



The Bucknell Beacon



VOL. I

MARCH 3, 1937

No. 7

CHASE HOME PRESENTED TO BUCKNELL



Photo by courtesy of Times-Leader.

JUNIOR COLLEGE WINS RECOGNITION

Recently Bucknell University was the recipient of two grand gifts when public spirited members of the community donated two spacious homes to be used by the Junior College. The editors of the Beacon would like to take this opportunity to express the gratitude and appreciation which the student body and faculty feel in receiving such fine donations and to consider briefly the manifold improvements and possibilities which these gifts open up for the Junior College.

The location of these two buildings in perhaps the most imposing residential section of the city is without a doubt as ideal a one as Wilkes-Barre can offer. The Chase and Conyngham residences will give to the Junior College an air of distinction

which unfortunately it has hitherto lacked.

The Chase home and the Conyngham residence will furnish Junior College students with many advantages which they have not had up to now. These estates will provide the much needed space and facilities which have become essential if the Junior College is to continue to offer the students of this vicinity the equivalent of two years training in other colleges. No longer will conscientious professors be disturbed by the constant hum of central city traffic. At last Engineering students will have their long sought laboratories, well-equipped and large enough to offer them free range in the development of their talents.

(Continued on Page 8)

GIFT TO BUCKNELL

(Reprinted by permission from the Wilkes-Barre Record, Feb. 1, 1937.)

Both Bucknell Junior College and the community will be gratified, and benefited as well, by the generous impulse which has led Rear Admiral Harold R. Stark, a native of Wilkes-Barre and now a resident of Washington, to provide a home for the college. It is a handsome gift which he has made to that institution in turning over to it a desirable property on South River Street, in the first instance the residence of the late Fred M. Chase and his wife, who was Miss Eleanor Stark, a sister of Admiral Stark.

It is as a memorial to Mr. and Mrs. Chase that the property is being given to the college. Possession and occupancy of a home of its own will give that developing institution added stature in the educational world and also will give the community a new sense of the Junior College's permanency.

Tender of the Chase house must be accepted as an inspiring act of faith in the Junior College's destiny.

In the few years of its existence this institution has made noteworthy progress. With a few more friends like Rear Admiral Stark it soon would be taking long strides in the direction of becoming the most important establishment of its kind in the nation.

BUCKNELL'S GOOD FORTUNE

(Reprinted by permission from the Wilkes-Barre Record, Feb. 22, 1937.)

When it was established four years ago, Bucknell Junior College was necessarily an experiment. From the outset, however, it enlisted community confidence and attracted a substantial student body. Its fortunes were followed with friendly interest by influential citizens. Two friends of the college have come forward, in recent days, with imposing gifts of realty, the use of which will place the Junior College on an entirely new plane of importance.

By acquiring possession, through the acts of generous donors, of two such splendidly situated and handsomely appointed buildings as the Chase home and the John N. Conyngham home on South River Street, the college finds it possible to house its activities in a physical plant of which the trustees, faculty and students may well be proud.

In presenting the two palatial homes to the college, Mrs. Bertha Robinson Conyngham and Rear Admiral Harold R. Stark have made possible a much more rapid development of the institution than otherwise would have been possible. They have contributed in a permanent way to the educational and cultural resources of the community. They have conferred benefits not only upon the college but upon a host of young men and young women who in the future will pursue their studies

GIFT TO LIBRARY

Mr. Herbert S. Lloyd, loyal alumnus of Bucknell and enthusiastic supporter of the Junior College, has given to the Junior College library a valuable collection of books. Important among them is a bound, ten-volume set of "Current History" covering the entire period of the European War. These are invaluable to the student of history and at the present time are difficult to purchase. Likewise important is the five volume edition of Monroe's "Cyclopedia of Education," the best available cyclopedia of education in English.

Other books included in the gift are:

Abbott, W. C.—The Expansion of Europe.

Adams, Henry—The Education of Henry Adams.

Bolton, H. E.—The Colonization of North America.

Bourne, H. E.—The Revolutionary Period in Europe.

Fairchild, H. P.—Immigrant Backgrounds.

Gibbons, H. A.—The New Map of Africa.

The New Map of Asia.

The New Map of Europe.

Hart, A. B.—American History Told by Contemporaries. 4 v.

Hulme, E. M.—The Renaissance and the Reformation.

Huntington, E.—Civilization and Climate.

Lansing, R.—The Peace Negotiations.

Russell, B.—Proposed Roads to Freedom.

Spargo, J.—Americanism and Social Democracy. Bolshevism.

Social Democracy Explained.

in a physical environment, appropriate, dignified and inspiring.

We believe that neither Mrs. Conyngham nor Admiral Stark would relish panegyrics for what they have done. But, at least, they deserve lasting honor for practicing a form of philanthropy which is at once practical, immediately beneficial to many persons, and enduring.

Y. M. C. A.

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VOCATIONAL APTITUDE TEST

Since the Strong Vocational Aptitude test has aroused considerable enthusiasm among some of our students, it is the purpose of this article to give some information about this test.

The test, which was devised by Dr. E. K. Strong of Stanford University, is designed to test the student's interest in various professions by comparing his likes and dislikes with those of a large group of men successful in each profession. In compiling the test, questionnaires were sent out to successful professional men, asking them to express their likes or dislikes, or in some cases preferences, with regard to several hundred different topics which included occupations, activities, school subjects, personalities, etc. From the results of these questionnaires mental traits were selected which seemed conducive to success in each of the various professions, as well as those which would hinder success in each profession. These were compiled for each profession to serve as a key for comparison with student results.

In the administration of these tests, the student receives a questionnaire similar to that described above, and he too, expresses his likes and dislikes on the various topics. When this is done, his reactions must be compared with the "key" for each profession. This key is merely a numerical expression of the traits of the composite successful man in each profession; that is, a liking which seems helpful to a profession is given high positive scores on the key for that profession, while a dislike of that thing is given a negative rating for that profession; the same is true for dislikes and indifferences. When a student test is scored he receives the grading, positive or negative, on the likes and dislikes for each profession. A high positive score naturally denotes a high degree of aptitude, and lesser scores, lesser interests; in this way a student's field of interest may be determined with fair accuracy.

Several things concerning this test must be strongly emphasized; first, it is a test of interests, and a high degree of interest is not the only necessity for success in a profession.

Secondly, because of the briefness of the test, it cannot point out absolutely a particular profession except in extraordinary cases, but in general can only define a field of interest which may include several professions.

Lastly, it must be remembered that the test is not nearly perfect. The science of testing vocational aptitude is very young, so that, while such a test system of tests may be right as much as 60% or 70% of the time, this is about as much as may be expected at present. Nevertheless, the results of the test should prove highly interesting and informative.

IN MEMORIAM

If I had only taken the other road, I wouldn't be trapped in this God-forsaken place. The water is coming faster. It's rising past the running board. It's creeping up higher. It's past the engine. Oh, Lord, help me. This yellow mud will be my grave. After I worked and slaved to make my work a success here. My work swept away in this merciless water. Only two more inches from the top of the car, and nothing in sight but the top of the car in this rushing sea. No, thank God, a raft. Please send it closer.

This was just in time. The car has disappeared. One more second and I would have been carried away. Even now the waves are getting so strong this wood won't hold out much longer. People freeze in icy water. The light is fading fast, and those clouds are getting blacker and nearer. Even if I stay on this thing, I'll freeze and be found stiff and lifeless.

What's that? A house floating past. It's reached the settlement. The people will be cut off from help. More houses. God! bodies. If I could only reach one of the buildings before I'm crushed.

A boat. A boat with people. Will they see me? They're going so fast and they can't hear me call. Almost gone. Oh, Lord, save me, save me. I don't want to die. The waves are getting higher and higher like mountains. We're rising to the top of one of them. Another one. This can't last much longer. Up, up to the top of the universe, a liquid universe. Down, down. The raft is falling away from me bit by bit. Soon I'll have nothing under me but mud. I'll be one of the dead, floating with the others.

Another wave. The raft is gone. I'm rising to the top, higher. I'm sinking, sinking. Help, help, help.

Goodnight, what a nightmare!

—B. D. F.

EASTER DANCE

An Easter Dance is planned Monday, March 29, at the Chase House.

"Come and See Us:

We Will Welcome You!"

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WEDNESDAY, MARCH 3, 1937

PUBLIC SERVICE—A FUTURE?

College students, when in the process of viewing the field of prospective vocations, should not overlook public service. The advance of technology and the new tendency in the U. S. Government to take a greater part in the administration of Industry and General Welfare has brought about a growing need for public servants.

The government is looking more and more to the universities and colleges for the supply to these demands. There no longer exist the beliefs that anyone can fill the qualifications for government service or that educated men are dangerous to democracy. Well educated and trained men are very definitely in demand.

In the past public service hasn't attracted college students because of the evil of the "Spoils" or "Pull" system. Unfortunately, the "Spoils" system still exists to a great extent. However, two facts give encouragement to the college student of today that public service is something worth striving for. They are, first, the rapid advances that Civil Service has made in the last few decades, and, second, the promise to strengthen Civil Service which has

emanated from the present administration at Washington.

As for the training of the undergraduate aspiring for public service, most educators believe that a broad and general education is most beneficial. However, it is recommended that included among the general courses taken should be subjects touching on structure of government, government "tools," economic and social trends, and problems in government.

To the student desiring more knowledge concerning public service and its training, two pamphlets are recommended. "Training For Public Service," published by the Public Administration Service of Chicago, Ill., and "Our Government—For Spoils or Service?"—a publication of the Public Affairs Pamphlets. Both can be obtained from Dr. Crook.

ASSEMBLY—STUDENT OPINION

I would say that the enforced regulation is the fault of the students themselves. Allowed to stand on their own, some have taken advantage of the privilege of attending chapel as one wishes, while still others have failed to state their reasons for absence, and, as a result, a high school regulation has been adopted. Compulsory chapel attendance would be eliminated if a student vote were taken for a suitable chapel hour, if chapel programs were varied, and if students would realize that chapel attendance is a part of a college education.

—Ilaria Sterniuk.

The purpose of the assembly is to broaden the minds of the students and to give them a wider range of knowledge by bringing before them a variety of views on diversified subjects. College undergraduates should appreciate this enough to attend assembly without being compelled to do so.

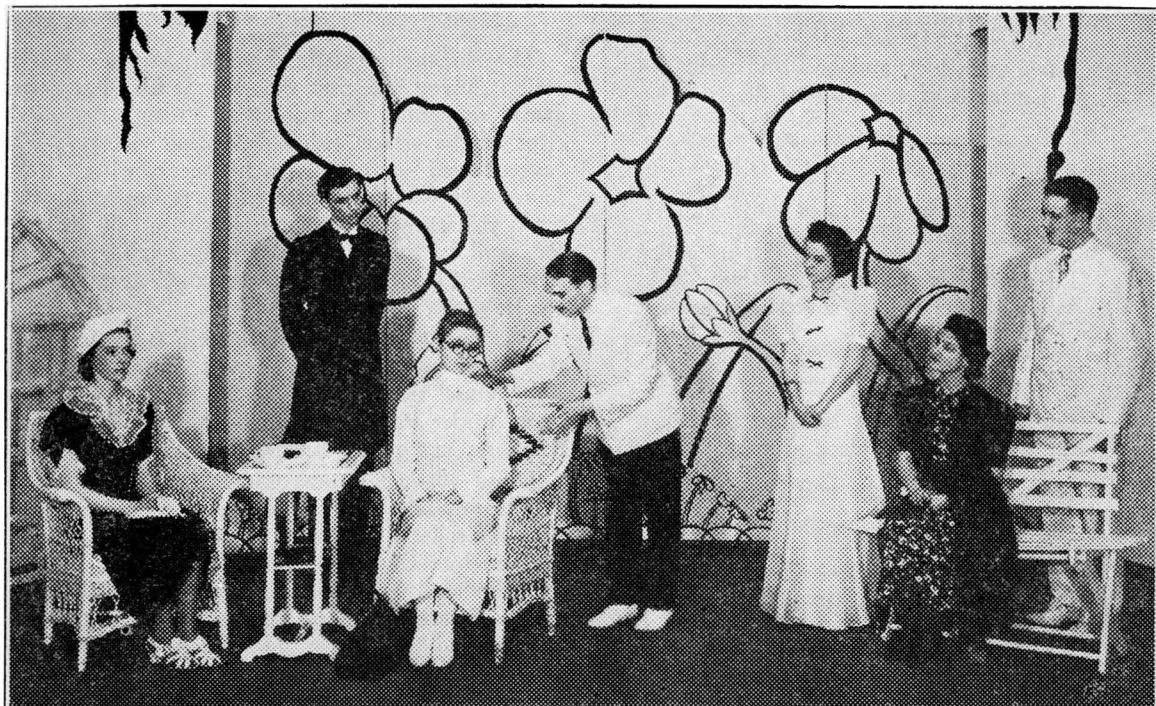
—Charles F. Millard.

I think that compulsory attendance at assembly is fine for high school students but not for those who have reached the age where they attend college. The programs are very interesting but lose some of their attractiveness because of the necessity of attending.

—Marjorie Honeywell.

It seems to me that the programs presented in chapel can be made more effective and interesting if there were an elimination of the remarks concerning the speaker, after he had finished. A program presented in chapel can be just as enjoyable without any final comments by the chairman. We must all remember that a twelve o'clock class starts at that time and not ten or fifteen minutes later. Ten minutes' lateness may not be much in itself, but just multiply that by the number of chapel periods and the result will be surprising.

—Benjamin S. Davis.



THESPIANS GO WILDE

The Bucknell Thespians have started the year with a bang. Their first presentation of Oscar Wilde's "The Importance of Being Earnest," was well received by large audiences at both performances.

Joseph Donnelly, as John Worthing, portrayed the role of a typical country gentleman with exceptional ability.

Betty Tonks, as Cecily Cardew, looked and acted the part of a charming young English miss.

Leo Simoson, as Algernon Montcrieff, portrayed the role of a man about town, with ease.

Betty Fenton and Stanley Daugert supplied the comedy effectively. Miss Fenton's interpretation of a strict old guardian was pleasing to watch.

Gladys Grushetsky, as Lady Bracknell, seemed well at home in her role as the stern mother.

Marion Clark, as Gwendolyn Fairfax, played the role of a sophisticated young woman who had great difficulty in being alone.

AN ORIGINAL SETTING

On Friday and Saturday evenings, Feb. 19-20, were you somewhat pleasantly surprised? Did you notice something different? Had the originality of the black and white settings any effect upon your appreciation of the play? Did you notice the heroic panels in the first act? Wasn't the garden scene outstanding? The entire setting of this play was remarkably original.

Miss Sanguiliano and Miss Evans should be highly praised for their excellent idea.

And last but not least Ernest Weisberger and Willard Warmkessel portrayed the roles of the family butlers. Their acting added a touch of finesse to the play.

We are hoping that plays of this calibre will be presented in the future.

DEBATING

On Tuesday, March 16, the Bucknell Junior College affirmative debating team, consisting of Ralph Johnston and Donald McHugh, will engage a team representing Muhlenberg College in a debate on the resolution: "Resolved, that Congress be empowered to fix minimum wages and maximum hours for industry." The debate is being sponsored by the Men's Brotherhood Class of the First Baptist Church, and will be held in the church building.

On the same day, Leon Rokosz, Maurice Reishstein, and John Gambold of the negative team will travel to Allentown to meet another Muhlenberg team in a debate on the same resolution.

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I feel each lock and nod and sigh.
 If I grow bald, I soon must die.
 For quæer my face must surely look,
 And for an egg I'll be mistook.
 Yet if I do, and still not die;
 No lotion strong or weak apply
 I'll never have to brush or comb
 With such a shining hairless dome.
 Each taunt from naughty boys defy,
 And never try a wig to buy.
 No more I'll have to braid or swirl
 Or worry how to place a curl.
 No more each night will I untie
 My hair or seek to beautify.
 And if they ask where is my hair,
 I will not really have to care.
 'Cause if they witty comments crack,
 I'll surely thumb my nose right back.

—B. D. F.

ASSEMBLY REVIEW

On Wednesday, February 3rd, Professor Frank Sprague of the Spanish Department of the Campus, spoke to assembly on the Spanish situation. Because of his first hand information and experience in the war zone his talk was of particular interest.

On February 10th Dr. Churchill gave an account of his trip to Europe last summer, showing slides of old English towns and of some famous characters in English history. Among these was a picture of Old Scarlet . . . my! what famous people we have at the college, eh, Sgarlat?

The College debaters took the stage on February 17th, competing with the team from the Campus on the minimum wage and maximum hour legislation. Donald McHugh and Ralph Johnston represented the Junior College, Robert Burke and William Orlandi the Campus. On February 24th Mr. Moran from the Association for the Blind and his "girl friend" Bina told us of the "secing eye" dogs. Bina performed by picking up coins and taking care of her master.

SPORTS

The Bucknell athletic program swung into full action during the past month. With but three games remaining the basketball team nears the close of the season still anticipating victory. That coveted goal seemed in reach twice during the last few weeks when the team lost heartbreaking games to Wyomissing Polytechnic Institute of Reading, Pa., and to the Wilkes-Barre Y. M. C. A. The latter nosed out a win over Bucknell by a last minute field goal to break a tie.

The Bucknell bowlers have set a fast pace in the first three weeks of the current campaign. Capt. Bob Peters' team is well in the lead. The faculty team, under Professor Hall is gaining slowly. Mr. Schwartz has gained scoring honors to date.

James Mayock, undergraduate manager of the golf team, announces the addition of Hun School to the golf schedule. This will be the College's first venture into this field of athletics. Other contests are scheduled with Bucknell Freshmen and Colgate. Coach Peters has plans well in hand for an extensive baseball program. The games this year will probably be played in Artillery Park.

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PRODUCTION OF HAMLET

On Wednesday the 17th, the Thespian group of Bucknell Junior College, went down to Lewisburg with a few other students to see Hamlet. John Forsht, a former student at Bucknell, played the title role. We were pleased to see that Irma Hewitt and James Ramsey, students who attended Bucknell Junior last year, had the other leading roles.

John Forsht must be commended upon his ability to sway the group into the spirit of the play. For those who thought that he overacted in the first few scenes, we offer the following explanation. When the curtain opened for the first time, the audience was very restless; besides this, it was the players' first performance, and they were rather lost on the stage. Gradually Mr. Forsht succeeded in spreading the mood of the play. Irma Hewitt was excellent as the tragic Ophelia. The scene where she lost her mind was beautifully done. James Ramsey as Horatio, Hamlet's friend, proved himself very capable of handling his part. Irene Piszczek, as Hamlet's mother, rendered one of the finest performances in the play.

The settings and costumes are to be commended especially. The draperies in the throne room were rich and colorful. The striking effect of somber hues, both in setting and costume, served to accentuate the players' interpretation of the tragic scenes. The gay pageantry of the court in some of

the less tragic scenes was handled especially well. One sees few such effects with the exception of the New York stage.

Much difficulty was encountered in the lighting effects because of the impossibility of using spotlights from the back of the auditorium. This could have been remedied by using lights of the same color on the stage. The difference in spotlights was particularly noticeable when Miss Hewitt's gown changed color as she walked across the stage.

One can give only the highest of praise to Ambrose Saricks, who directed the play. His hard work and intensive drilling of the players prove beyond a doubt his aptitude along this line of work. The finished production certainly justifies his labor.

LIBRARY NOTE

An interesting government pamphlet has been received called "Scholarships Available at Institutions of Higher Learning throughout the U. S." Why not see what scholarships are offered at the college to which you want to go?

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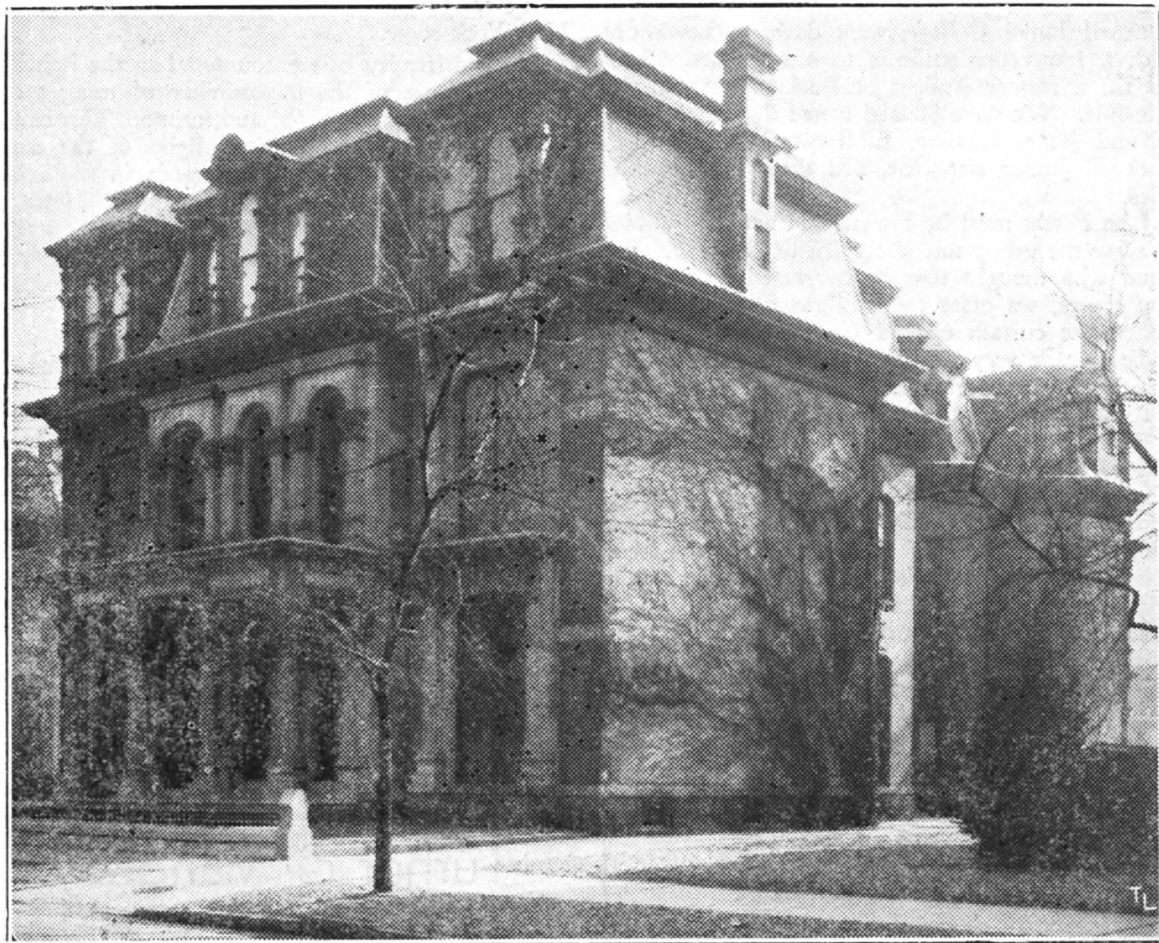
THE CONYNGHAM HOUSE

Photo by courtesy of Times-Leader.

COLLEGE WINS RECOGNITION

(Continued from Page 1)

Undoubtedly in the not distant future Bucknell University Junior College will have an auditorium, capable of comfortably seating several hundred people, and a stage suitable for all sorts of dramatic presentations. Soon Junior College dances and other social affairs will take place in a much more pleasant and colorful atmosphere than they have had in the past. Comfortable lounges will provide fine settings for our popular tea dances. When one attempts to visualize these many improvements and innovations, the picture presented is certainly a very rosy one.

Not only does the securing of these buildings mean that in the future Bucknell University Junior College will be able to offer its students better facilities for their work, but it also means that the

Junior College is now firmly established in Wilkes-Barre. Prominently situated on one of the city's most beautiful thoroughfares its buildings cannot fail to attract the attention of many passers-by and visitors. This, in turn, should lead to a much increased enrollment and a new era of prosperity for the institution. Citizens of Wyoming Valley and elsewhere may now be assured that the Junior College is here to stay, and it is up to them to do their share by sending their sons and daughters to the college, thus allowing them to enjoy the fruits of its progress.

Needless to say, Admiral H. R. Stark and Mrs. Bertha Robinson Conyngham command the heartfelt appreciation of all those who are in any way interested in or connected with the Bucknell University Junior College, for making all these things possible by means of their most generous gifts.