



The Wagnerian

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Wagner College, S. I., N. Y.

September 18, 1964

WAGNER COLLEGE TODAY and TOMMOROW

BY GREG COLAN

"I'm in college now—after such a long while, I've made it." This is probably the first thought that enters a freshman's mind upon beginning his four years of college. Although these four years will be accompanied by a good deal of studying and the burning of the lamp far into the night, college life has more to offer than brainwork. Social life is a special part on the campus and Wagner College recognizes that preparation for a lifetime vocation also involves a well rounded social life as well as learning.

Wagner College, has as its aims: to acquaint the student with his environment, specifically with the western heritage, understanding present day social forces and problems, and a deeper insight into Christianity and the christian way of life.

To accomplish these objectives, the college has gathered as renowned a faculty as can be found in any school. In the sciences, Dr. Ralph Deal, Dr. Jensen, and Dean Stern have all devoted their talents into making Wagner College into one of the highest rated science schools in this part of the country.

In the social sciences, Dr. Francis F. Wayland, head of the History Dept. is the author of two books, Dr. David B. Tyler, also the author of several books and is a renowned naval historian, and Dr. Bertram Maxwell, a specialist and author on Soviet affairs.

In the field of dramatics, the college is proud to have as a faculty member Professor Dennis McDonald, former Broadway Producer and for many years, theater critic for Billboard magazine. Mr. McDonald will head the theater and acting classes this semester, and will direct several Varsity Players productions.

For the last several years the college has been presenting on its campus the famous New York City Writers Conference. This includes writing workshops under the supervision of famous writers. In the past, such well known authors like Robert Lowell, Kay Boyle, and Edward Albee. This past summer Wagner College was fortunate in having Arthur Miller as part of the workshop in dramatics.

One of the most well known groups on campus is the Wagner College Choir. Under the directorship of Dr. Sigvart Steen, the choir has achieved an international reputation as one of the foremost college choir groups. It has recorded numerous records, makes an annual national tour, and last semester sang at the New York World's Fair.

Another well known part of Wagner is the study program at Bregenz, in Austria. This is a special one year program for qualified students to study the humanities and social sciences, and attain an understanding of the contributions of Eastern European culture. For those who are interested, please contact the director of admissions.

The college has 80 acres as its

campus, and as such, it's the largest in New York City. In the last ten years the college embarked on an ambitious expansion program with the erection and completion of the New Dormitory for Men (1957), The August Horrmann Library (1961), and the just completed five new dormitories. This dormitory, includes five "towers," each being a separate unit; three towers are for men, and the other two for women. The college expects to continue its present construction policy — right now there are plans for a Student Union building and a Science building.

The college year has its share of special occasions. One of the most important events is the Religion in Life week; it is an attempt to show to the student some of the specific problems that exist in our society and the Christian answer to it. The college has prominent speakers to talk of these problems. This past semester the topic was Civil Rights, with James Farmer, head of CORE, being the major speaker.

Although there are many more sidelights to Wagner College, they cannot all be listed here. The major part of college is of course, studying, however, it isn't the only thing to campus life. The four years that you will spend at Wagner may be the most enjoyable years of your life.

WATCH FOR . . .

The author of the above article, Greg Colan, and Van Bucher in their political commentaries.

S.A. Proposals for the Coming Year

By CHET BRODNIKI

Once again the Student Association would like to welcome you and wish you the best in your years at Wagner. Now that the new school year is about to start, all the promises made last semester will rightly be expected to be fulfilled. However, these promises can only be realized through the total support and involvement of you, the student. The S.A. can plan many programs for the benefit of the student body, but if there is no substantial backing, it is rather futile to try to have these programs become a reality.

The S.A. as such, is your organization. It is your ideas and programs that are trying to be

put forth through organized means. Throughout history the norm has been a united body that sees its programs come into being, rather than that of a few individuals who cannot speak for all people. For this reason there is a Student Association at Wagner. We cannot hope to accomplish anything if we, the students, do not work together as a unit to foster programs for the welfare of the school and ourselves.

As to what we would specifically like to accomplish this year, there is much. In cooperation with the administration and the brothers of Omicron Delta Kappa, the Men's Honor Fraternity, we hope to bring about an ef-

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DORM COMPLEX NEARS COMPLETION

By DOROTHY WASIELEWSKI

This fall, Wagner College opens the doors of its new \$3.57 million dormitory complex. Construction of this five-tower complex is only one step in the long-range development plans which include the building of a Science Hall, a Student Center, and other needed facilities.

Located behind Cunard Hall, between Guild Hall and the Freshmen Dormitory (New Men's Dorm), the complex will house 604 students. Two of the five towers will house female students and the other three male students. Only upperclass men and women will have the benefit of the modern housing.

The complex which is constructed on a sloping site is connected to the main campus by a bridge. This bridge extends from the main campus to the third and main level of the center tower where the main reception area for the entire dormitory is located. Connecting bridges link the other towers at the same level so that students may enter any tower in the complex through the center building reception area. The complex will

include counselors, apartments, lounge areas and an infirmary.

The two faculty apartments and the health suite are located on the third and main level of the center tower. An elevator, to be used by students in all towers for moving trunks and furniture, is in the center tower as well.

The towers to the immediate right and left of the center tower have large lounges on the third floor level, adjacent to the main reception area. These lounges are large enough to accommodate the entire resident population for mixed socials and dances, and to entertain parents and guests.

In addition, each tower has small student lounges on alternate floors. Designed for about 50 students, these lounges have been provided so that small groups may have the relationship normally associated with small dormitories, or with fraternities and sororities. Study rooms and laundry facilities are also available on each floor.

The philosophy underlying the planning of this dormitory complex is to enable small groups of students to govern themselves. Student government is organized on a tower and hall basis which will fit into the Men's Resident Association and Resident Women's Association set-up. Governmental problems will be handled by representatives from each of the towers.

The new dormitory complex has had a profound effect on the residential-commuting ratio at the college. The 604-bed structure has more than doubled the resident potential of the college by raising the number of students living on campus from 482 to 1,086.

Although the number of full-time commuting students from Staten Island will be lessened as a result of the change in ratio, Island students wishing to live on campus will be in equal competition with other prospective students from the New York-New Jersey.

Student's Program for Mental Health

BY COURTNEY SWEETING

Wagner College, S. I., N. Y.—Plans are being formed for the opening of the fall session of the new student volunteer program entitled STUDENTS FOR MENTAL HEALTH. This program was founded by several senior nursing students during the last academic year at Wagner.

As a part of their psychiatric nursing course, several students paid visits to the Staten Island branch of the Manhattan After Care Clinic, to observe the programs offered to out-patients required to pay visits after being released from state mental institutions. It was discovered that there was a great need for therapy programs for the visiting patients. It was at this time that seeds were sown for the student volunteer program.

A meeting was called at Wagner to recruit interested students who would be able to give one or two hours a week to visit with the patients. The response was favorable and thus THE STUDENTS FOR MENTAL HEALTH organization was born. Early spring saw the repainting of the clinic's headquarters of Styvesant Place off Bay Street in Staten Island. Some of the Wagner volunteers set up a sewing workshop for the female patients and other students instituted an arts and crafts program.

The clinic is professionally staffed with a psychiatrist and qualified social worker. At a final meeting of the volunteer students in the late spring, Court Sweeting was appointed to direct the program for the '64-'65 academic year. Janet Dahlberg will serve as the club secretary and Mrs. Therica Knight of the Wagner nursing faculty will serve as the advisor.

Students interested in participating in the program this year should contact the above three people and look for information posted at school announcing the opening meeting of this worthwhile campus-community organization.

Illinois State Conforms in grading

Normal, Ill. — (I.P.) — A new method of calculating grade point average may be introduced to Illinois State University. When a student now repeats a course, the highest grade is used in calculating GPA and the lower grade is no longer considered. (The fact that the student registered and received a particular grade in the course is still on the student's original transcript.)

If a student's grade was a D and he repeated the course and received a B, then the first grade is forgotten. If a student earns a lower grade the second time he registers for the course, then the first grade is used in calculating the GPA, with the second forgotten.

The committee on Academic Standards, proposes the following:
(Continued on page 4)

From The Editor's Desk

"Greetings"

By DR. ADOLPH STERN

This autumn marks the beginning of the 81st academic year of Wagner College. It is the beginning of an extraordinary year in the history of the College. The recently finished dormitory complex for six hundred students will be opened, and an extensive campaign is under way to secure funds for the greatest expansion program ever planned by the College for future years. Under the wise and far-sighted guidance and leadership of our President, Dr. Arthur O. Davidson, the College has made distinguished progress and achieved a fine reputation. Exciting activities and events lie ahead as Wagner strides forward to ever better and intensive service for Christian Higher Education.

We welcome you, the new incoming Freshmen, transfer, and regular Wagner students, at the opening of the new academic year. We are confident that you have chosen the college which offers you most and provides for you the best environment and climate necessary for intellectual growth. Wagner endeavors to provide a liberal education, an understanding of the broad concepts of our present world and its future goals, and a code of standards, of behavior, of ethics and living, which is inductive to develop the kind of personality and character essential in future leaders of our country. Besides this, Wagner offers well designed curricula in the most important academic disciplines, which help the student to acquire professional competence and skill necessary for a rich and abundant life.

A Faculty with expert knowledge and a staff ever ready to help and counsel the students are one of Wagner's well known assets. These devoted teachers are always willing to assist you in solving the many and varied problems confronting us in our strive for intellectual excellence.

The students must, however, realize that success in college and in studies depends in great measure on their own attitude, cooperation, and full support to maintain in a college the atmosphere of true scholarship and excellence in both, knowledge and standards. It is the student himself, after all, who must be willing to accept the educational challenge and submit to the academic, social and cultural offerings with an open mind. Therefore, we ask for your cooperation and help in supporting the administration and faculty in their difficult tasks. Working together in the years ahead, Wagner College will be successful in its plans and goals. Student participation in the process of evolution of the academic and educational life of the College will not only benefit the College, but more so the student himself.

We wish you success in your studies and express the hope that your years at Wagner will be happy and fruitful. These years will be decisive and significant for you. May they always remain "deep in your memory."

Hazing

The Freshman Hazing Program on Monday night was an example of good organization and fine spirit on the part of all concerned. The manner in which the Board of Traditions handled the entire evening is to be commended. In the past these events have smacked of bad taste and "wise guy" tactics, on the part of both Freshman and Upperclassmen. Hopefully this new spirit will continue in the coming weeks. It is also hoped that the Freshman will consider hazing as the beginning not the end of their personal involvement with Wagner College not only scholastically, but culturally, morally, and socially.

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V. P.'s Coming Year

The Varsity Players will start their new season with tryouts for their first play next Monday, September 21. The readings will begin at 8:00 p.m. each night and continue through Wednesday, September 23. The play, William Shakespeare's *Midsummer Night's Dream*, is a romantic farce calling for a relatively large cast of players.

Miss Carol Intenzo, President of the Varsity Players, emphasized that The Players welcome anyone interested in working in theater. Membership in The Varsity Players is gained by working with the group on their productions either on stage, backstage or in the business end of things. All three are prerequisites for final membership. One need not be a member to act in the shows. In fact, *Midsummer Night's Dream* requires such a large cast of actors for this Elizabethan musical spectacle, that Dr. Hruby, director of The Varsity Players, said all parts are open and he hopes that everyone interested in acting will turn out for the readings.

The comedy combines elements of fantasy, farce and romance in a story of runaway lovers bewitched and bewildered by the mistaken magic of the midsummer night's fairy world. A magic potion dropped on the eyes of the lovers causes them to fall in and out of love with fantastic abruptness. At the same time, a group of simple workmen rehearse a play for performance at Duke Theseus' wedding celebrations. The chief actor of the group, Bottom, has an ass-head fixed on to his shoulders by the prankish Puck. Titania, queen of the fairies, falls in and out of love with this monster. All ends happily with the correct pairing of all lovers at the wedding, climaxed by a performance of the tragical comedy, *Pyramus and Thisby*.

Performance of the play will be given in the auditorium in late October or early November. Exact dates will be announced later.

Dr. Hruby said that the schedule of productions for the coming season is not definitely set, but under consideration are: *The Glass Menagerie*, *Right You Are If You Think You Are*, *They Came to a City*, *She Loves Me* and several others.

In addition to the four major productions which The Varsity Players produce each year, they also present the Welcome Freshmen Show on the Friday evening of Orientation Week, The Campus Community Chest Show in the spring and various other programs during the year.

Dr. Hruby invites anyone interested in working in The Varsity Players to come to the tryouts. If for any reason this is impossible, they may see him in his office on the first floor of Ivy Cottage. If you are interested in theater, even if you cannot take an active role now, don't hesitate to stop in and talk to professor Hruby about the future shows and activities of The Varsity Players.

Varsity Player Meeting

OCTOBER 2, 1964

IN THE AUDITORIUM
TIME WILL BE POSTED

Dean of Men heads new resident asst. program

By DEAN WALTER BABB

(Special to The Wagnerian)

Wagner College has traditionally accepted the responsibility for educating its students in the broadest possible sense. A new aspect of this philosophy is the residence hall program which is being implemented as a part of the "Wagner Way of Excellence" this fall. Dr. Arthur O. Davidson, President of the College, has authorized the Personnel Deans, Hruby, Morgan and Babb, to direct the operation of this program. The College considers life in the Residence Halls an educational opportunity, and as a consequence has selected a trained staff to make it successful.

Each Residence Hall will be under the immediate supervision of a Resident Director, responsible to the Dean of Women or Dean of Men, and supported by several student Resident Assistants. The Resident Directors are full-time professional appointees of the College, whose training, experience, and education well prepare them for their special tasks. The Resident Assistants are responsible students who have been chosen for their qualities of leadership and maturity.

The Resident Directors will actively counsel individual students in personal, social, and study matters. They will provide the leadership and guidance necessary to stimulate an active student government and social program within the Halls. One of their tasks will be that of helping students to create comfortable and attractive living units.

With the new Tower Residence Halls forming the center of the residence hall program, Guild Hall, Parker Hall, and the Freshman Men's Residence Hall (formerly known as the New Men's Dormitory) compose the physical units of the program.

In the Tower Halls two of the five Halls (or buildings) have been assigned to women while three halls will be used by men. The Resident Director of the women's section of the Tower Halls is Miss Ardis Larson of Thornton, New York. Miss Larson has earned a B.A. degree at Augustana College and an M.A.



degree from Ohio University. The Men's section of the Tower Halls will be under the supervision of Resident Director Robert E. Barth. Mr. Barth, a native of Wheeling, West Virginia, received a B.A. degree from Lake Forest College, and an M.A. degree from Ohio University.

The Resident Director in Guild Hall, Residence for Women, is Miss Virginia Bellinger of Littleton, Massachusetts. Miss Bellinger has earned a B.A. degree from the University of Maine, and she is continuing her studies on a part-time basis for a Master's degree.

In Parker Hall, Residence for Women, Mrs. Mayme Brown will continue to supervise and guide the students in this hall as Resident Director. Mr. Sidney B. Steinour of Gettysburg, Pennsylvania has accepted the responsibility of Resident Director in the Freshman Residence Hall for Men. Mr. Steinour earned his B.S. degree at Shippensburg State College. For the past two years he has been teaching in Gettysburg, Pennsylvania schools. He is continuing his studies for a masters degree on a part-time basis.

The Resident Assistants in the women's residence halls are Karen Dawkins, Virginia Dennis, Judy Nelson and Kathleen Riley. Also aiding in setting standards among resident women will be twelve "Resident Counselors," selected upper-class women living among Freshmen women.

The Resident Assistants in the
(Continued on page 4)

Freshman Guidelines

BY DEAN MIRIAM MORGAN
(Special to The Wagnerian)

So! You're really at Wagner now. Your thinking, dreaming, planning and College Board scores have brought you at last to the beginning of a new era. Everyone, from the President to the Night Watchman, has welcomed you to Wagner; the campus air is heavy with the advice from upperclassmen and admonitions from sophomores. Each speaker at the Orientation meetings has offered his suggestions for ensuring a successful touring of collegiate pathways. The paths are not all primroses and pink tea; be alert to some of the larger pitfalls that may plague you!

- Don't stifle yourself with needless worry or fears. Be yourself; believe in yourself. Keep your senses and sensitivities open and aware to situations and people around you.

- Make use of the opportunities of Metropolitan New York. Avoid using the pat statement. "Gee, there it is across the harbor!"

GO to the museums and concerts.

- Recognize that you're responsible for your actions at college. Your realization and acceptance of this fact may prevent your falling into other snares.

- Don't expect to be a social success in a week . . . or a year. Don't be misled by the "college myth," expecting to be dated every day or weekend. Upperclassmen may "rush" you for social reasons or for Greek membership, but be wise; you'll be on campus for at least 35 more weeks!

- Recognize that Wagner is a college owned and supported by the Lutheran Church in America. Instead of viewing it as a limitation, make use of the relationship in your education; let it serve as another stimulus in your search for knowledge and as a means of continuing to develop another dimension of your life.

- Forego the "play now, probation later" philosophy. Begin
(Continued on page 3)

THE DISCIPLINE OF LANGUAGE

Reprinted from the Royal Bank of Canada's Monthly Letter

There is magic in words properly used, and to give them this magic is the purpose of discipline of language.

Some quite intelligent people have been lured into thinking that a concern for words is out of date. Others allow themselves to believe that to speak and write sloppily is somehow an emblem of the avantgarde.

The truth is that in no other time in history was it so important to use the right words in the right place in the right way to convey what we have in our minds. We need the proper use of language to impose form and character upon elements in life which have it in them to be rebellious and intractable.

A glance at our environment will show that our high standard of living, brought about by our mastery of science and technology, is menaced by the faulty use of signals between men, between ideologies and between nations. By misinterpreting signals (which is all that words are) we create disorder in human affairs.

Communication of ideas is an important human activity. When we invented writing we laid the foundation-stone of civilization. In the beginning the power of words must have seemed like sorcery, and we are compelled to admit that the miracles which verbal thinking have wrought justified the impression.

Words underlie our whole life, are the signs of our humanity, the tools of our business, the expressions of our affections, and the records of our progress. As Susanne Langer says in *Philosophy in a New Key*: "Between the clearest animal call of love or warning or anger, and a man's least trivial word, there lies a whole day of creation — or, in modern phrase, a whole chapter of evolution."

This language has such transcendent importance that we must take pains with its use.

In business there is no inefficiency so serious as that which arises from poverty of language. The man who does not express himself meaningfully and clearly is a bungler, wasting his time and that of his associates.

The key word in all use of language is communication. Thoughts locked up in your own breast give no profit or pleasure to others, but just as you must use the currency of the country in which you are travelling, so you need to use the right currency in words if you are going to bring your thoughts into circulation. Many centuries ago Paul the Apostle wrote in these cautionary terms to one of his churches: "Except ye utter by the tongue words easy to be understood, how shall it be known what is spoken? . . . ye shall speak into the air."

What words are

Words are the only currency in which we can exchange thought even with ourselves. It is through words, which are the names for things and actions, that we perceive the events of the world.

Because of this universal importance, we need to be as clear-cut as we can in their use. Inexactness to some degree is inevitable, because thought can

never be precisely or adequately expressed in verbal symbols. Words are not like iron and wood, coal and water, things we see and touch. Words are merely indicators, but they are the only sensible signs we have, enabling us to describe things and think about them. In the darkness of night we talk about the sun, knowing that the word "sun" presents a picture to our hearer; we write about the "sparkling ripples" caused by the stone we cast into a pool, knowing that our description presents a motion picture to our reader.

What we need to do is keep our thinking and speaking language under the discipline of meaning. We cannot shape ideas and develop an argument without choosing and ordering our words. Many people have far better ideas than anyone knows: their thoughts either beat about in their heads, finding no communication package in which to emerge, or they come out distorted in fragments.

A big vocabulary

Knowledge of words is not burdensome. Words are pleasant companions, delighting in what they can do for you whether in earnest or in fun, in business or in love. The true dimension of your vocabulary is not, however, the number of words you can identify but the number of words you can use, each with its appropriate area of meaning.

With an adequate vocabulary you are equipped to express every shading of thought. Too often in the ordinary intercourse of life we let this wealth lie inert and unemployed. We work a limited number of words to death. We exist in voluntary word poverty. We do coarsely what might be done finely.

One road to language mastery is the study of synonyms, words that are similar yet not identical in meaning. Two words that seem to be the same may have very much in common, but also have something private and particular which they do not share with each other, some personality natural to the word or acquired by usage.

Everyone recognizes the difference between child and urchin, hand and fist, misstatement and lie. There is an overtone of meaning which causes a mother to resent your calling her child "puny" instead of "delicate." People persist in confusing "instruction" with "education" when discussing our school system. The former is furnishing a child with knowledge and facts and information; the latter is a drawing forth from within, opening up fountains already in his mind rather than filling a cistern with water brought from some other source.

This discrimination may appear trifling to some and tiresome to others. The writer who wishes to think clearly and express his thoughts clearly—and is there anyone who will admit that he wishes to be a bungler in thought and speech?—will see its virtues.

New words

A man should revise his language habits from time to time in order to keep pace with life and custom. There are more things to think about and to

communicate about every day.

It may seem wise to some pedants to say that the words of a century ago are the best words, but we cannot go through life using the language of the last century any more than we can get along with the language of Cicero. Imagine that superb orator standing before our Senate to explain a bill having to do with nuclear warheads and the probes into space. The point is that if Cicero were alive today and had words for these things he would use them so as to make his meaning crystal clear.

Good writing demands more than the addition of words to our vocabulary and the breaking of slovenly habits. It requires interest in language that inspires us to seek the best instead of muddling our thoughts and our communications by using the second rate just because it is handy.

Besides concerning ourselves with individual words, we need to be careful to use the proper sort of language fitting the occasion. If a lawyer talks over the bridge table as he does to a jury; if the electronics engineer uses his trade language to explain to his wife how to change a fuse; if a business man uses factory language in writing to a customer: these people are pretentious people, or people who are not interested in their purpose of communicating ideas.

Every business, every profession, every trade, and every sport has its jargon. Specialists acquire words and ways of saying things which are handy in their work, and this is quite natural and proper. Jargon has its place within the interested group, but use of it makes communication with outsiders difficult.

Wilful offences

Besides the imperfection that is naturally in language, and the obscurity and confusion that is so hard to be avoided in the use of words, there are several wilful offences and neglects which men are guilty of, whereby they render these communication signs less clear and distinct in their meaning than naturally they need to be. Politicians, particularly, should pay attention to the niceties of language so as to address us meaningfully.

The deformation of meaning for political ends has become a common practice. Every cautious reader has to pick his way carefully through a sea of adjectives which qualify and change words of which he knows the accepted meaning. The political interchanges in newspapers and in *Hansard* contain words which are obscure and undetermined in their meaning. Skill in disputing is not the same as skill in communicating.

Our language has become a tired and inefficient thing in the hands of journalists and advertising writers. Their abuses and misuses are not the slapdash errors of unlettered hacks, but the carefully conceived creations of educated men and women. Their distortions are conscious devices, gimmicks to catch attention.

E. B. White, the distinguished essayist, wrote of Madison Avenue language: "With its de-

liberate infractions of grammatical rules and its crossbreeding of the parts of speech, it profoundly influences the tongues and pens of children and adults . . . it is the language of mutilation."

A survey of words used in national magazine advertisements was made a few years ago. The most frequently-used words were what are called the "floating comparisons"—words which are meaningless without points of comparison. Samples are: "new," whatever the reader imagines that to mean; "more, faster, longer lasting" without stating "than" something; "easy, wonderful, famous, magical, gentle," and the so-called "proofs" like "tests prove, doctors recommend."

In newspaper headlines the short words, not the correct words, are sought. They reduce "treaty" to "pact" and also refer to contracts, agreements, conventions, covenants, armistices, pledges, and truces as "pacts." They attempt or offer a "bid" and every superintendent, admiral, governor, manager, director and gang leader is a "chief." A proclamation or enactment is an "edict." Every thief, robber, embezzler, swindler, housebreaker and pilferer is a "bandit." Such looseness is not the soul of wit but it is the death of meaning.

The needs of the day

A youth may fail in mathematics or economics, which means only that he is deficient in those subjects, but if he fails in language he is fundamentally uneducated.

Yet the current passion for pictures and sounds, and the growing aversion to reading, have produced a generation of students who are finding it difficult to speak and write with sufficient accuracy to meet modern job requirements.

Afraid of loading children with too much learning, the fourth grade teacher in the United States uses a primer with some 1,800 words. A Russian child has a primer of 2,000 words in the first grade and of 10,000 words in the fourth. He is, moreover, reading Tolstoy in the first grade while his opposite number in the United States is working his way through a book entitled "A Funny Sled." This charge is made in an article in *Horizon* of July 1963.

Add to that the fact of multiple-choice examination papers which toady to our natural desire to avoid work. All the pupil need do is put an "X" in the appropriate square. He avoids all intellectual effort involved in marshalling his thoughts and expressing them coherently.

Some teachers go so far as to deny any standards of "right" or "wrong" in the few essays they give their pupils. They put this anarchical philosophy into the phrase: "Correctness rests upon usage." They are followers of the Humpty Dumpty school: "When I use a word it means just what I choose it to mean."

We are in danger of falling into the terrible plight of having a high technology unsupported by people who can discuss it or

operate it understandingly — a sophisticated savagery.

Language goes deeper than technical literacy. It is not only being able to read newspapers. It has to do with forming us as human beings, with the qualities of civilization. Without discipline, language declines into flabby permissiveness, into formlessness and mindlessness. It deteriorates into what the late James Thurber called "Our oral culture of pure babble."

What is the remedy?

To be a good writer a person must spend much of his time at a table in the toilsome act of writing. You cannot develop a word sense haphazardly any more than you can pick up by casual or chance acquaintance the facts in physics and chemistry and mathematics needed in today's manufacturing.

After writing thoughtfully and correctly, critically, you still need to read what you have written to ascertain that it is free from ambiguity, that the message is right, the words right, and the tune right.

Next to practice in writing, a writer needs bountiful exercise in reading. Language comes to us enriched by the insight, imagination and experience of generations before us. We need to see how acknowledged masters used words. The more you immerse yourself in the work of great writers of good language, the broader and more accurate your vocabulary will become and the more vigorous your style.

Today's life is passing by, and some are trying with a pen or a typewriter to put a bit of it on paper. The great tragedy of many people is that their vision is sublime while the means of expressing it escapes them. We need not be of that sort. By putting forth a little directed effort in study we may learn to tell our thoughts and ideas with dexterity.

Writing is not yet like an automated factory. It is still in the handicraft stage. People have to do it themselves. It is wretched taste for them to be satisfied with the commonplace when the excellent lies at their hand.

The power of words rightly chosen is very great, whether those words are used to inform, to entertain, or to defend a way of life. Confucius summed up the need for right choice when he said: "If language is not correct, then what is said is not what is meant; if what is said is not meant, then what ought to be done remains undone" and as a consequence mortals, art, justice and the business of life deteriorate, and "the people will stand about in helpless confusion."

Guidelines

(Continued from page 2)

NOW to study. Take time to develop the skills of reading, note-taking, written and oral communication and realistic scheduling.

Your business is education; your tasks are learning to think, to inquire, to develop self-discipline and to grow in self-knowledge. For these things you are "welcome" to Wagner.



Folk Facets

By FRED DAMMER

A year has passed since the 1963 "freedom march" on Washington, a stirring reversal of the prevalent custom of non-involvement. Hundreds of thousands of people of diverse backgrounds, races and religions united in a plea for equal rights under the law.

A direct and unavoidable result of this march was a renaissance of folk music. As Clarence Cooper of "The Tarrriers" wrote, "People singing together is folk music," and the thousands of people singing *We Shall Overcome* proved that this music is an integral part of our culture. However, another inevitable but unfortunate result was the descent of a swarm of money-hungry locusts eager to make their kill before *what they saw as a fad* died out.

During this past year much of the wheat has been separated from the chaff. Hopefully, the "hootenanny" craze is all but over. While a guitar is still regarded as a status symbol in many circles — particularly on college campuses — the faddists have, for the most part, wandered in and wandered out again. Those who would turn sing-alongs into clupalongs have, predictably, grown tired of their new toy grown old.

The 1964 Newport Folk Festival held at Newport, Rhode Island (July 23-26) was an eloquent testimonial that folk music is a dynamic, living force in our world today. The performers were divided into two main classes: the commercially successful (success being measured by the fact that their dedication to folk music has provided them with an income) and the grass-roots singer (from whom they have learned). The majority of the singers donated their services in order to enlarge the scope and artistic understanding of the devotees.

The keynote of this year's Festival might have been Bob Dylan's song "The Times They Are A-Changin'." As Jean Ritchie wrote in the introduction to the program, "change is important, and tradition is important, and . . . very often they are the same, inseparable. Often the new is the old, rediscovered, its meaning sharpened and clarified by present events, exquisitely true and beautiful, moving us in our time in a way that the old alone could no more do."

The current "new wave" of folk singers, amply represented by Joan Baez, Judy Collins, Buffy Sainte-Marie, Bob Dylan, Dave Van Ronk, and Peter, Paul, and Mary combined with the "old-timers" Mississippi John Hurt, Clayton McMichen, Almeda Riddle, Pete Seeger, and Doc Watson to demonstrate that once again something other than smog is blowin' in the wind. The spirit of the Festival was one of sharing, and that — if no other reason — made it such a wonderful and important event.

Illinois State . . .

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ing change: the method of calculating GPA should include all courses for which the student registers and for which he received a grade. In this case, if a student earned the grade of D (1.00) in a course, repeated it and earned a B (3.00) the second time, then he would average a C (2.00). When a person repeats a course, the total number of hours necessary for graduation requirements increases by the number of hours of the course repeated.

The recommendation is made for the following reasons: The new method is a complete reflection of the student's record rather than — a selective reflection. Students who must repeat courses in order to build up sufficient honor points toward graduation are of a different type than those who do not have to do so and the discrimination between them would be easier. The plan would very likely impose more thoughtfulness in developing a program of study by the student and his academic advisor. In the long run the plan should reduce the number of course withdrawals, thus making more efficient use of the college facilities and faculty. It also should increase, on the average, academic ability of graduates, thus making for better on-the-job performance.

Beloit College Eliminates Course Credits

Beloit, Wis.—(I.P.)—In a fresh approach to liberal arts education the revised curricular program at Beloit College this year breaks with the traditional highly structured curriculum, and does away with the emphasis on course credits.

Key to the plan are area examinations in which the students are asked to show comprehension of college level materials in three broad areas of the liberal arts—the humanities, natural and social sciences. The students will be allowed to "test out" in these areas as soon as possible, so that they may begin at once to take advanced study in one of these areas or in another field of interest.

The unifying thread running through the plan is the "common course" taken by all members of a class to provide a common point of reference for general discussion. A three term "common course" on great issues and ideas of man will be taken by all underclassmen, and a one term course on contemporary issues will be taken by upperclassmen.

Outside of "common courses," an underclassman with proficiency in mathematics and one foreign language has no other required courses. He may pursue independent work in a major field of interest. In addition, he may enroll in courses to prepare for area exams. And he may sample a variety of other fields through course electives.

Flexible as it is, the new curricular plan preserves the idea of a liberal arts education. Only 12 courses in the student's "major" will count toward the 32 courses or the equivalent normally taken in the four undergraduate years.

Beloit will also introduce a new year-round program calendar

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At Large

A few years ago I was an avid T.V. fan. As outside activities (the type peculiar to college students) demanded equal time, I drifted away from the tube. Recently, I took a break from the *inside action* to view the latest progress in the television industry. As I remember the early sets were quite small and slowly grew in size and dimension. Now I notice that the reverse is happening and quite possibly the process will render them extinct. Not before time I'm sure. But the really noticeable advance has been in the field of commercials. Much has been written to wound Madison Avenue or so Madison Avenue says, but I see they heal quickly. The same *thought provoking* advertisements are still around.

A popular dog food stated the other evening that "you can see the difference" by simply peering at the dish of food. They neglected to mention the difference between what and what. Somehow meat lumps (with or without gravy) still look the same. Only the dish has been changed to protect the dog. Recently a leading pink stomach smoother was pictured coating the upper and lower tracts of what appeared to be a Pyrex percolator. I'm sure the thought of this won't harm the taste of coffee anymore than the hot and cold chlorine we've been getting lately. Most of the mouth-wash commercials have spared us a disrobed gargler who smiles, but an anti-athletes foot powder has replaced this imagined scene with a diseased foot. Six of one—half dozen of the other.

I was amused the other day when told that *the little old wine maker* is a beer drinker. This is understandable since the wine tastes of dirty feet. If this seems far fetched, how about the *giant in the washer* that everyone is so unconcerned about. A rival detergent went a step further by taking this Steve Reeves-Mr. Clean combination and stuffing him in a suit of armour. Now he rides a sway back stallion and pokes at T.V. repairmen and children on bicycles. This cleaning process is unique to say the least.

The latest winner is a new potato chip commercial that has a man in pajamas singing the praises of a revolutionary six pack party size. He went on to say that he and his wife love them so much that they are going to have four children. I guess they're making potato chips better than they used to.

eliminating the traditional freshman, sophomore, junior and senior years. Each academic year will be divided into three 15-week terms, with each entering class required to spend three consecutive terms on campus as "underclassmen."

The next five terms, in which the students will be known as "middleclassmen," will be spent both on and off campus. A student will be required to spend any two terms of the five term period in on-campus study, and one term in an approved off-campus activity. Two of the flexible five terms may be spent in vacation periods. The final three terms will be spent on campus as "upperclassmen." The continuity of this period is ideal for his major work.

The Chapel Player's Program

The Wagner College Chapel Players will begin their attack on our conscience and ethics this year by presenting Edna St. Vincent Millay's one act play *ARIA DA CAPO* in chapel, Thursday, October 8th. This unusual harlequinade concerns itself with the stupidity of war, the consequences of greed, and the foolishness of jealousy. The title means "song that ends as it began," and the play follows this pattern also. In between there is a tragedy that belies the lightness of the actions of Pierrot and Columbine.

For those who are new to the campus we wish to advise you that the purpose of Chapel Players is to present drama that involves the individual with the theme in such a manner that it causes "thinking," a rare disease among our modern generation. This kind of thinking is hopefully directed inward to see ourselves, our relationships with other men and of greatest importance, our relationship with God.

It is through the medium of the stage that Chapel Players have chosen to communicate to their audiences some ideas and problems worthy of our contemplation. These presentations, perhaps entertaining to some, are presented free-of-charge to the student body with the hope that after viewing the production you may ponder the alternatives presented, or consider what you would do in a similar situation, or question the decisions of the people of the play, or argue whether there even is a problem. Chapel Players have as their motto the lines of William Shakespeare: "... the play's the thing, wherein we'll catch the conscience of the kingdom."

On the evening of November 13th, the Chapel Players will offer for the student body the full length play, *THE DIARY OF ANNE FRANK* by Frances Goodrich and Albert Hackett.

This memorable story of the faith and courage of a young girl during the second world war is a charge to us all to face the world with open hearts and minds in spite of conditions.

Additional performances of this play will be given before audiences from the American Lutheran Church Youth Conference and the Wagner College Women's Guild on Saturday, November 14th.

Highlighting the program of the Chapel Players 1964-65 season will be the presentation of Arthur Miller's *THE CRUCIBLE* in fourteen churches on Long Island, New Jersey and Connecticut. In the tradition of the Wagner College Choir, the Wagner College Band, the Chapel Players have initiated a semester-break tour which will culminate in a homecoming performance open to the student body on Friday, February 5th.

This play set in New England in 1614 deals with the witch hunts of the Puritans and speaks out against bigotry and man's sense of values as reflected in the failure of some men to refuse compromise in any guise. This powerful drama will be presented in the chapel of churches in Hempstead, Hauppauge, Port Jervis, Brooklyn, Queens, and New Jersey in order to bring live drama to many who otherwise never encounter it, to offer to these congregations a message that is vividly portrayed, to acquaint the church with the possibilities of drama in-the-church programs, and to encourage others to utilize this medium of communicating significantly religious thoughts.

During Lent the Chapel Players will offer in Chapel on April 8th, a modern telling of the events of the crucifixion of Christ, and the relationship of it to our contemporary world in the short play *CHRIST IN THE CONCRETE CITY* by P. W. Turner. This unique play transcends time and place to encompass the viewer with modern mechanics and ancient scripture played against each other in a harmonizing tune that will be haunting you for some time afterwards.

You are cordially invited to attend any of the performances given by the Chapel Players. The only admission is an open mind receptive to the drama that unfolds before you.

S. A. Proposals

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lective convocations program with worthwhile speakers. Here, the support of the whole student body is particularly needed. We cannot expect to bring distinguished speakers to an assemblage of eighty students; it would be insulting to the speaker, and a poor showing for the school.

We also hope to bring about greater coordination in the program planning of the numerous campus organizations. Too often, a number of good programs have been scheduled for the same day, and as a result all have suffered in regard to the number of participants.

There is much we hope to accomplish by eliminating the idea of a "suitcase college" for Wagner. In total, we hope to bring about a more effective student government which will, in turn, bring about better programs for the entire student body.

resident asst. program

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men's residence halls are Jay Abbes, Paul Hrdlicka, Richard Moffat, Fred Newberg, David Oughton, Ken Spence, Richard Waring, and Ronald Willetts.

The residence hall program of the College, as presented this year, is new. It is not confined to outmoded traditions, or stereotyped activities. The aims of this program are to provide the students in the Halls with opportunities to utilize and supplement the experiences they have gained in the classrooms, to develop social skills and citizenship responsibilities, and to provide a relaxing atmosphere for study and day-to-day living. The staff members of the Office of Student Personnel are the key people in making the residence halls truly a valuable experience for all resident students.

In sum, by continuing to build programs such as this, Wagner College is advancing its quest for excellence in all areas of higher education.