who takes part in some unbelievable adventures that almost get him killed. But at the end of his odyssey he maintains that he would have rather gone through all the pain, anguish, hunger and spilled blood he endured, rather than stay in one place and be bored. As a matter of fact Candide had a chance to stay in a place very close to the Utopia we are all searching for and live forever. But he passed it up because he said that he would be bored in due time.

Are we all destined to be bored for the rest of time? I hope not, and I especially hope those fellows sitting in front of the buttons that will inevitably launch world war three don't ever get bored because if they do and they decide to go push-button crazy, none of us will ever have to worry about being bored again.

I've been told the key to avoiding boredom is to find something you love to do, and do it. But in order to find what you love, you have to try all kinds of boring things while searching for something to hold your interest. This is probably the reason so many people out there are so unhappy; they're searching for something they can't seem to find. But like Candide, it is our duty as human beings to strive to find peace in the land of boredom.

THE BEACON IS LOOKING FOR PEOPLE INTERESTED IN DOING BOOK REVIEWS, RECORD REVIEWS AND CARTOONS. ANYONE INTERESTED CALL TOM AT 822-7431. THANKS

## VINYL VIEW

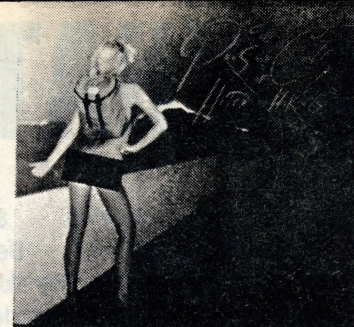
by Steve Gambale  
staff writer

Roger Waters (bassist of Pink Floyd), has indeed done it again.

For all Pink Floyd lovers who fell in love with the band's latest masterpiece, The Final Cut, and its emotional and almost neurotic lead vocals which obviously came from Water's heart, this latest album, entitled The Pros and Cons of Hitchhiking, will convince all that he is one of the few musical geniuses still around.

The Pros and Cons of Hitchhiking involves a collection of very talented musicians playing behind Waters. Eric Clapton does an amazing job as lead guitarist, while David Sanborn provides some biting saxophone. Although it seems the "Floydian" sound is lacking musically, Waters satisfies the starving Pink Floyd fan's appetite with his powerful vocals.

Clapton does a very fine job on lead guitar but the true Pink Floyd lover will miss the crving



guitar of David Gilmore, the lead singer and guitarist of the band.

When I first listened to this album, I heard exactly what I had expected; an album so finely put together and produced, that the listener has no choice but to fall in love with it.

The album's songs blend together with perfection. The concept of the album is Water's description of a dream he had one night. It opens with a song entitled "Apparently They Were Traveling Abroad," and ends with "The Moment of Clarity," a song which compelled me to start the whole album again from the beginning.

The rest of songs on the album tie the beginning and the end together perfectly. Such songs as "Sexual Revolution," are very powerful tunes both lyrically and musically. The title track, "The Pros and Cons of Hitchhiking," proves to the listener that Eric Clapton hasn't lost a step, he is still a superior talent.

Other tracks include songs that describe Water's dream,

which is so full of detail that it is hard to believe that anyone would ever attempt to put these feelings and experiences down on vinyl. When you listen to this detail it's easy to understand why it took Waters 11 months to record this masterpiece.

Some songs that will linger in your head for days after first listening to this album are: "Go Fishing," which is one of the finest songs both lyrically and musically on the entire album. I find such an album, with lyrics that are straight from the soul and music that guides you through the fantasy, easy to relate to because Waters is describing an every-night experience: a dream.

This album deserves to be given a chance. I feel that you will be amazed at the way this work flows musically and lyrically. I believe this album is a "classic" in the sense that it has a purpose. If you think about it for a second, music today is really lacking when it comes to feeling, depth and meaning. The music may sound great but your imagination suffers. It's not common these days to find an album that sounds great musically and also allows you to use your imagination to find something you relate to. Water's The Pros and Cons of Hitchhiking is one such album.

## HISTORY IN THE MAKING

NOW YOU BOTH KNOW  
WILLIAM DEAR IS BUSY  
WITH HIS STUDIES!

HEY MRS.  
SHAKESPEARE  
CAN WILLIAM COME  
OUT AND PLAY?

AH THAT LITTLE  
WIMP! HE'LL NEVER  
GET ANYWHERE  
WRITING THOSE  
STUPID STORIES OF  
HIS!!





# BOOK REVIEW - HORROR "KING" DEFINES THE SUPERNATURAL IN LATEST NOVEL

by Claudia S. Lee  
staff writer

One of the earliest films to introduce horror was "The Phantom of the Opera" in 1926, even though horror had its roots in the much earlier novels of the 1800's.

Within the past 30 years, however, tales and films depicting the supernatural have become increasingly popular, and Stephen King's most recent bestseller, *Danse Macabre*, is an in-depth analysis of this entire supernatural/occult/horror field; it is a book about the complete horror phenomenon as King sees it.

*Danse Macabre* is King's first non-fiction work. The book, suggests new insights and viewpoints about the horror genre and provides probable answers for the reader as King investigates and discusses different directions that the horror field can take--horror's different faces, if you will.

King restricts himself to the last 30 years or so, with a few explorations into the subject's roots. Here are a few areas of horror that he explores: the monsters, ghouls, aliens, "the thing without a name," the haunted house, tales of the occult, and tales of absolute terror and suspense. He also

discusses the effects that the diversity of television, films, books, and radio have had on the horror "industry."

King's manner is easy and diffuse. He delves into such works as Bram Stoker's *Dracula* and its use of humor and sex, Robert Louis Stevenson's *Appollonian Dionysian Dr. Jekyll* and *Mr. Hyde*, the ultimate economic nightmare, *The Amityville Horror*, the effects of urban paranoia and changing mores of *The Exorcist*, *Rosemary's Baby*, and *The Invasion of the Bodysnatchers*, and many others including *The Texas Chainsaw Masacre*, *Psycho*, and the unforgettable *Twilight Zone* series.

*Danse Macabre* contains excerpts from letters King recieved from men such as Ray Bradbury, Peter Straub, and Jack Finney. King also includes a list of roughly one hundred fantasy-horror films he feels have contributed something of value to the field. Likewise, he adds a list of horror books.

King points out, "In the best books and movies about the supernatural, we're forced back, and not gently, against that wall within ourselves, a wall constructed from lost innocence and inter-generational torment, from barely suppressed fears, and from doubts concerning our

own sanity," adding that, "Horror does its best in a time which is sufficiently glum and distorting, economically and socially."

"Horror," he writes, "appeals to us because it says in a symbolic way, things we would be afraid to say right out straight." In other words, the horror story or movie allows us to exercise emotions that society demands we keep closely in check. Mr. King knows we create horror to help us cope with the real horrors life throws at us. Its basic theme is the confirmation of our feelings of normalacy. The outsider must be stamped out--the "If you're different, you're bad" idea.

The genre of terror that King talks about is at least a century old and King is now its acknowledged master. He is the center of what has become a full-fledged gothic revival. Having written eight horror

novels (six of which have been made into movies), a collection of short stories, the screenplay "Creepshow," and a book containing four novelettes, King has understandably become one of the most well-known and best-selling authors of the supernatural over the past fifteen years.

As far as his fiction is concerned, his writing tends more specifically towards psychic and spittual horrors, using outsiders, men down on their luck, drifters, and everyday people as his characters.

King is responsive to his fame, extravagant with his words, overbearing in his imagery. He cites that his nightmares as a kid were about inadequacy because many times during his childhood his father deserted the family and those dreams are "good psychological reasons" for his initial

attraction to horror.

Stephen King's writing is plain, straightforward, and clear. He is a rare commodity among writers. His book, *Danse Macabre*, is the best of its kind because the author himself is a writer of the supernatural. The supernatural is an idea that intrigues King and a theme he loves. Who better to write about the occult? King knows what he is talking about.

**READ A  
GOOD BOOK  
LATELY?  
WHY NOT  
REVIEW IT  
FOR THE  
REASON?**

## FRESHMAN CLASS MEETING

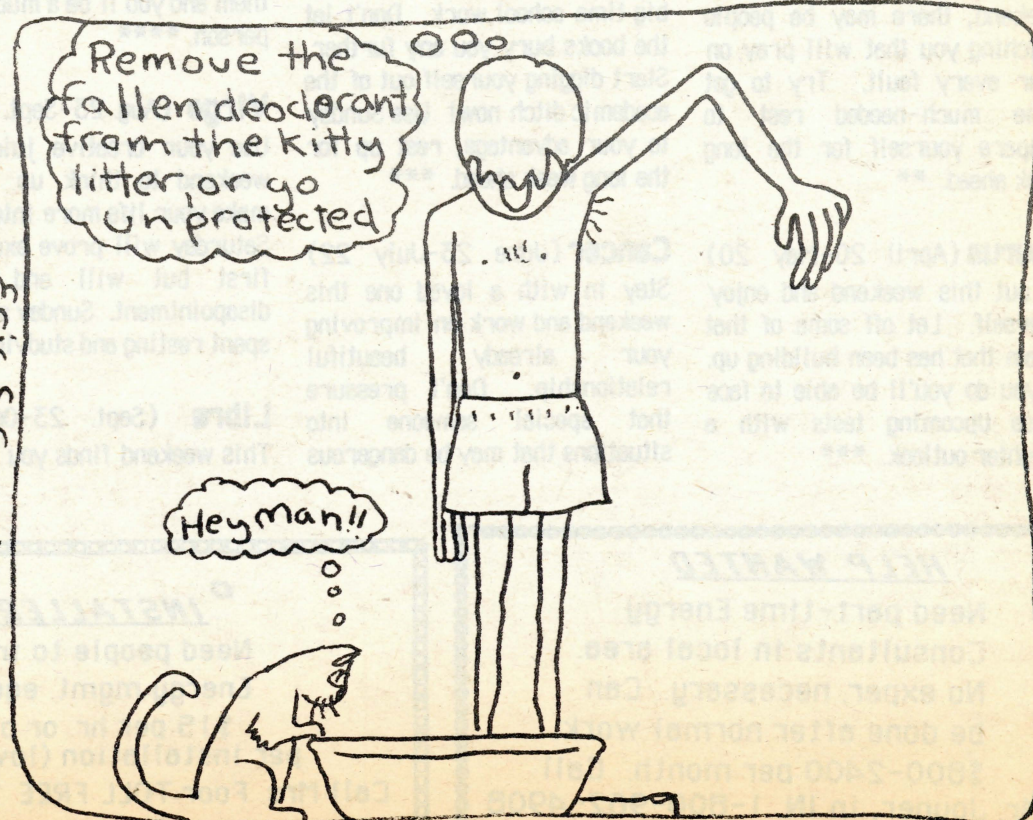
THURSDAY SEPTEMBER 27.

11:00 a.m. IN THE C.P.A.



Puzzle Answer

Wounded Thought  
of the day: an impossible  
decision



Eric S. Gundry



# CROSS WORD PUZZLE

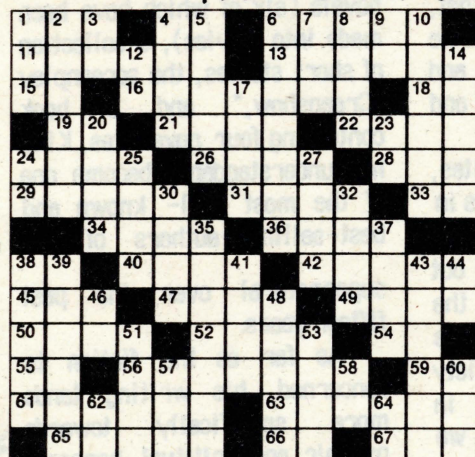
## ACROSS

- 1 Edible seed  
4 Symbol for tantalum  
6 Fed the poker pot  
11 Native American  
13 Tidier  
15 Note of scale  
16 Herzog or Kuenn  
18 College degree: abbr.  
19 A state: abbr.  
21 Entice  
22 Quarrel  
24 Arabian chieftain  
26 Unit of Italian currency: pl.  
28 Devoured  
29 Title of respect  
31 Lascivious  
33 Spanish article  
34 Projecting tooth  
36 Judge  
38 Pronoun  
40 African antelopes  
42 Domain  
45 Exist  
47 Series of tennis games  
49 Heap  
50 Chinese faction  
52 Soaks up  
54 Note of scale  
55 Man's nickname  
56 Postpone-ment  
59 Parent: colloq.  
61 Longing  
63 Crowns  
65 Cupolas  
66 Teutonic

## deity

- 67 Worm  
DOWN  
1 Fruit seed  
2 Riddle  
3 Paid notice  
4 South African Dutch  
5 Cancel  
6 Incensed  
7 Born  
8 Sailors: colloq.  
9 Latin conjunction  
10 Argument  
12 Negative prefix  
14 Badgerlike mammal  
17 Seed coating  
20 Helps  
23 Parent: colloq.  
24 Printer's measure  
25 Told  
27 Pitcher  
30 Provides crew  
32 Profound  
35 Estimates  
37 Post  
38 Detested  
39 Worn away  
41 Halt  
43 S. Amer. animals  
44 Pronoun  
46 Printer's measure  
48 Malice  
51 Fierce  
53 Mix  
57 Before  
58 Babylonian deity  
60 Beast of burden  
62 Conjunction  
64 Note of scale

FROM THE COLLEGE  
PRESS SERVICE



ANSWERS TO PUZZLE ON  
PAGE 7

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## WEEKEND FORECAST

### Aries (March 21-April 19)

Be careful in your actions this weekend, there may be people watching you that will pray on your every fault. Try to get some much-needed rest to prepare yourself for the long week ahead. \*\*

### Taurus (April 20-May 20)

Go out this weekend and enjoy yourself. Let off some of that steam that has been building up. If you do you'll be able to face those upcoming tests with a brighter outlook. \*\*\*

### Gemini (May 21-June 20)

Put some time aside to do some big time school work. Don't let the books bury you any further. Start digging yourself out of the academic ditch now! Use Sunday to your advantage, rest up for the long week ahead. \*\*\*

### Cancer (June 23-July 22)

Stay in with a loved one this weekend and work on improving your already beautiful relationship. Don't pressure that special someone into situations that may be dangerous

to your social health. \*\*\*\*

### Leo (July 23-Aug. 22)

Put this weekend aside to learn about yourself. Go out and find out how others feel about you. You've no doubt got a lot to offer to others so share it. But don't share your bad points, get rid of them and you'll be a much better person. \*\*\*\*

### Virgo (Aug. 23-Sept. 22)

Use your creative juices this weekend to think up ways to make your life more interesting. Saturday will prove exciting at first but will end up in disappointment. Sunday should be spent resting and studying. \*\*

### Libra (Sept. 23-Oct. 22)

This weekend finds you confined

to one place. Make the best of it and you will find it beneficial to your well being. When you do get a breather, take advantage of your situation and visit some old friends that you've been neglecting. \*\*\*\*

### Scorpio (Oct. 23-Nov. 21)

Spend Friday enjoying yourself and do the same on Saturday. Sunday proves to be a bit of a letdown but don't be discouraged looks like you're in for a good week. \*\*\*\*\*

### Sagittarius (Nov 22-Dec 21)

This is your weekend! Do your best to enjoy yourself to the fullest. You deserve all the happiness and fun that comes with this weekend. Enjoy! \*\*\*\*\*

### Capricorn (Dec. 22-Jan. 19)

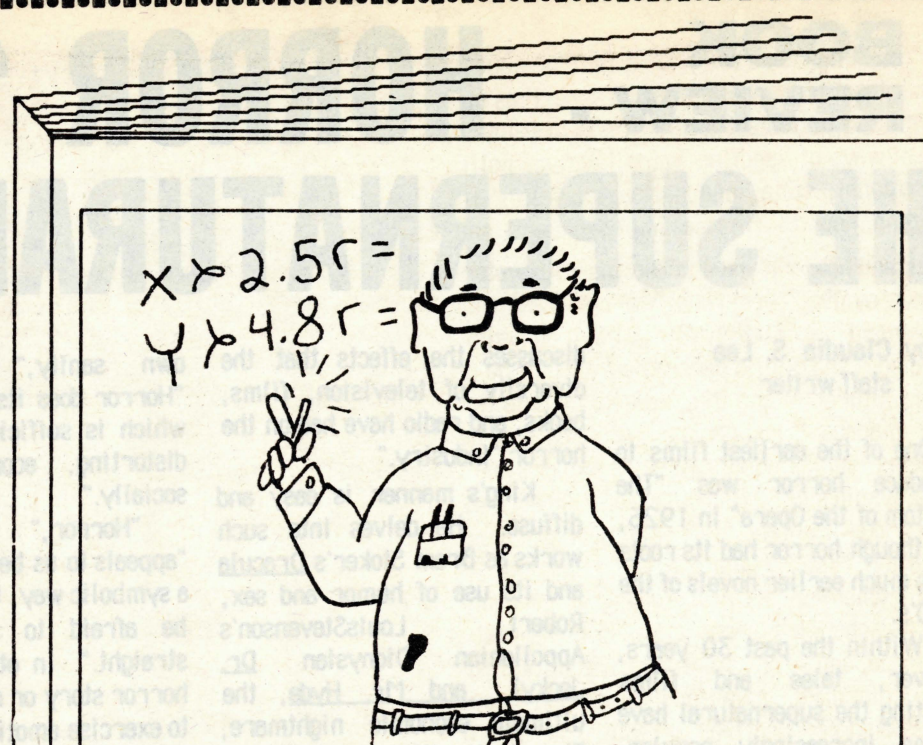
Put aside Friday and Sunday for yourself, you deserve some time to enjoy the things you love. Let Saturday happen, it should prove to be interesting. \*\*\*\*

### Aquarius (Jan. 20-Feb. 18)

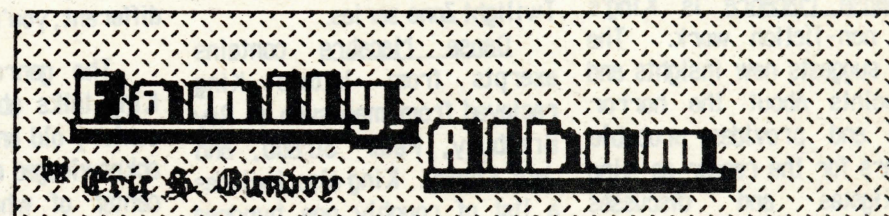
Saturday and Sunday could be a bit of a drag after the great time you had Friday night. Don't let your studies bring you down, things always have a way of working themselves out. \*\*\*

### Pisces (Feb. 19.-March 20)

Look out, you may be in store for a boring weekend. Don't let it happen because if you do the week ahead will be an even bigger bore. \*



Uncle Ward was a fine professor, but said he owed it all to his magic chalk, given to him by the great goddess of physics as a child.



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Breiseth continued from pg.4

supplies. Engineers are needed to figure out how to modify existing water systems to protect them from contamination as well as manage water to secure supply in times of drought and to protect against flood in times of heavy rain or runoff. To change our present ways of handling water involves politics at the most local level as well as at the regional, state, and national levels. The costs of change involve economics, including how to finance improvements and thus involves the tax system. To

understand how our ways of dealing with water -- both responsible and irresponsible -- have evolved over time, we even need historians. In addition, people skilled in management, public health, environmental planning, law, applied computer technology, and public persuasion will all be necessary to secure our water resources for the future -- and they need to be able to work together. Whatever we can do to better manage this precious resource can have obvious benefit elsewhere for the problems surrounding water supplies are global. Specialists from Northeast Pennsylvania should find opportunities here as well as elsewhere in the world.

One can identify other problem areas -- the supply of food for the world's population, the dramatically changing health care system, employment and unemployment in the post-industrial economy, reforming our educational system to meet the changing needs of individuals and the larger society, both national and worldwide, and so on. In all cases, the intelligent analysis of these problems requires clear, informed communication among people bringing different intellectual and professional perspectives to bear. The ways we on the faculty educate students ought to prepare them to enter these challenging struggles with our environment and with each other so as to make the most effective contribution possible.

The second urgent reason why integrating the different fields of knowledge ought to be a goal of our curriculum is that the careers available to individuals will be linked to the society's changing ways of dealing with these problems. Those individuals who have learned to analyze our problems and our opportunities in a comprehensive way, and to acquire the perspectives, methodologies and skills needed to address the problems can help provide leadership in defining and designing the new careers. They will also be in the best position to fill those careers.

Put more negatively, those students who are content merely to acquire the skills for a particular career as those skills are now defined, risk finding their training to be obsolete after only a few years on the job -- if not before. In personal terms this can mean that one's fate is hostage to larger developments over which the individual has little control. The more one understands the larger context within which his or her career is evolving, the more he or she can anticipate the changes needed to keep up and even to give direction or leadership to the institutions involved. Far from a sound, well balanced liberal arts education being obsolete in the present rapidly changing world of careers, such an education is absolutely vital to the individual to make the most intelligent contribution to a chosen career as well as to protect him or herself from the inevitable and dramatic changes affecting every sector of our society. Students with a Wilkes degree should be among those in a position to provide intelligent leadership as we address these changes.

This liberal learning also involves acquiring the most up to date techniques of acquiring information. The library and the computer should be well understood as resource and tool for every student graduating in whatever field. Information management is not only a major new industry, it is a crucial perspective for almost every organized human endeavor. At the same time, the essential attributes of an educated individual remain the capacity to read carefully and critically, to write clearly and correctly, and to express ideas effectively orally as well as in writing. With these attributes well developed, the Wilkes graduate should have maximum access to the world of work -- as well as the world of the most worthwhile pleasures.

One personal goal you might establish is to be prepared to keep up with your own children and their world in the 21st century. Even more than for us today, they will be living in an interdependent world. Instant communication among peoples will

involve understanding of other cultures and the ability in business, labor, politics, and culture generally to work and compete peacefully and effectively. Those who can use languages other than English will have greater opportunities. The viability of our own melting pot of peoples in America depends upon mutual understanding and the ability to communicate with each other as does our relationships with peoples in every part of the world. We will all be working within the context of limited resources and shared problems and opportunities. You need to be ready for this world and to help your children to be prepared. In the area of careers, the greatest opportunities may involve global activities. Already the competition with labor and products from other countries deeply affects our American economy. Whatever your major, you need to be taking courses that help you analyze broad world developments that are shaping your lives.

What does this require of teachers? We must demand the best of our students. I have just returned from California where I met several Wilkes alumni. When I asked about the quality of their education at Wilkes, there were two themes I heard repeatedly. One, that the education had been demanding and thorough and that they had learned to think and to write. A distinguished Law School Dean recalled how the critical comments and the D on his first composition at Wilkes started him on the road to serious writing. Second, they claimed that they found themselves fully competitive in their professions with graduates from the top colleges and universities in the country. We on the faculty must continue to provide that quality of education. Because of the wide variations in preparation among students from different schools, and the heavy dependence of many younger people for their effective learning on television and other non-print sources, we must provide opportunities throughout the curriculum for critical reading and analytical writing. Each student leaving Wilkes as a graduate should be able to write a clear, grammatical, vigorous prose. In addition to command of the essential information and techniques in the major field, the students should know how to apply this knowledge and these techniques in real situations. Problem identification and problem solving should be among the intellectual tools our graduates have acquired.

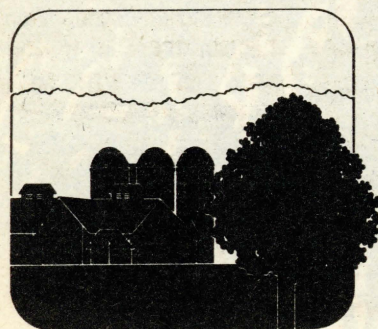
With such marks of an educated man or woman, Wilkes graduates should be able to move from field to field with intelligence, having the ability and the inclination to continue learning throughout their lives. As their teachers, we contribute to these qualities in our students not only through the precise subject matter we introduce them to -- but also through our own versatility and demonstrated expanding interests. Given the predicted future demand for teachers, I hope that by the way we inspire learning we shall increase the number of our students who once again will seriously consider teaching as one of the highest callings.

Finally, there are two dimensions of the experience at Wilkes that I encourage each student to consider. First, above and beyond your academic work I urge you to participate in extracurricular activities, whether in athletics or theater, community service or debate, journalism or music. Developing your talents and interests in several areas should be part of your agenda as you work to be interesting to yourself and to others for a lifetime. Such qualities and quality come from working with others, both giving and receiving, in the process learning how to make things happen. The more interesting you make the Wilkes community, the more you will value this place. You contribute to your own growth as well as to the supportiveness of the college environment by attending concerts, athletic events, debates, exhibits, plays and, yes, even parties.

Second, the way each of you treats this environment affects its quality. Caring for the buildings we live in, including these lovely old buildings which embody the architectural heritage of this city, is both an opportunity and a trust. Contributing to their maintenance and appearance as well as to the cleanliness of our grounds both enhances the character of our campus and our own sense of shared responsibility. We are teaching our four-year-old daughter Lydia to pick up cans and bottles thrown carelessly about to increase her respect for our public space. I urge you to take the same care. You are learning ways here to care for your own future families and communities, which includes stimulating others to share in that effort.

I hope you explore this beautiful area. If you are from outside Northeast Pennsylvania, get out and hike in the mountains and this winter go skiing. If you are natives of this region, take advantage of field trips to New York and Philadelphia to visit museums and attend concerts and plays and learn about the world beyond these protective mountains. In all these activities, be open to sharing and learning from others. The friendships you make here, with fellow and sister students and with members of the faculty and staff can be among the most important and rewarding of your life.

We are beginning this fall a serious College-wide effort to define the appropriate mission for Wilkes College as it enters a second half century of service to this area. By the time of my formal installation as the fourth president of Wilkes College next April 14, I intend my speech that day to be the official statement of mission. I invite you to be part of these crucial discussions. Each of us contributes to the way this community works. We all should take interest in the charting of the future course of this fine college to preserve the best of its traditions and prepare for the dramatic future awaiting our students and their children. Welcome to a new era for Wilkes.



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## SPORTS TRIVIA

- What card game has 2,598,960 possible hands?
- What's the nickname of the University of Georgia football team?
- Who was the only undefeated heavyweight boxing champion?
- What's the most attended sport in the U.S.?
- What did Floyd Rood drive across the U.S.?
- What team has won the most NBA championships?
- What's the name of a baseball hit that falls between the infield and outfield?
- How many major league baseball teams are named for birds?
- How many trials is each competitor permitted in javelin throwing?
- How many gold medals did Jesse Owens win in the 1936 Olympics?
- What game is fatal to anybody over 21?
- What sport sees striped-shirted men working on the chain gang?

five card poker, Bulldogs, Rocky Marciano, horse racing, golf ball, Boston Celtics, Texas leaguer, 3, 6, 4, black jack or 21, football

## SIDE-LINES

BY

JANEE EYERMAN

Athletic participation at Wilkes College has increased as a whole and that is great to see. This increase in participation should be counteracted with an increase in spectator participation.

This past weekend I was in attendance at three athletic events and was horrified by the lack of student support. Quite a few people on this campus, myself included, have said at one time or another that the football team is a bunch of losers. Well it may be true that in the past the football team has had less than fantastic seasons, but I see no reason why the team members shouldn't be supported by their fellow students.

The same holds true for the soccer team, the field hockey team, the volleyball team, and the cross country squad. The members of these teams are giving up hours of their time to practice and play to represent Wilkes College. It is only fair

that they should be respected and supported.

The athletic programs of any school are just as vital as any other facet of the college. Athletic squads help to get the college recognized just as academics do. If Wilkes were to cut its athletic programs this campus would suffer greatly. Athletic events serve as social events as well as displays of college spirit.

Just this past weekend the field hockey squad played host to both Albright and Millersville. The day that the largest crowd was present (mainly parents and faculty) the team won. I'm not saying the win was due to the crowd, but sideline support can certainly pick up and encourage a team.

After the hockey game I ventured over to watch some of the football game. Admittedly, I only stayed for the first quarter, but I was still there. It doesn't matter if you can't stay for the

whole game, any support is better than no support. I was amazed to see quite a few Wilkes faces, but there are a lot of you who just blew it off.

Sunday afternoon I attended the Wilkes-Virginia Tech soccer game. I couldn't believe it when there were more Virginia Tech fans than there were Wilkes fans. Wilkes was playing a Division I team, something that rarely happens during the fall season at Wilkes and practically no one cared. Of course, the old faithful fans from 391 were there, the parents and friends of the players and their girlfriends. Where were the rest of you?

The athletes of Wilkes College deserve your support, after all they are out there sweating for your college too. I know some of you still won't go and cheer them on, but I hope you think before you call any of them losers again.

## WILKES SCOREBOARD

## Cross Country falls to Lycoming

by Mike Keohane  
Staff Writer

George Hockenbury, in an awesome display of running, easily defeated the Harriers of Lycoming College. Coach Bill Kavashay was pleased with Hockenbury's performance, in addition to the performances brought in by the rest of the Wilkes team.

Two members of the team, junior, Tom McQuire, and freshman, Dan Shuey, were back and running strongly, along with the rest of the team, all of whom improved on their times.

All of this was not enough against the lucky Lycoming team, who defeated the Harriers, 24-34. The Harriers are looking forward to their next rematch with Lycoming next week, when they travel to Lycoming College with a full team, to take on Baptist Bible, Elmira, and Lycoming.

Supporting Hockenbury's performance, was another excellent race by freshman, Tom Urso, who finished third overall, and second for the team. Senior,

Bob Venturi, improving his best time by one minute, finished sixth for the team.

Tom Maquire and junior, Tom Morpeth, followed close by finishing eighth and ninth respectively.

Injured freshman, Dan Shuey, brought in an honorable fifth place finish for the team. Sophomore, Cave Machina,

finished up a strong seventh for the harriers, with a long sprint to beat out a Lycoming runner. The loss of sophomore, Neil Williams, who dropped out of the race for personal reasons, was definitely felt.

With the full team running next week, you can be sure that a loss for the harriers will be very difficult.



Tom Morpeth leads the middle of the pack in the Wilkes-Lycoming cross country meet on Saturday.

WC CR. COUNTRY	24	WC VOLLEYBALL	1
LYCOMING	34	UPSALA	3
WC SOCCER	2	WC VOLLEYBALL	0
ALLENTOWN	0	SCRANTON	3
WC SOCCER	3	WC VOLLEYBALL	0
FDU-MADISON	0	MISERICORDIA	3
WC SOCCER	2	WC FIELD HOCKEY	0
VIRGINIA TECH	2	E. STROUDSBURG	1

WC FIELD HOCKEY	2
ALBRIGHT	1
WC FIELD HOCKEY	0
MILLERSVILLE	4
WC FOOTBALL	13
LYCOMING	35

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# Wilkes loses home opener to Lycoming, 35-13



Ed Mann goes up for a Brad Scarborough pass that Mann pulled down for a Wilkes touchdown.

by Eric S. Gundry

Saturday, in front of a large crowd at Ralston field, the Wilkes Colonels started off

strong only to fall to an explosive Lycoming offense, 35-13.

Wilkes jumped off to a 13-0 lead quickly in the first half

with two field goals by senior JoJo Montione and a 23-yard touchdown pass to offensive standout Ed Mann from sophomore quarterback Brad Scarborough.

Lycoming bounced back quickly to score three times before the end of the half. The first points came for Lycoming when Joe Parsnik scored on a one-yard run. Parsnik scored again later in the half after a 14-yard touchdown pass to Joe Schmid from Lycoming quarterback Larry Barretta.

Schmid scored for the last time midway through the third quarter with a nine-yard pass form Barretta. Lycoming finished the scoring with 4:23 left in the game on a two-yard pass to Rich Keller.

Lycoming kicker Rusty Frick went five for five in point after attempts.

Parsnik, an All-Scholastic running back from Coughlin, led the day in rushing with 36 yards for six attempts. His longest run of the day was for 12 yards in the third quarter.

Ed Mann dominated the offensive attack for Wilkes with six receptions for a total of 70 yards. Mann scored the Colonels' only touchdown with a diving catch in the endzone from a Scarborough bomb.

Scarborough also had a fine day punting, averaging over 40 yards. He suffered a thumb injury sometime in the first half but played out the game until late in the fourth quarter when junior Randy Rice stepped

in.

This is the ninth win in a row for Lycoming over Wilkes and leaves them 1-1 in the MAC conference, and 2-1 overall. The loss leaves Wilkes at 0-2 after last week's defeat to Upsala.

Both the Wilkes and the Lycoming rosters are full of local players. Close to a third of the Wilkes team is made up of area players while Lycoming has seven players from Coughlin High School alone.

Saturday's game was highlighted by fine defensive play from both teams, with freshman Rick Macko leading the Colonels and a finely coached Lycoming squad that left Wilkes with a total of five yards offensively in the second half.

## Field Hockey wins in double Overtime at Parent's Day

by Mauri Lawler  
staff writer

Wilkes field hockey fans were treated to some of the best hockey performances of this season, as they watched the Lady Colonels defeat Albright and lose two heartbreakers to East Stroudsburg and Millersville.

In the East Stroudsburg game, Wilkes came out on the short end of a defense dominated game, losing 1-0.

Coach Meyers commented afterwards that, "It was the best hockey we've played so far."

Once again senior goalie Tracey Kelly had an excellent game, making 21 saves in goal.

On Saturday, the Wilkes players treated the Parent's Day crowd to an exciting double-overtime win over Albright 2-1.

Down 1-0 at the half, the Lady Colonels put pressure on Albright early in the second half and sophomore, Yvonne Pierman, fired a shot at goal and Stacey Baldwin put the rebound in for the score.

In the first overtime, both teams had several opportunities to score but neither team could push the ball in.

In the second overtime, Wilkes caught their second wind as a result of good conditioning and some spark added to the team by Karen Dragon, who made her first varsity start, Erika Oswald, and Jane Zeller.

Two minutes into the overtime, freshman wing, Susan Dicton, cross passed to co-captain Jean Dougherty who scored to put the Lady Colonels up by one and give them the win.

Hot weather and fatigue were



Senior co-captain Jean Dougherty battles for control in the Wilkes-East Stroudsburg game. Wilkes lost a 1-0 hard fought, well controlled game to East Stroudsburg.

Wilkes travels to Lebanon Valley and Delaware Valley this week to try and even out their record.

major factors in Sunday's loss to Millersville. The Lady Colonels, worn out from their excellent play against Albright, couldn't get on the scoreboard and Millersville won 4-0.

Down 2-0 at the half, Coach Meyers said the team, "looked like they were running in mud with lead boots on." The team played a little better in the

second half but could not get on the scoreboard.

The Lady Colonels play Thursday at Lebanon Valley. Look for some new faces on the varsity squad. According to Coach Meyers, because of the improved play by the second team, some of the players will be moving up and challenging for varsity spots.

### This Week in Sports

#### September 25

Volleyball with Moravian-Home

#### September 26

Soccer with Muhlenberg-Away

Cross Country with King's, Scranton and Muhlenberg-Away

#### September 27

Field Hockey with Lebanon Valley-Away

#### September 29

Football with Susquehanna-Away

Volleyball with Delaware Valley-Away

Soccer with Lycoming-Away

Field Hockey with Delaware Valley-Away

Cross Country with Baptist Bible and Lycoming-Away

#### October 1

Soccer with Messiah-Away

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## Soccer Ties Division I Powerhouse Virginia Tech



Sophomores, Mike Molloy and Mark Tobino combined for an excellent Wilkes pass that led to the Colonels second goal.

by Frank Wanzor and  
Mark Tobino  
Staff Writers

The Wilkes College soccer team extended its unbeaten streak to four games this week by posting a 2-0-1 record for the

week.

The Colonels opened the week with a victory over Allentown College on Wednesday afternoon. The booters came out fast and dominated play throughout the game but had problems finding the net.

The Colonels finally broke through when junior, Greg Trapani, was fouled in the penalty area. Freshman, John Pursell, converted the penalty kick and the Colonels had a 1-0 halftime lead.

The second half was much like the first with Wilkes controlling play, but not scoring. In the 69:00 minute the Colonels broke through again. John Pursell sent a through ball to Mike Molloy who's low cross was deposited in the back of the net by Frank Wanzor.

Don Shaw recorded his second shutout of the season having only four saves.

On Saturday, the Wilkes men traveled to New Jersey to take on FDU-Madison. The booters of Wilkes dominated play but again had problems scoring in the first half.

As the second half started so did the scoring. Jeff Wertz

opened the scoring by heading in a rebound off the crossbar of a Gerard Piazza blast. Mike Molloy continued the onslaught as he netted a direct kick from 25 yards out.

Jeff Wertz finished out the scoring with his second goal of the day, a direct kick from 20 yards out.

Don Shaw recorded his third shutout of the season having to make only one save as the Colonel defense played flawlessly throughout the match.

The booters came back on Sunday to play host to Division I power Virginia Tech.

The Colonels found themselves in the hole quickly as a defensive lapse allowed the Hokies to score 18 seconds into the match.

The Wilkes booters retaliated within 4 minutes. John Pursell controlled a ball in the midfield and threaded a pass to Greg Trapani who easily beat

the Hokie keeper to tie the score at 1-1.

The Hokies took advantage of some bad defensive marking 19 seconds later to take the 2-1.

The Colonels' second score came with 4 minutes remaining in the game. Sophomore wingback, Roy Delay, hit a low cross which Jeff Wertz flicked on to Drew Reindel who skillfully placed it in the back of the net for a 2-2 tie.

Regulation time ended and both teams prepared for two ten-minute overtime periods. In the following twenty minutes both teams had scoring opportunities but neither could capitalize and the match ended in a 2-2 tie.

Coach Phil Wingert was pleased with his squad's performances in all three games and hopes to get just as good a performance on Wednesday when the Colonels travel to Muhlenberg to take on the Mules.

## Volleyball drops three straight matches

The Wilkes volleyball squad Scranton, and 1-3 by dropped all three of their Misericordia. matches this week. Wilkes was In the Wilkes-Upsala match, defeated 1-3 by Upsala, 0-3 by Wilkes served 19 aces and



A bump return helped the volleyball team make it tough for the Ladies of Scranton.

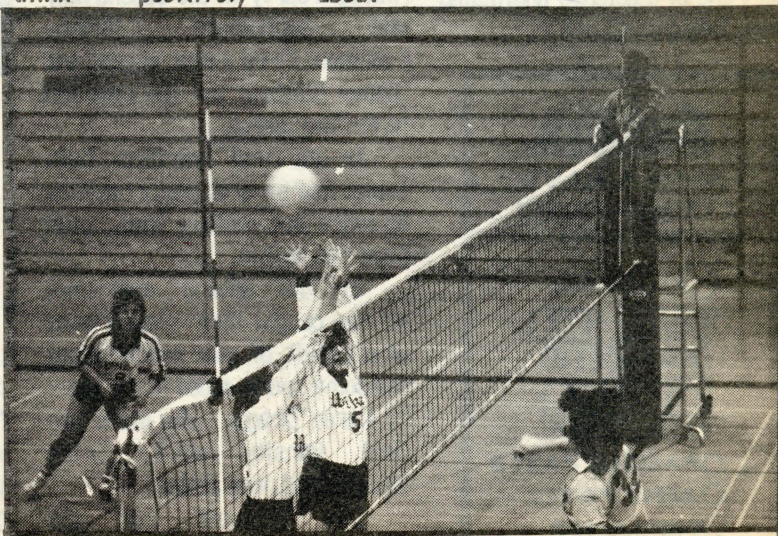
slammed home 10 kills. Wilkes dropped the first game 2-15 but came back to capture the second 15-10. Wilkes lost the third game 10-15 on their lack of height on blocks. The final game was won by Upsala 15-1. Wilkes' offense lacked hard hits in this match and that could have been the key to their loss.

In the Wilkes-Scranton game, Wilkes dropped the first game 4-15, the second 3-15, and the third 5-15. Wilkes' performance proved that the team was never into the match.

After dropping the first two matches of the week, the Lady Colonels were looking for a win over Misericordia. Although the statistics for this match are almost exactly alike, Wilkes still dropped the match on errors.

Coach Saracino commented "the women have a healthy attitude, and will continue to think positively about

volleyball." The Lady Colonels play today at home with Moravian.



Good blocks by the Wilkes volleyball team weren't enough to lift them over their Scranton opponent.