

The Comenian

MORAVIAN COLLEGE



STUDENT WEEKLY

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Course Evaluation Plays Vital Role In Campus Academic Pursuits

The course evaluation committee has now been in existence for over a semester. In pursuit of its purpose "to constructively aid the elevation of academic standards at Moravian College," members of the committee have been meeting weekly with their advisor, Dr. Burkhart, and consultant, Dean Johnson. Though it has been successfully employed at many other colleges and universities, course evaluation is a new idea here at Moravian. In spite of this, the committee has made some real progress during its short life. At the first meetings of last semester, the committee discussed aims and methods, and chose Dr. Burkhart, who along with Dean Johnson, consented to work with the group. The balance of the first semester was spent preparing for the trial evaluations at the end of the first semester. The college administration, and particularly Dean Heller, expressed interest and encouraged the committee in its efforts.

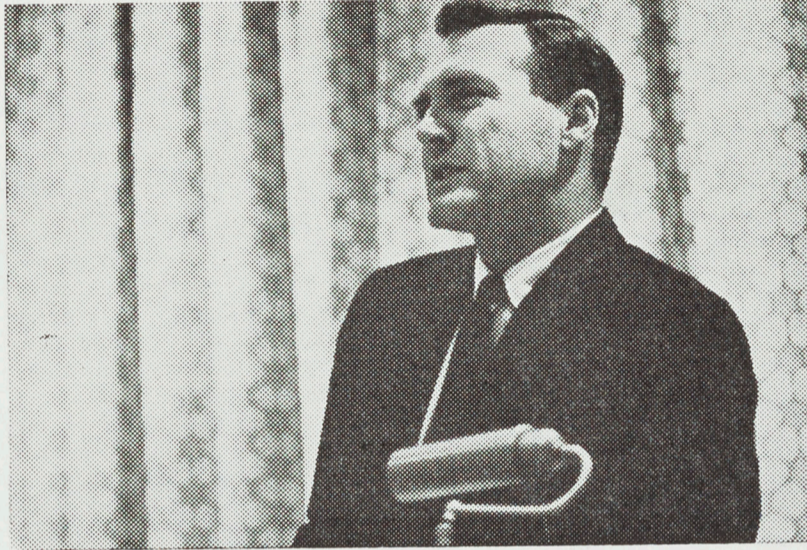
Mr. Gerhard Zeller and Mr. Donald Kirts permitted the committee to try a sample evaluation of their courses. Two courses were selected, Mr. Zeller's English 102, and Mr. Kirts' psychology 201 in the evening session. Students evaluated these courses by means of a questionnaire which was given to them during the final exam. Questions for evaluation were arranged according to seven sections: (1) evaluate the text (2) outside readings (3) or-lege.

ganization and coverage of material in the course (4) exams and quizzes (5) lectures (6) instructor (7) student's attitude toward the course. The committee specifically desired to obtain more than just a picture of the instructor's personality, but a broad perspective of the entire course. Students were encouraged also to realize the part that their attitude contributed toward the value of the course.

At the present time the committee is attempting to evaluate the results of these questionnaires. Of necessity, much emphasis at this stage is on techniques and methods. It is hoped that the experience gained through this initial evaluation will enable the committee to construct an even more effective questionnaire to be used at the end of the spring semester.

The newly proposed constitution of USG calls for the establishment of course evaluation as a standing committee. Eventually it is hoped that systematic course evaluation will become a permanent practice at Moravian Col-

"The nation that has the schools has the future."—Bismarck.



Wells Keddie addressing students.

Keddie Clears Up Union Misconceptions in Lecture

The pressing problems of contemporary unionism were discussed Thursday evening at a lecture given by Wells Keddie of Lehigh University. The discussion was held in the Bethlehem-Salem Room of the CUB. Approximately 40 students attended the debate, and several questioned Mr. Keddie after the lecture.

Several points concerning misconceptions of the public regarding our unions and Mr. Hoffa were the highlights of the program. Mr. Keddie brought up the facts that our society, because of its emphasis on the mass, seems to be drifting toward a centralized and highly organized union structure. It was mentioned, that the inference has been drawn that our people don't want a democratically oriented union structure, because of the fact that this orientation has led to inefficiency and laziness in correcting grievances in the past. One example was sighted that pointed up this fact. Several employees of a local firm sound serious fault with the administration of the firm, and created a grievance committee to handle their problem. The committee started negotiations with the management in order to dispell these poor conditions. Throughout the course of the negotiations, the members of the grievance committee were encouraged to disclose the names of the employees who had started the proceedings against the management. The grievances committee members were then dismissed, and the employees who found fault with the administration were fired.

This points up the fact that union action, even under the present system, is class motivated, not morality motivated. One good example was given here by Mr. Keddie, in the form of the present teamster's boss, Jimmy Hoffa. He mentioned the fact that many people object to the fact that the unions have so much power. He pointed out that this idea of the all-powerful union is a misconception stemming from the vast work stoppages so common to the late 1950's. This led to the erroneous belief that the unions caused the stoppages. It is true to a certain extent, but the main fact is that the total economic conditions contribute more toward strikes and union troubles than do the internal workings of the union itself.

Under the present system, the shop steward takes the grievances to the management, rather than the workers having to depend upon a committee to handle the differences. In all cases, this more expedient and efficient means to ironing out managerial and administrative policies works to everyone's satisfaction. It must still be kept in mind that this action is class motivated in so far as Hoffa is a class oriented leader, rather than a morality motivated one. This is not to say that morality plays no part in his decision making, it means simply

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Evening Session Courses To Be Held This Summer

Evening session courses will be offered this summer at Moravian College for the first time. Admission requirements will be the same as for the regular fall and spring semesters of the Evening Session.

Plans have also been announced for the regular daytime Summer Sessions which will begin June 17.

Information on both the Summer evening and daytime courses and programs will be available for distribution within a month and students may call the office of Special Sessions, 865-0742 for information, or address their inquiries to the Director of Special Sessions, Moravian College, Bethlehem. All courses offered will be on a college level.

Evening session enrollment for the current semester is 219, which is 15 less than for the fall semester, according to Prof. George Tyler, director of Evening Sessions. The small decrease is attributed to several students transferring from the Evening to the Day Session coupled with some students who could not continue because of illness and changes in work schedules.

Courses to be offered in the regular daytime summer program are chemistry, physics, economics, education, political science, English, French, German, Spanish, history, mathematics, philosophy, psychology, and sociology. Courses for the Evening Summer Session will be announced later.

Tour Cancelled

The Western European Tour and Seminar scheduled for this summer has been cancelled.

While many students have expressed interest in the tour, the actual registrations have fallen below the minimum number needed to make the tour possible. The

(Cont. on p. 4, col. 5)

Dorm Construction To Start in July

Construction is expected to begin on a new Moravian College dormitory for men sometime in early July, according to the present schedule. The 132 unit men's residence hall should be ready for occupancy in the Fall of 1964, and is a part of the over-all Phase II capital improvement proposal ratified by the Board of Trustees.

Dean of Women, Halcyon Sartwell, has announced plans to house 68 upperclass women in Rau Dormitory on the North Campus, thus increasing the residence facilities for women.

First year men students, according to Dean of Men, Richmond Johnson, will occupy Hassler Dormitory, and perhaps some of the areas presently being used by women.

Specific details concerning this and arrangements for upperclass men will be announced later. Room reservations and counseling assignments for both men and women will be processed during the latter part of April.

The new dormitory, for which the Federal Community Facilities Administration has already approved a \$500,000 housing loan, will be located on the south side of the driveway-circle at the end of Locust Street.

"There are two good things in life, freedom of thought and freedom of action.—Somerset Maugham."

True Representation Goal Of Semmel's Amendment

by Jan Glewa

THINK!

The aim of Bob Dietrich's amendment is certainly a step in the right direction. However, the basis of representation by which responsible, representative, and democratic government is to be achieved seems to warrant consideration. For, I contend, beside being a rather random grouping, the basis itself seems to be in direct conflict with the proposed goals.

I would like to raise the following questions. Are the four elected officers allowed a vote? If so, it seems that a great deal of power is concentrated in the hands of a few people if their power of executive (policy) leadership is taken into consideration. Democratic?

The category of four delegates at large certainly sounds good idealistically. But if what is wanted is responsible government, I fail to see to whom such delegates are responsible. A large that in itself has no definite organization? This is like saying that a U. S. Senator is responsible to the American public. But without definite organization of interest groups, political parties, etc., this responsibility could never be concretely assured. Let's come down from cloud nine!

The category of four class presidents is good. The representa-

tives are not tied to narrow interest groups, and yet are responsible to a definite, organized structure—the class.

The next two categories are exemplary examples of U.N. equal representation! The social fraternities and sororities, a small segment of campus organization, are both allotted one vote. Representative?

The last two categories are even worse. They represent a fine and commendable attempt at a compromise between an ideal and an existing system. However, a compromise cannot be achieved by arbitrarily placing organizations into "professional or vocational" and "service or remaining(?)" categories. Professional interests differ as to professions. I fail to see how seeking money for new caving equipment and seeking money for a Washington Trip can have anything in common except that both involve money—which can be properly allocated by the executive finance

(Cont. on p. 4, col. 5)

Quiz Show Champs and Made Simple Books

by G. Bruce Boyer

The public indignation toward Mr. Charles VanDoren awhile back put an abrupt halt to the quiz shows on T.V., but I'm afraid that the idea behind this type of entertainment will long be with us. Quite obviously the quiz show champ was the new hero on the American scene, and with good reason. This guy not only knew the population of Pitcairn Island in 1937, but also the names of Leonardo de Vinci's grandchildren, and the exact number of lines in the *Bhagavad-Gita*. Now please don't misunderstand me! I'm quite sure that all of these facts are extremely important; sure they are.

I think actually I would pity these poor souls, if pity weren't a wasted sentiment. I mean, can't you just see all of these clowns up in their garrets every night and day memorizing the *Encyclopedia Britannica*? But I guess we really shouldn't knock it; after all, these people knew that quiz shows would become popular someday, and they were just preparing to make a little money. I can't help wondering though what they would have done with all of these facts if quiz shows would have never come along. What sort of a job do you suppose they would have been able to do? What problems would they have been able to solve with this type of knowledge? Just think of it! Here are all these oafs with all of these uncorrelated, unsynthesized, undiscriminated, cold "facts" waiting patiently for a quiz show to scoop them up. It's a riot!

The point is, anybody who's stupid enough and has plenty of time to do nothing can sit down and start memorizing every little fact that happens to come his way if he chooses to do so, but is this really proving anything, or helping anyone, or solving anything, or meaning anything? You see, this is all part of our modern mania to learn everything instantly, painlessly, and without doing anything with it. Here, again, I would defend myself. I am very much in favor of knowledge for the sake of knowledge. Perhaps we shouldn't worry so much about the "usefulness" part of it, but is the accumulation of these unrelated facts really knowledge? I have my doubts. What I'm waiting for now is someone to invent "instant knowledge"; you know, just add a little warm water and stir. And this is not really as far fetched as you might suppose. Down in our bookstore recently, I saw a number of very enlightening books which have the smell of "instant knowledge" about them; among them, I singled out a few you might be interested in, such as *Art Appreciation Made Simple*, *History of England At A Glance*, and *Plot Outlines of 100 Famous Novels*. These type of books contain all of man's knowledge neatly categorized, indexed, and cross-referenced. Looking at these amazing products, I can't help but feel gratified to know that the history of man's struggles on this planet can be so easily and clearly recorded. It's really wonderful when you stop to think of it! Culture and wisdom can now be yours for a buck and a quarter; knowledge is now a commercial commodity; you can buy it as easily as you can buy a toothbrush or a box of candy; for just a few pennies you can own the world's great ideas. By the way, have you ever been to a party where everyone went around blandly chatting about Michaelangelo, Spinoza, or Milton, without having the faintest idea what they were saying? Brother, you haven't lived!

As you have probably noticed, there isn't too much form to this article, but I shall try to salvage something of worth to leave with you. If you are ever in a position to hire anyone, for God's sake, give a job to one of those poor quiz show champs; they're out of work you know.

Democracy In Practice!

by John Kohl

We live in an age of "bigness." Our concern has shifted from the local to the national, from the small to the large, from the minute to the gigantic. In this shift, and in this concern, we often lose sight of the basis of our democracy—the small, "unimportant" elections and voting rights which exist for Americans. It was made at Moravian College in the recent "debate" (?) on the reworking of the USG constitution, and the amount of votes needed for approval.

It would appear that in the hurry for "expediency" on the part of the USG officers, a very important point was overlooked: where was the advance notice of this meeting, and how much information was available prior to it concerning the proposed recommendations? When I asked the President, Miss Friedman, where the notice was, she told me it was "on the USG bulletin board." I conscientiously read the main bulletin board EVERY day, and the only notice that appeared concerning convocation was: POLITICAL RALLY — USG CANDIDATES.

Are we beginning to run USG like a dictatorship? Are students to be left entirely in the dark regarding its plans for meetings? Why wasn't the student body ADEQUATELY prepared for the meeting which was to come?

One final question about the "democratic sham" which was exhibited in convocation that day. What in the world would happen in the Congress of the United States if one day they voted to change the Constitution by an ORAL vote? CHAOS! This might be a poor comparison, but we are trying to make a SEMBLANCE of democratic ideals at Moravian, and if a vote is to be taken, why not make it written? (Even having people write Yes or No on the back of convo cards would be better than the method used.)

As an open letter to the USG officers, I would like to know where in the world they get the idea that they are entitled to do things the way they want to? Why wasn't the meeting ADEQUATELY publicized, and why a WRITTEN vote was not taken? Had the meeting been truly in the democratic tradition, a few common sense precautions would have been followed. The ultimate outcome may well have been the same, but at least Moravian would have seen TRUE "democracy in practice."

Letter to the Editor

I have listened to this constant gripe about the apathetic students on campus—I have listened and taken all my poor head is able without some small retaliation. Let me say that disinterestedness can be allowed for and overlooked in some cases. There are many enrolled at Moravian as full-time students in addition to holding down jobs and supporting a family. How can we rightfully call these students apathetic? Then there are also those who have come to college for the academic life and work hard at making a success of this. I also feel that no one can look down his nose at these people simply for not wanting to become involved in the time consuming campus "extras." This is their sincere choice. (And maybe some of us could take a lesson from them!) And finally, there are those who do not care. These people are exactly like those found on every campus, in every city, in every state, and in every country. And what's more, I'm neither going to worry about them nor give them the satisfaction of calling attention to them by my criticism. It is trite but true that the only one they are hurting is their own uncaring selves. Perhaps by taking the spotlight off their laxness they will snap out of their quagmires of not caring. So let's stop talking and work with the situation as it exists on campus. So be that!

My blood was boiling at last night's USG meeting. It was in a turmoil because of what I consider the assanine idealism of those who feel that by changing the physical structure of a constitution, you will be changing the personalities and interest of the student body. The first step seems to me to be one of making USG a force here on the Moravian College campus—one that can be respected as an important organ of student expression and needs. Put some teeth into its organization and rules. How can anyone expect students to give their "interest" to an organization that does not appear to carry on any positive action for the students in their immediate environment of their college campus. Enough!

That's the end of my harrangue. I think those of you who lasted this long. I hope that I managed to touch a latent sympathetic note in some of you. At least I've said my piece (or is it peace?).

Quite sincerely,
Susan Burger

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The Newspaper, Yes

by Stan J. Urevik

I taught Journalism in a local high school. I tried to do it as best as I could, despite many difficulties. The main one being a lack of newspapers, especially our first-rate New York Times. I must admit, I found it extremely difficult to convince my 11th grade students that a paper that inconvenienced people by shutting down its presses was in any way first-rate. My students thought that a newspaper of the stature of the Times had a responsibility to the public to collect, report, and print any news necessary to the maintenance of a democracy. They felt a newspaper had an inherent obligation to keep them informed about important events of national, international, and local concern like: accidents, deaths, births, new products, tax expenditures, announcements telling when the electrical power in a local hospital would be turned off, and where our soldiers were fighting, and what industry was striking, and how much poisonous food was on the market, and how many dangerous criminals escaped, and what safety precautions can help save lives, and what kind of people are running the world, and who won the last election. They also felt that a newspaper should help one to get more out of life. It should offer features to the reader that advise, relax, entertain, and make living more enjoyable. All of these things were what they thought a responsible newspaper should do. And I agreed.

But there was one thing they could not understand. How could a responsible newspaper stop publication? Their difficulty centered around the word "responsible." So they looked at it more closely, and this is what they found.

Their trouble arose because they didn't seem to realize that in the American democracy, a free press means exactly that. A free press in our democracy has the inalienable right to choose to be irresponsible. And the New York newspapers were cited as a classic example. Just imagine what would happen if the New York newspapers were the only news media that served the United States, and they had exercised their right as a free press to slam the door in the face of the public and so shut them off from communication. Government by the people would be dead. Without open lines of communication, Democracy cannot exist. Of course, if that were to happen, the government, in its new form, would step in and establish a regulated and responsible press.

Are there any guarantees that this could never happen? No. That's the chance we have to take with a free press. We took it in the past, and we're taking it now. And despite the criticisms of the shortcomings of our press, we still hold it sacred and independent of governmental control. Americans would never tolerate what happened last November in democratic Germany when an editor and his staff were arrested in Gestapo-like fashion because they printed things that were not responsible. We would not tolerate having the offices of *Der Spiegel* ransacked. We would not tolerate the bullies of the special police, armed with pistols and arrest warrants, upturning every drawer and wastebasket they could get their hands on. And, above all, we would never tolerate the charging of an editor with suspicion of treason because he wrote what he believed to be valid criticism of certain high-ranking men in the German Republic.

No, that would never happen here. Despite our complaints about the American press, none of us would ever stand for that sort of action. We would never even hint at passing legislation designed to define the responsibilities of a free press. The only restrictions Americans have ever made on their press were in the areas of libel and national security, where certain common-sense precautions were unavoidable.

Yes, the members of the Fourth Estate believe in a free press. They have faith in the American public. They feel that our educational system has established the background for the intelligent evaluation of news and views. They believe that the public can tell the difference between a lie and truth.

Yes, they believe in the long run a free press will choose to be a responsible one. They believe that only within the framework of a free press can a democracy survive. And they, like the prominent British journalist, Lord Francis Williams, agree when he says, "The obligations of the press remain what they have always been. To report honestly, to comment fearlessly, and to let no interest—even its own—stand in the way of the public interest. And let us hope that all of us who are concerned with the dangerous and demanding business of independent public communication will be faithful to our trust."

And after my class understood this, they all agreed: The Newspaper: Yes.

Thermodynamics Law Riddles Existence of the Creator

by Joseph Charles and H. Joseph Trodahl

It has been said that the Second Law of Thermodynamics implies the existence of a Creator. This article will seek to discover why this is said and will try to present an unbiased view of the implications of the Second Law of Thermodynamics. It should

be mentioned, however, that the Second Law, though simple sounding, is perhaps one of the most complicated laws of nature, and that laymen and we students should be very careful when expounding on this law.

The Second Law can be stated in many ways. One statement is that the available energy of the universe always decreases as time goes on. This, then, means that

after an infinite amount of time there will be no available energy in the universe. This is believed to be true by physicists as a result of intense observation and experiment. Obviously, no experiment or observation of physical phenomena has even been shown to violate this law.

Before I go further I would
(Cont. on p. 4, col 4)

COMENIAN SPORTS

Greyhounds Open With Drew; First Game Monday April 1

by Frank S. Kovacs, Jr.

The Moravian Greyhounds baseball team, undefeated Northern Division Champions of the Middle Atlantic Conference, coached by Harvey Gillespie and Gus Garscar, face their first test of the 1963 season as they prepare to meet Drew, April 1, at Steel Field. For the benefit of those fans who are planning to attend Moravian's home games and don't know where Steel Field is located,

it is about three blocks east of Moravian's Campus at Center Street and Elizabeth Avenue. All home games start at 4:00 P.M. weekdays and 2:30 P.M. Saturdays.

A POSSIBLE STARTING line-up for the Moravian-Drew game includes: pitcher, Fritz or Musselman; first base, Riccardi; second base, Garcia; short stop, Straka; third base, Vogel; catcher, Babincheck or Davis; Centerfield, Semmel; leftfield, McMonagle; and rightfield, Murtaugh.

Moravian's next two games, after the openers, will also be played at home. The 'Hounds face F. & M. April 4 and Lafayette April 6. Lafayette, always a strong team, usually can be counted on to give Moravian a rough time. That game could prove to be one of the more interesting contests of the '63 season.

These first three games will help the coaches determine who will constitute the best possible starting line up and who will give the 'Hounds added strength on the bench. The boys are working very hard and hope to defeat their rivals as they meet them.

ALL MORAVIAN STUDENTS should support their baseball team and watch them in action during all their upcoming games. Fans support can be vital to a team's morale and can even be a deciding factor in the final outcome of a game.

A certain local sports authority flatly predicts the 'Hounds will finish third this year but I disagree with this. I personally feel that with the proper support they will again repeat their smashing success of '62 and go all the way to a second consecutive Northern Division crown again this season.

OGO Defeated In Tournament; Hoped To Take Third Title

by Ted Meixell

Sigma Alpha Epsilon of Lafayette College ended the OGO's two-year domination of the Lehigh Valley Inter-Fraternity Basketball Tournament last week with a thrilling 39-38 victory over OGO in the climax of the third annual affair. OGO had won in each of the last two years.

THE GAME WAS CLOSE FROM BEGINNING TO END WITH neither team enjoying leads of more than four or five points. As the score itself indicates, defense was the dominating factor throughout.

OGO led 8-6 at the end of the first quarter, after neither team had scored for about three and a half minutes. SAE closed the gap to 19-18 at halftime.

Jack Wirnowski led the third quarter SAE surge, scoring seven of his sixteen points to shoot the Lafayette team into a 28-26 lead at the end of the third canto. Wirnowski and Fred Rummel iced the game by sinking a total of nine foul shots in the fourth quarter while the OGO's were pressing to gain possession.

THIS FOUL SHOOTING OFFSET A GREAT SECOND HALF PERFORMANCE by the OGO's Frank Grablachoff. "The Greek" hit the boards hard and scored fourteen out of OGO's nineteen second half points. He had only one in the first half.

SAE rolled through the tournament with Rummel, Wirnowski and Wayne Boulton doing the bulk of the scoring. Ken Tator and Don Robins, a pair of 6-5 boardmen, got them the ball.

The OGO's had reached the finale behind the strong team efforts and the scoring of Grablachoff and sharpshooting pledge Mike Kashner. Russ DeVore, Marty Garcia and Jan Fritz formed a strong backcourt, with DeVore also getting his share of rebounds.

SAE reached the finals by beating Alpha Tau Omega of Muhlenberg 52-46. ATO boasted three former 'Berg varsity performers: Don Schoenly, Ron Hoffman, and Morgan Brassler. Great teamwork and ball handling got SAE by this hurdle. OGO in the meantime was having its troubles, slipping by Pi Lambda Phi of Lafayette in the semi's, 57-54. Pi Lambda boasted strong board men in Mike Thau and Al Feldman. Strong scoring was provided by Mark Rachleff.

Kosman Voted MAC's Most Valuable Player

Dick Kosman of Moravian has been voted the Most Valuable Player in the highly competitive Northern College Division of the Middle Atlantic Conference.

Kosman, who has waged a running scoring battle with Hofstra's Steve Nisenson, was also matched with the Dutchmen's sophomore in the minds of most college division coaches in the MVP voting. The experienced Kosman got the nod, however.

Kosman and Nisenson were the top selections for the All-Northern College Division first team, which also included such performers as Bill Witaconis of Scranton, Tom Pearsall of Albright, and Clark Mosier of Susquehanna.

Nisenson, Kosman and Witaconis ranked one-two-three in scoring in the final Northern College Division statistics this season, with respective averages of 31.0, 27.7 and 27.4 points a game.

Pearsall, Albright's talented playmaker, finished the campaign tied for sixth place in scoring with an average of 18.8 points a game, while Mosier finished in a tie for 13th place with an average of 16.1 points a game.

Nisenson was the second most accurate scorer in the MAC Northern College Division this season, both in field goals (.599 percentage) and in free throws (.886 percentage). Witaconis on the other hand has the best rebounder in a division filled with good rebounders. The Scranton star accumulated 163 rebounds in 10 conference games for an average of 16.3 a game.

Two Wagner players joined single nominees from Hofstra, Susquehanna and Elizabethtown on the All-Northern College Division second team.

Named to the second team from Wagner were Marty Ansa and Fred Klittich. Others accorded the honor were Hofstra's Jim Boatwright, Susquehanna's Bill Moore, and Elizabethtown's Don Reitmeyer.

Middle Atlantic Conference Northern College Division ALL-DIVISION BASKETBALL TEAM

Most Valuable Player — **Dick Kosman**, Moravian.

First Team: **Dick Kosman**, Moravian, **Steve Nisenson**, Hofstra, **Bill Witaconis**, Scranton, **Tom Pearsall**, Albright, **Clark Moiser**, Susquehanna.

Second Team: **Marty Ansa**, Wagner, **Jim Boatwright**, Hofstra, **Fred Klittich**, Wagner, **Bill Moore**, Susquehanna, **Don Reitmeyer**, Elizabethtown.

Honorable Mention: **Bill Bechtold**, Elizabethtown; **Gene Ekholm**, Upsala; **Lew Friefield**, Hofstra; **Norm Bautsch**, Albright; **Leroy Mock**, Juniata; **Ray Commerstad**, Albright; **Hal Judis**, Lycoming.

TENNIS	
Apr. 1—Drew	H
3—LaSalle	A
6—Haverford	H
20—F. & M.	H
23—Muhlenberg	A
25—Lafayette	A
27—Albright	A
30—Hofstra	A
May 2—Dickinson	H
7—P. M. C.	A
8—Lebanon Valley	A
9—Ursinus	H
14—Wilkes	A
16—Upsala	H
Saturdays 2:00 P.M.	
Other Days 3:00 P.M.	

GOLF	
Apr. 8—Upsala	H
10—Haverford	A
18—Wilkes	H
22—Albright	A
23—Muhlenberg	H
25—Hofstra	A
26—F. & M.	H
30—Scranton	A
May 2—Muhlenberg	A
7—Lafayette	A
Bethlehem Municipal Course	
Matches 2:00 P.M.	

Sideline Slants

with Norm Ziegler


Random Thoughts . . . History was made at Moravian College last Friday night when the OGO's lost in the final game of the Inner-Fraternity Basketball Tournament . . . The rules have been adopted by the Middle Atlantic Conference to speed up baseball games;

- The ball shall not be thrown around the infield following each out.
- If a batter is to be given an intentional walk, the pitcher shall so notify the umpire, who shall move the batter to first base at once.
- The batter shall either wear his felt hat, or have it in his pocket, when at the plate.
- After two outs are made, a courtesy runner shall be inserted for the catcher and pitcher, if either or both are on base at that time. The courtesy runner shall not be one of the current active nine players, and it shall not prevent his entering the lineup as a batter, fielder or runner for other than the catcher or pitcher.
- A maximum of three warm-up pitches from the mound will be allowed prior to the start of each half-inning.
- All pre-inning infield warm-ups must be complete when the pitcher has finished his three warm-up pitches.
- With two out the pitcher of the team at bat may begin to warm-up at an appropriate location on the sideline.
- The home coach should provide the umpires with a copy of these special rules before each game, and request their cooperation in enforcing these rules and speeding up the game.

A man like Maury Wills would be a big asset to coach with these rules.

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TOURNAMENT SCORES				
First Round:				
Alpha Tau Omicron ('Berg) '54, TKE (Moravian) 40				
Sigma Alpha Epsilon (Laf.) 52, Omicron Delta Chi (Lehigh) 35				
Pi Lambda Phi (Laf.) 44, Delta Tau Delta (Lehigh) 35				
Sigma Phi Omega (Moravian) 38, Lambda Chi Alpha ('Berg) 30				
Quarterfinals:				
Alpha Tau Omicron ('Berg) forfeit over Phi Kappa Tau ('Berg)				
Sigma Alpha Epsilon (Laf.) 51, Phi Sigma Kappa (Lehigh) 40				
Pi Lambda Phi (Laf.) 43, Phi Delta Omicron (Laf.) 23				
Omicron Gamma Omega (Mor.) 53, Sigma Phi Omega (Mor.) 42				
Semi-finals:				
Sigma Alpha Epsilon (Laf.) 52, Alpha Tau Omicron ('Berg) 46				
OGO (Moravian) 57, Pi Lambda Phi (Laf.) 54				
Finals:				
Sigma Alpha Epsilon (Laf.) 39, OGO (Moravian) 38				
LEADING SCORERS:				
Player	Frat.	Games	Pts.	Ave.
Ron Hoffman	ATO ('Berg)	2	41	20.5
Andy Semmel	SPO (Mor.)	2	37	18.5
Fred Rummel	SAE (Laf.)	4	69	17.2
Mark Rachleff	TLP (Laf.)	3	44	14.6
Mike Kashner	OGO (Mor.)	3	41	13.6

FOR SPAGHETTI LOVERS ONLY

● A Homemade Spaghetti Dinner will be held Sunday, March 31, from 1 to 6 p.m. at the Edgeboro Democratic Club, 1423 Marvine Street, Bethlehem. The price is \$1.00 for adults. The proceeds will be used for the support of the Carmelite Nunery in Lanark, Pa.

Club Car

by Nancy Christensen and Linda Cook

APO

Alpha Phi Omega National Service Fraternity initiated nine students into brotherhood in a formal induction ceremony on March 19 in Comenius Hall.

Receiving membership into the organization were: David Drumbor, Charles Horwath, David Young from Bethlehem, Tony Alawra from Syracuse, N.Y., Richard Knight from Interlaken, N.J., Terrence Marshall from Allentown, Richard Kromer from Nazareth, Lloyd Kingswell from Lititz, and Samuel Kern from Coopersburg.

Inducting officers were Don Jacob, Ken Morick, Jim Ralph, Jim Szarko, and Bruce Weaver.

EBA

Twenty members of Epsilon Neta Alpha, Moravian's business fraternity traveled to Lancaster on March 25 where they toured the Armstrong Cork Company and the Hamilton Watch Company. The purpose of the trip was for the prospective businessmen to gain a comprehensive view of production and management.

AEPi

A basketball game between the girls of Alpha Epsilon Pi Sorority and the men of Pi Kappa Alpha Fraternity at Lehigh University was the excitement for the day on Tuesday, March 19.

Eric Rhodin Will Be Faculty Member

Moravian College will welcome two new faculty members in September.

Mrs. George Tyler, head of the Department of Modern Languages in the Moravian Preparatory School, will become Assistant Professor of French and German at the college.

And Eric Rhodin, Easton author and journalist, will begin as an Assistant Professor in the English Department. Rhodin is currently teaching English composition in the Moravian College Evening Session.

Mrs. Tyler, a teacher at the Preparatory School since 1952, is a graduate of Cornell University, where she received the B.A. and M.A. degrees in 1930 and '31. In 1936 she received the degree of Doctor of Philosophy in the Comparative Study of Literature. Her doctoral thesis dealt with the influence of St. Gregory's *Regula Pastoralis* down to the end of the 9th century.

In the Moravian Preparatory School, Mrs. Tyler organized the grade school French program in 1953, and has supervised it since 1955. Besides teaching French and German, and formerly Spanish, she has at times taken classes through two years of Greek. She also has taught intensive courses in French and German during summers.

Some years ago she introduced Advanced Placement courses at Moravian Prep in which qualified students are enabled to do college-level work.

Rhodin has been recognized as an author. He has had published two novels, "The Scar" (Harper 1961), and "The Autumn of the Fox" (Doubleday 1962). He is now working on a third book.

His writing has also taken him into the fields of the short story and poetry. He has had several short stories published in seventeen magazines, the most recent being "Corrigan Frye and the FBI." He has had some 50 poems published in the Christian Science

Monitor, the Easton Express and elsewhere.

Other works have appeared in the Pulpit Digest, with still another short story, "A March to the Sea," soon to be seen in the Presbyterian publication, *Hi Way* magazine. His biography will appear shortly in "Contemporary Authors."

Rhodin is on the Easton Express editorial staff and has been with the newspaper since 1953. He previously worked for newspapers in the New York and Philadelphia areas. He was graduated from Lafayette College in 1938, cum laude, with an A.B. degree. He received his master's degree in the classics from the University of Pittsburgh in 1942. His other studies included work at Harvard and the University of Richmond. He is associated with the alumni magazine.

Both Mrs. Tyler and Rhodin are familiar with the teaching profession. Before coming to Moravian Prep, Mrs. Tyler taught in the public high school in Marcellus, N.Y., and, as a substitute teacher, in Bethlehem. She has taught in Keuka College and Wells College, and in the summer session of Moravian College. Rhodin was formerly a teacher at the Shady Side Academy in Pittsburgh.

Mrs. Tyler is a member of the honorary societies of Phi Beta Kappa, Phi Kappa Phi, Pi Lambda Theta and Mortar Board. She is an active member of the AAUW, the Pennsylvania State Modern Language Association, the American Association of Teachers of French, and the American Association of Teachers of German.

A native of New York City, Mrs. Tyler is married to George Tyler, Professor of Classics and Director of Special Sessions at Moravian College. The Tylers have five children.

Rhodin is a native of Niagara Falls, N.Y. A member of Trinity Episcopal Church, Easton, he is a former vestryman. He is married to the former Marguerite Hollingsworth of Philadelphia. The couple has four children.

Variety Featured In Coed Capers

Over 350 enthusiastic spectators enlivened Prosser Auditorium Friday when the I-F and I-S councils presented their annual show "Co-ed Capers."

The SPO-Kaines, a folk sing-group, consisted of Karl Weber, Curt Edwin, and Timmy Marsden. Representing Sigma Phi Omega social fraternity, they won a trophy for most talented.

A group of TKE's in bermuda shorts called the TKEttes did a comical dance routine and won a trophy for the funniest.

Andi Aufder Hyde and Ruth Karol and their "Ugly Duckling" skit copped the originality prize for AEPi.

An honorable mention trophy was awarded to Dean Sartwell and Miss Whytock for their portrayal of Little Red Riding Hood. Included among the 11 players were Mrs. Beecher and John Dratch.

Phi Mu Epsilon sisters and pledges well represented in the show, pantomimed "I enjoy being a girl" and presented "Here's Moravian College," a take off on all the student organizations. Also Jean Friedman, Phyllis Peters, and Sally Deisher presented a soft shoe routine.

Carol Horsecroft of AEPi played a harp solo after a brief explanation of the harp and how it should be played. Also AEPi sisters and pledges did a song and dance routines to "Officer Crump-kee."

The emcees for the evening were Kathy Zanelli and Phil Warnke. The show was judged by Bob Mushrush, Warren Smith, Jack James, Ann Barnes, and Connie Latshaw.

"See How They Run," a farce written by Philip King, will be the work for presentation by the Blackfriars' in the spring. The play will be presented on Friday and Saturday, April 26 and 27.

The play is now in the stage of rehearsing, and is under the direction of Mr. Jacobson. The cast is made up of the following members:

Ida, the maid—Pat Erskine
Mrs. Toop—Robin Veluce
Rev. Toop—Mike Farley
Miss Skillon—Mary Everett
Clive—Steve Levine
The Bishop—Bruce Weaver
Rev. Mr. Humphrey—Larry Wetzell
The Intruder—Richie Kromer
The Sergeant—Pete Odell

Roy J. Kelchner, a graduate of Moravian College, has been commissioned a second lieutenant in the Air Force. He will now begin pilot training. Those of us who knew Roy will remember him for his searching question, "What is Truth?" Good luck Roy. We hope you can find your answer at 50,000 feet. S.J.U.

Unions . . .

(Cont. from p. 1, col. 5)

that Hoffa sees the role of the union in the context of the lower classes, the truck drivers, and freight handlers.

Creator . . .

(Cont. from p. 2, col. 5)

like to mention something about the concept of time. This is a very difficult concept to really understand and appreciate. Many people would find it difficult even to understand why the idea of time is unclear to the scientist. One has only to research the literature to find many violent arguments by great physicists and philosophers as to the meaning of time.

I don't want to disagree too far but I would like to mention an aspect of time that may startle the physically uninformed. Do you know, for example, that if one of two identical twins was sent on a round trip through space taking eight years earth time with a speed equal to 99% the speed of light, when he returned his brother and everyone else on Earth would be eight years older but his clock, his heartbeats, his growth, his feeding, etc., would be indicative of a time lapse of only six months? Time dilation, of which this is an example, is an experimentally verified fact. This may illustrate that your conceptions of the meaning of time may need revision.

Some people say that the universe always existed. This may be hard to conceive but we cannot reject this idea on this basis. If the universe always existed then this means that the time from this time back would be infinite in duration. Then some time infinitely far back to man must also be considered infinite and if the Second Law always was true it was true then, and at that time it would have been predicted that at this time there would be no useful energy. We, certainly have some useful energy now, so doesn't this imply that from then until now could not be an infinite amount of time possible for the universe to have always existed.

If the universe did not always exist, why does it exist now? The application of the principle of cause and effect is appealing here. We can say that something caused the universe to exist. The various theories as to the something are well known by all, I'm sure, and I will not examine them here.

From this information of the Second Law we infer that the universe began to exist at some time in the past. We would have to say that it began with a maximum amount of available energy because since then the available energy has been decreasing. We would then have to stop here and ask: what explains the sudden existence of this energy?

That this available energy did not suddenly appear but rather accumulated somehow is inconsistent with the Second Law. However, we have no guarantee that the Second Law always held.

Any physical law is a statement of how nature operates, as determined from observation. Our observations now give us the Second Law. If we could have observed at all times previous to the times for which we have observed this law to hold, we may have observed that the opposite was the case, i.e. that the amount of available energy in the universe was continuously increasing. We do not know absolutely that we are not involved in some sort of cyclical process in which the amount of available energy in the universe alternately increases and decreases.

If there is such a cyclical process occurring in nature, the Second Law is an accurate account of nature's operation at this time.

Tour . . .

(Cont. from p. 1, col. 3)

college does, however, expect to offer a similar study tour in the summer of 1964.

The unavoidable delay in announcing the tour, together with the increase in the cost of transportation made necessary when it was learned that the Lehigh Valley Student Government Flight could not accommodate the group, were no doubt among the principle reasons for the failure of the project to secure a sufficient number of registrants.

Amendment . . .

(Cont. from p. 1, col. 2)

committee of U.S.G. Furthermore, why should professional interests receive priority over those remaining(?) categories?

The service category is the epitome of sloppy thinking. There are two service organizations on campus, which would donate their function as a basis for representation, within which all "remaining(?)" organizations (for lack of a better place to put them?) are forced to fall. Equal representation?

In summation, the proposed amendment of the Veterans' association, although praiseworthy in terms of effort, destroys what it seeks to accomplish—responsible, representative, and democratic government. Instead what evolves are delegates responsible to an elusive body (in effect, responsible to no one) unevenly balanced against delegates of interests which, in themselves, are unequally represented!

To criticize is easy; to construct is another matter. Therefore, in place of the Vets's amendment, I would submit Andy Semmel's idea of representation (not being creative enough to construct one of my own). Andy would keep the four class presidents and, of course, the four elected officers. His originality in affecting a true synthesis of responsibility, representation, and democracy is found in a flexible and uniform basis of representation. In essence, each organization would submit the name of one of its members as a potential U.S.G. representative. At a parley or organization presidents, say fifteen of the names submitted would be chosen by a majority. These in turn would be presented to the Student Body to elect say eleven as U.S.G. representatives.

Thus what evolves is a responsible and democratic government truly representative of the Student Body of Moravian College as it has organized itself, rather than as arbitrarily organized in the Vet's Amendment. At the core of U.S.G. are representatives responsible to definite, but not narrow, interests (assuming from experience that one individual belongs to several organizations) and to the Student Body. This certain, comprehensive responsibility and representation consists in the delegates being nominated by organizations and being elected by the Student Body. The next echelon is that of the four class presidents, which is representative of the more general organization of students into classes. At the summit are the four elected officers. The Revisions Committee, recognizing the solution to its problems in Andy's idea, has incorporated it into the proposed Constitution which will soon be presented to the Student Body for inspection and possible ratification. The Committee hopes that the merits of the new system will warrant its approval.