

# HAZLETON COLLEGIAN

PUBLISHED BI-WEEKLY

BY THE STUDENTS OF THE HAZLETON UNDERGRADUATE CENTER OF PENN STATE COLLEGE

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## OUR AIM

This is the first issue of your paper. We want this paper to represent you, the student body of the Hazleton Undergraduate Center. Therefore, it is our aim to present your thoughts, ideas, and suggestions.

The success of the paper depends entirely upon each and every one of you. If you do not care to write articles, then give us your suggestions, they may be invaluable in making the paper more interesting to the rest of the students. Let's start right—right from the start!

## ELECT A GOOD COUNCIL

The time for reorganization of the college student council is approaching. In the hands of this body rests the responsibility for the administration and use of funds collected for student activity. It is important, therefore, that members of the council should be as well trained as possible in order that the Center may derive maximum benefit and entertainment during the present semester, which will be the tenure of office of the incoming council.

In the hands of the student body lies the responsibility for the choice of good representatives in council. How then can we choose a council who will satisfy our needs? Let us first determine those qualifications which will enable an individual to serve efficiently and which will create a well-balanced council. We need closely knit teamwork, social harmony, past experience and financial acumen.

To develop team work in our council, let us rely upon our sportsmen who have learned the importance of cooperation, some developing it to a high degree. Seek out the best of the sportsmen and propose them as candidates.

For social harmony let us choose those who can function smoothly at social affairs. They will make good hosts and hostesses and will provide fine dinners and dances for our entertainment.

Past experience of present members of council will give our new group warning of the pitfalls which might otherwise ensnare them. Choose the best of incumbents.

For good judgment and financial acumen we must rely upon the economists. They are of two types, however,—one which attempts to spend its way to prosperity, and the other which conserves its way to the same end. Choose the conservative manager and you will have less to worry about.

Let us have councilmen from each of these types of people to form a well-balanced body. Look around, weigh the personalities of your fellow students, and choose and support the best for student council.

## PUBLICITY AGENTS WANTED

We are sending out an SOS for publicity agents to all students of the Hazleton Undergraduate Center. Everyone of you attending the Center can be of great help toward publicizing this institution.

For too many years HUC has stood in obscurity. Now it has the opportunity to become one of the leading institutions of Hazleton and also of the state. There are many ways to publicize the Center: revive old clubs, take greater interest in new clubs, attend the coming basketball games, take pride in the fact that you are from HUC, and let your friends and relatives know all about our activities, our social functions, our faculty, and our curriculum. HUC's dream of a large student body has been realized, but now let us utilize this large group to bring HUC into the public eye.

Remember, instead of talking about the weather, talk about the Hazleton Penn State Center.

## The Poet's Point Of View

To try to please all of the literary tastes of a school as large as ours is a hard and thankless task. Yet, in accordance with our policy of pleasing as many people as possible, we will publish poems, short stories, and satires as often as you like. If you the students, who are the real editors of our paper, wish to have us make this literary feature a permanent thing we will do so. If not, then let us know and we will act accordingly. We, the staff, want to make this paper the voice of the school. We shall try to make this voice the same as that one heard in the halls and the game-room. The Collegian will speak for the student, for the student will speak in the Collegian.

Enough of this editorializing. I will leave that to abler hands. Instead find here a few simple but sincere verses. Any of you who write and would like to see your brain-children in type, consult any member of our staff. Now the poetry for better or worse.

### REFLECTION

It's lilac time back home and I  
Dream of grass that's green 'neath a  
clear blue sky,  
And hills that form in the distant view  
And a smiling girl that looks like you.

Out here it's hell 'neath beating sun,  
The day is long and never done,  
And it's nice to think of a pleasant  
And a smiling girl in lilac time.

### TO A COQUETTE

Your lips are like the warm heady  
wines  
Sipped in pleasant company,  
A thing to be avoided by the weak  
like me  
Lest sipping we should grow too fond  
And live forever then in melancholy  
state  
Of one who can never satisfy the  
want,  
But lacks the will to stop the feeble  
taste.

For you to look upon me makes of  
me  
A man in heavy troubled slumber  
hard to break.  
I see myself reflected in your eyes  
As the dreamer dream of a cool, dark  
lake  
Which he finds refreshing for a mo-  
ment then reflecting,  
Remember that he cannot swim a  
stroke,  
And has not the strength to wish the  
dream away.

You are thus the thing I live for,  
Knowing well you never can be mine,  
Yet even in a pensive moment wish-  
ing death  
To rid me of the hurt I feel so keen,  
I pause and then regret the wish.  
For death would be a state empty of  
your being  
That I cannot bear to think of,  
though I know  
At best you fill the vacuum only  
deep with pain.

### REQUIEM

A painted name, a white wood cross  
To mark your resting place,  
Soon blistering sun and shifting sand  
Will blot out any trace.  
Can courage be forgotten?  
Or the things you died to say.  
Will thought like works then dim  
and pass,  
And glory fade away?  
No! Though you lie in alien sand,  
In a heathen soil's embrace,  
In the hearts pledged to remember  
Is your real resting place.

### LIBRARY RULES

1. Books on the regular library shelves may be taken out for one week. At the end of that time they may be renewed.
2. Books on reserve may be obtained at the circular desk. They may be used for one hour in the library or taken out over night. Over-night books are to be returned no later than 9 a. m. the following morning.
3. Magazines and newspapers may be used only in the library.
4. A fine of two cents per day will be charged for overdue books, except those on reserve. The fine for reserve books is five cents for each hour or fraction thereof.
5. Silence is requested at all times for the benefit of those who are studying.

## Personality Sketches

### INTRODUCING DR. RAMSAY

First impressions of an individual are often discounted when you really get to know the individual. When your reporter first met Dr. Hazel G. Ramsay, she was immediately classified as the dramatics instructor. Like the grand lady of the theatre, with expressive gestures and dramatic voice, she is ever friendly, most energetic and has a winning personality.

Miss Ramsay came to the Hazleton Undergraduate Center as history instructor a year ago. She enjoyed the work here so well that, consequently, she returned this semester to teach European and American History. Dr. Ramsay enjoys her work here because she is very much in favor of the new trend of decentralized college and the G. I. Bill of Rights, both of which afford an opportunity to those who otherwise would not be able to gain a college education.

Dr. Ramsay's main ambition has been and is teaching. She enjoys working with young adults, especially in regards to history and the political and social sciences. In teaching, she advocates concentration upon the class's average individual in discussion groups rather than the general use of a lecture method. Having tried both, she finds the former more effective and therefore more satisfying.

Miss Ramsay started her education at Goucher College, a woman's school in Baltimore. Even while studying, she worked as private coach and volunteer teacher. Her graduate work was completed at the University of Wisconsin where she graduated with degrees of M.A. and Ph. D. Dr. Ramsay was selected for training at the Junior College workshop at Harvard University, a class made up of two selected instructors from each institution in the country. She likewise had a summer course at Oxford University in England.

Besides teaching in private schools, Dr. Ramsay has taught at the University of Tennessee and the University of Colorado. She was teaching at the Arlington Hall Junior College in Washington, D. C. when the U. S. Army Signal Corps took over the school for wartime use. During this war period Dr. Ramsay went to Carleton College in Northfield, Minn., where she worked with the U. S. Army in the Army Specialized Training Program.

In the course of the interview, Dr. Ramsay made an interesting statement. She said that statistics show that in our usual large universities, fifty to sixty percent of the freshmen fail in the first year.

"I know what you are thinking, I'm a freshman, too!"

### MR. McMULLEN

Mr. McMullen's splendid personality, sense of humor, and amicable manner has made him popular with the students and faculty alike. He possesses a contagious smile and a low-modulated voice which carries the accent of the South. He joined our faculty in February, 1946.

He was born in Quincy, Florida in the year 1915, his earliest aspiration was to become a music composer.

In 1936, he graduated from the University of Florida with a B. A. degree in English. His master's degree was acquired in 1939 at Columbia University.

The army claimed him in the spring of 1942 and he served with the United States Army Signal Corps at Washington, D. C. He assisted in editing the new Japanese-American dictionary and can speak, write, and read in Japanese. The army honorably discharged him in January, 1946. "The army," he said, "I left gleefully."

Mr. McMullen's hobby is music, and is modest in divulging his mastery of the flute. Toscanini is his favorite musician. Classical music is his preference.

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### SHIRLEE VAN NAUKER

Shirlee's personality, poise, and ability to wear clothes make her stand out in any crowd. A constant

smile and a flippant remark is part of the make-up of this vivacious coed.

She was born in the year 1927 in Hazleton. She graduated from Hazleton High School with the class of 1945; then entered the Undergraduate Center during the fall semester of the same year.

Her childhood ambition was to become a nurse, but she became interested in bacteriology, which she is studying at present.

When asked to give her opinion of a model date, she replied, "I like a fellow who is alive and a gentleman at all times."

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### PAUL SCHALLER

Paul, a second semester freshman, possesses a winning personality and a splashing sense of humor which has served to acquire him many friends.

Born in Hazleton in 1924, his earliest ambition was to become a gambler. He graduated from Hazleton High School in the class of 1946.

During the war, Paul served in the Army Air Force as a radio operator and gunner, and saw combat in the European Theatre of War.

He was shot down twice, once over Northern Italy and once over Yugoslavia. The Yugoslav Partisans aided his escape to Allied territory.

Paul shot down two German planes, a Focke-Wulf and a Messerschmitt 109.

After his discharge in September 1945, he entered the Center for the Spring Semester. He is majoring in Industrial and Advertising Psychology.

## What Is An Educated Man?

Socrates said that education should make a man a better citizen and thereby a happier individual. Aristotle held that the aim of education should be to make people virtuous. From these two statements we can get the basis for the mark of an educated man. An educated man must at first register the marks of happiness, virtue, and good citizenship. Those are the main distinguishable characteristics. As for intelligence, no educated man will publicize that fact. Intelligence is something that is assumed unknowingly, not shouted about. The man who shouts, "I know it all. You can't teach me anything more," that is the man who is in reality ignorant, for the educated man realizes that there is no exact terminus to education; education is a continuous process just like life, and ends only when life itself does.

The educated man must be world-wise, unbiased, and tolerant. He can only condemn that which is against moral concept. He must be willing to accept that which is for the furtherment of his education, or for the betterment of others. The educated man cannot be a Democrat or Republican, or leftist or rightist. He must be liberal in his views, his judgments, and his selections.

Do not mistake haughtiness or the up-turned noses as marks of an educated man. They are marks of people who think they are educated and thereby consider themselves above the common herd. The educated man will consider himself as being equal to all men. He will treat the "little man and the big man" with the same respect that should be due all men.

Educated men are not a "drug on the market." Today, they are just as scarce as meat and sugar. To possess those marks of an educated man is very difficult; some people possess a few, but few people possess them all.

FOR QUALITY CLOTHES AND LOW PRICES . . . See

## Diamond Clothing Store

N. Wyoming St. Next to Feeley Theatre