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Jump Ball: Men's Basketball Team Ready to Open Season

Travis Johnson

The whistles will blow, the ball will be tipped, and another season of Mont Alto men's basketball will be underway on November 16. The Nittany Lions will travel to Beaver to take on their rival Penn State team in their season opener. If this year follows the same trend as seasons in the past, the Nittany Lions are in for quite a successful ride. Under current head coach and athletic director Marty Ogle, the men's team has won two Campus Commonwealth Athletic Conference titles and has made finals appearances in four of the last five years.

The men's team will be led by seniors Urick Lewis and Jacquet Scott. Lewis, who is a human development major, is a center at 6'4". Lewis has been a part of the team's past victories including the 2002 CCAC championship. Hailing from Philadelphia, Lewis was named the CCAC's defensive player of the year for his shut-down tactics last season. Scott is also a human development major and will play shooting

guard at 6'0". He is from Pittsburgh.

Mont Alto also welcomes back two returning sophomores, 5'9" Luke Oyler and 6'1" Jeff Banks. Both Oyler and Banks are from Chambersburg, Pennsylvania.

Assistant Coach Ed Lowry has seen good things from some promising freshmen new to the roster this season: Earl Hewitt, a point guard from Waynesboro, Pennsylvania; Jason Molzhan, a forward from Red Land, Pennsylvania; Dan Baker, another forward from Chambersburg; and big man 6'6" Drew Hosler from James Buchanan. These freshmen add solidity and reliable depth to the team.

The men will open with three consecutive away games, and then return to Mont Alto for their home opener against Hazelton. This much anticipated home opener will be held on November 30 at 7pm. With success in the past, good coaching, and a talented roster, the men look primed to win another championship title this season.

Communication Between Students: a Dialogue

Approximately 30% of the students on campus are considered nontraditional students; that is, they are 24 and over or have adult responsibilities. The purpose of this dialogue is to break down any barriers between traditional and nontraditional students, and to provide a sense of unity because we are all here with the same purpose. We can ideally learn from each other and help each other through the difficulties of college life.

Student A is 19, a full-time student holding down a part-time job, and a past participant in the early-to-college program.

Student B is 26, a full-time student and single mother of one.

Student A: How does your role as a mother affect your role as a student?

Student B: Being a mother inspires me to be a better student; I am setting an example that I want her to follow. When I am at home, I am a mother first. Not until she is asleep do I resume my role as a student.

Student A: What made you decide to go back to school?

Student B: In the kind of competitive job market that exists today, it is nearly impossible to comfortably raise a child on the income level of a high school graduate's. I didn't want to spend the rest of my life in customer service or retail.

Student A: Have you found any similar interests with traditional students?

Student B: My priorities differ greatly from those of a traditional student. There's little that we have in common outside of the classroom. But I love to hear about their experiences, concerns, fears, and thoughts. It wasn't too long ago that I was having similar experiences. There's a lot that I can relate to with a

traditional student. We may not have many similar interests, but our differences definitely make for interesting conversation.

Student A: Now that you're attending college, what are your anticipated achievements after you graduate?

Student B: My greatest achievement would be to pay back all of my student loans. I haven't yet decided on an occupation. Going to college opened up many doors for me; I want to do something that I will enjoy – no more retail. My first priority will be to start a college savings plan for my daughter so that she doesn't have the same financial burden.

Student A: As a nontraditional student, do you ever experience peer pressure from traditional students? Maybe making you feel that you shouldn't be here?

Student B: I've never felt that I shouldn't be here. Certainly, I have felt left out. Hopefully, this will start to make everyone feel more comfortable and conversation will come a little easier.

Student B: Do you feel that you were prepared for college emotionally? Academically?

Student A: I was actually enrolled in an "Early to College" program with my High School. I attended one class per semester. The three classes I attended seemed simple enough but I realized the work load was a lot heavier than in High School. I feel I was academically prepared for college, having succeeded greatly in High School. However, I didn't realize the time management skills needed to succeed in College. I didn't realize the amount of time I actually needed to study. High School was a breeze, so I thought College would be as well. I've been stressing out a

lot more than in High School with due dates and exams. I feel prepared both emotionally and academically; I knew College would be a lot different than High School.

Student B: What advice can you give parents to prepare their child(ren) for college?

Student A: Definitely support your child's dream. Progressively let them realize the importance of studying and working hard to achieve goals through learned life lessons of your own or even just in general.

Student B: Describe your experience as a high school student in a college class. Do you recommend the early to college program?

Student A: My Women Studies and Trigonometry class went smoothly. I understood everything in both classes and interacted with students on a normal setting. No one particularly knew I was an Early to College student and didn't have a bias towards me. The Honors Microeconomics class was a little different. I never had an Economics class before and being that it was Honors, the pace was quite fast. However, I pulled through all my classes and had great learning experiences on the way. I do recommend the Early to College program for its learning experiences; it also helps you prepare yourself for the actual College experience.

Student B: What factors influenced your decision to attend college?

Student A: It was all in the motions. Go to High School, go to College. I really didn't believe I would be able to have any better education than at college. A vocational school, maybe. But I knew a University education would be better-rounded as a whole experience. I also knew college would

See *Dialogue*, adjacent