



The Inkwell Quarterly

Volume 5

Issue 1

Fall 2010

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The Ghostly History of The Wyoming Valley

By Cindy Davis

Believe it or not, Wilkes University and its surrounding cities centered in the Wyoming Valley possess a long known tradition of some very ghostly occurrences. With Halloween approaching rapidly, what better subjects are there to converse about than hauntings, creepy sights, and unhappy spirits? **Professor Regina Thackara** of Wilkes was kind enough to share her amazing insight into such a blood curdling topic. Let us begin our discussion from the university's grounds and work our way outward. Grab your favorite blanket and hold onto the edge of your seat. This will be an experience you'll never forget!

Conyngham Hall, most commonly known as Career Services, is said to have an essence of the macabre flowing behind its beautiful brick structure. Not very much is known, but chilling reports of unknown laughter have arisen from the perspective of unsuspecting maintenance men. Roth Hall on West Northampton St. was originally the site of a Baptist church in the mid 1800s. In more recent years, female dorm students claimed to have heard actual singing taking place on Sunday mornings. Harking back to more stories from our maintenance staff, the hearing of running water in another Wilkes property (currently unknown) was brought to the attention of many at least one time. It has been said that Weckesser Hall has a very spirit-like tenant residing within its castle-like demeanor as well. Last but certainly not least, Kirby Hall has long been known to be a large piece of the ghostly pie served at Wilkes for an odd amount of years. Many professors and students alike warn to never enter its doors after a late hour for fear of running into the Poker Pan, the white lady, or the little girl—all resident ghosts of the former mansion.

Our creepy tales expand even further into the city of Wilkes-Barre and surrounding areas within the Wyoming Valley. The grounds of Wilkes-Barre's current City Hall were originally the site of the City Cemetery. When the area became too big and needed room to expand, it was decided that the cemetery be moved to its present location on North River St. In order to accomplish this move, city officials had the duty of contacting the family members of the deceased, asking for permission to move the bodies. Unfortunately, only financially stable families were able to send their loved ones to their new place of rest. Those who could not afford this maneuver were forced to leave the graves behind, and City Hall was built directly atop. Rumors of angry spirits present in that area are floating around to this day.

No discussion of paranormal events in and around this area would be complete without a mention of the Smurl Haunting. Back in 1974, Jack and Janet Smurl began noticing strange and terrifying events happening within their side of their duplex home located in West Pittson. Everything from footsteps heard to seeing black, human-shaped forms without faces was witnessed by the family. Much more terrifying information about the Smurls can be obtained via the website: <http://www.thecobrasnose.com/xxghost/smurl.html>

In closing our Halloween-themed article, we will leave you with the brief story of a mine tragedy. In September 1897, the Lattimer Massacre occurred as thousands of non-union miners marched peacefully protesting poor working conditions among various other difficulties associated with working in the mines. Nineteen of the men were shot and killed by lawmen headed by Sheriff James Martin. There have been reports of ghostly figures floating around the Lattimer area ever since.



Photo is of the alleged ghost that haunts Kirby Hall.

Photo Courtesy of Sabrina Hannon

Brown Bag Lunches

By David Cook

The Brown Bag Lecture Series features discussions headed by **Drs. Marcia Farrell** and **Helen Davis** on any and all issues pertaining to English majors as they move forward in their careers. Meetings are informal, as students are encouraged to bring their lunches and hang out in Farrell's office during the lunch hour while discussing the topic at hand.

This year, the series will focus on topics suggested by the English community, as Farrell and Davis want to address the concerns that majors find most pressing. The fields English majors can enter are vast, so suggesting what it is you need to hear about may be the only way to acquire the desired knowledge.

Please contact **Davis**, Helen.davis@wilkes.edu; or **Farrell**, Marcia.farrell@wilkes.edu with your suggestions as soon as possible so that they can begin planning meeting dates and times.

Once topics have been submitted, remember to check your email for announcements about upcoming Brown Bag Lunches.

ENG 228 work with NHSCA

By Matt Kovalcik

In **Dr. Marcia Farrell's** English 228 Professional Writing course, students will not only learn staples in the business world such as constructing memorandums, resumes, and press releases, but will also have the opportunity to work alongside Wilkes alumnus **Ryan Holmes**, a representative of the National High School Coaches Association. Working alongside the NHSCA will not only give Farrell's students an example of what can be expected in the professional writing world but also grant them an opportunity for national publication, which will assist in resume building after college.

The NHSCA was founded in 1989 and is considered a not-for-profit organization. Some of the services that NHSCA provide include support and leadership programs for the nation's 500,000 high school coaches and 10 million high school athletes. Other responsibilities that the NHSCA hosts include sporting events such as the Senior National High School Wrestling tournament, a major high school sporting event. The NHSCA also hosts sports which include basketball, lacrosse, golf, soccer and football.

The students in English 228 are assigned a specific sport by Holmes to report on each month. Sports include: football, baseball, wrestling, golf, tennis, soccer, and lacrosse. Ultimately, the students will be tasked with writing a 450-500 word article which will be a contribution to the editorial portion of the NHSCA website (www.nhsca.com).

Some of the skills that Dr. Farrell hopes to encourage—problem solving, negotiating, creativity, marketing, attention to detail, confidence and communication—can be attractive to future employers. Ultimately, through cooperation with the NHSCA and the English 228 course, students will gain skills, insight, and the ability to tackle the professional job market while adding a professional publication to their resume. Additionally, NHSCA has agreed to submit the best editorials to Ginnett Publishing for possible national publication. Students, then, have the opportunity to reach a wide audience while also receiving feedback on their work from professional editors in the field.



Ryan Holmes visits English 228 to explain the NHSCA Project.

Photo Courtesy of: Dr. Farrell

If you are interested in joining *The Inkwell* staff, or, if you have any information you would like to share with *IQ* readers, please contact Dr. Marcia Farrell (marcia.farrell@wilkes.edu) or any member of the editorial board.

Koval and LaFleur Summer in Spain

By Justin Jones

While most of our vacations consisted of going to the closest beach for a few days, seniors **Matt Kovalcik**, an English major with a dual concentration in writing and literature, and **Sean LaFleur**, a Psychology/Criminology/Spanish major, enjoyed the sights and sounds of Madrid, Spain. The two friends decided to study abroad for the entire month of July to fulfill personal goals. Kovalcik was eager for a “learning experience outside of Wilkes University and America at large.” While in Madrid, he took *Spanish Civilization*, which studied the history, music, and literature of the country, while he also took *Hemingway in Spain* which consisted of traveling to places that Hemingway actually was while he was in Spain.

LaFleur, on the other hand, wanted to take courses which he needed to complete his Spanish degree. He took *Advanced Conversations*, where the class talked about current events and such, as well as *Spanish Art*, which took students to four different museums to see the works of Dali, Picasso, Goya, and other famous Spanish artists.

While the two Wilkes seniors did have to spend much of their time confined in their dorm-like rooms in C.M.U Mara (a living complex for Madrid’s high schoolers) studying, they did find room for extra-curriculars. One of LaFleur’s fondest memories was when he and Kovalcik had “decided to be strictly American and go to Burger King.” As they were ordering their burgers, the Spanish World Cup team, fresh from their victory in South Africa, paraded by with the cup. “We could see our reflections in that thing,” Kovalcik said. Kovalcik had his own favorite memories, which consisted of going to a Rammstein concert which “literally melted [his] face off [his] skull,” and having a half an hour long conversation with a Spanish speaking man about **Charles Bukowski** with what little Spanish he knew.



Photo Courtesy of Sonja Heisey

Web of Science

By: Justin Jones

English majors and minors are encouraged to check out the new *Web of Science* tool at the Farley Library next time they are looking to conduct research. To get a better understanding of what this tool actually is, one must look no further than the grant proposal Wilkes submitted to acquire *Web of Science*.

The *ISI Web of Science* provides seamless access to current and retrospective multidisciplinary information from approximately 9,233 of the most prestigious, high impact research journals in the world. *Web of Science* also provides a unique search method-cited reference searching. With it, users can navigate forward, backward, and through the literature, searching all disciplines and time spans to uncover all the information relevant to their research.

The Farley Library was able to acquire this research tool through a generous grant and gift from **Clayton '49** and **Theresa Karambelas**. Other than Penn State, Wilkes University is the only University in NEPA privileged enough to have the entire *Web of Science* archive at their disposal. A demonstration for the program was held on September 23, 2010. Students interested in learning how to use the tool need only to visit the library and consult a librarian.

Welcome New English Majors

By: Vicky Hevener

The *Inkwell Quarterly* staff would like to greet new English majors **Jamie Alderiso, Caevaun DuBarry, Miranda Baur, John Leonard, Morgan Palermo, Melissa Shoemaker, Robin Sorber, Mark Ricci, and Ashley Zerfoss**. The next issue of *IQ* will run a follow-up article that details how they are doing. New majors are asked to please contact inkwell@wilkes.edu and introduce yourself.

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 Guest Contributor: Dr. Larry Kuhar

Fall Picnic

By: Caevaun DuBarry

The sun was shining brightly on Tuesday, September 14, 2010, as the Humanities Division held its annual picnic on the lawn of Kirby Hall from 3:30 to 5:30 p.m. The Humanities picnic has been held every year for over twenty years, and allows students and faculty to mingle and converse outside of the classroom.

The event was well attended by humanities majors, minors, faculty, and others who have an interest in the department. There was an abundance of delectable food, desserts, and beautiful weather. Also, everyone seemed to enjoy spending time with **Dr. Stanley's** dog.

Faculty, Staff, and Club Updates

By: David Cook

Dr. Janet Starner will be attending a conference on Undergraduate Research in November. The conference brings together individuals and teams from around the country to learn about and discuss the challenges and benefits that result when students are invited to engage in research opportunities at the undergraduate level. You can find more information about the conference on their web site: http://www.aacu.org/meetings/undergraduate_research/2010/index.cfm. **Drs. Helen Davis** and **Chad Stanley** will also be attending the conference.

Over the summer, **Dr. Chad Stanley's** "Afterword" for Joseph Plumb Martin's *Narrative of a Revolutionary Soldier* was published in the new Penguin edition of this text. Also, Stanley will be chairing a panel and presenting on Ireland's 1916 Easter Rising at the 2011 NeMLA conference at Rutgers University. His presentation will focus on Rudyard Kipling's poetry and the history of German involvement in preparations for the Easter 1916 rebellion.

Dr. Helen Davis was nominated by the College of Arts, Humanities, and Social Sciences to submit an NEH (National Endowment for the Humanities) grant proposal for the summer stipend program. Davis's proposal focuses on her ongoing book project, which deals with narratology and the works of Charlotte Bronte.

Dr. Marcia Farrell was also nominated by the College of Arts, Humanities, and Social Sciences to submit an NEH grant proposal for the summer stipend program. Farrell proposed to examine the works of Canadian Lucy Maud Montgomery and South African/Briton Laurens van der Post in terms of Commonwealth literature and duty to the Empire by traveling to Prince Edward Island and South Africa.

The Manuscript is calling for submissions. *Manuscript* accepts work from current students, faculty, and alumni. Submissions may fall under the genre's of prose, poetry, art, or photography with a five piece limit to each genre. Submissions must be in no later than midnight October 18, 2010.

Speech and Debate Team members **David Cook** and **Casim Gomez** will be traveling to Las Vegas to compete in a National Debate Invitational. They will compete over three days, against a series of schools including Harvard and the University of Michigan. The Speech and Debate team is also hosting a High School tournament on October 30, 2010. The team is looking for volunteers to judge a wide variety of performance and speech based events. If you are interested in judging please contact Professor Christine Mellon via email, Christine.mellon@wilkes.edu, or your friendly neighborhood speech and debate team member.

TEC/Education Announcements:

By: Matt Kogy

As a reminder to those English majors with a concentration in education, if you have not done so, and will have field experience courses in the future, please complete your clearances as soon as possible as they are mandatory. Those students who have yet to do so, the Ed department will provide you with the necessary forms.

Also, if you are planning to student teach in the spring, you should have attended the Placement Seminar on September 30, 2010. During the registration period, make sure you register for ED 390 in the spring.



Semester in DC: Details from Amanda Kaster's Internship

By Amanda Kaster

Note: The Inkwell Quarterly will feature a recurring column in volume 5 that follows the work of senior Amanda Kaster as she completes an internship in Washington D.C.

Greetings from the District! For the fall semester, I have embarked on a journey to our nation's capitol to pursue a number of possibilities to enhance my overall undergraduate experience. My first six weeks have been diverse and enlightening, and I have grown considerably as a student and intern in a city that fosters creativity and change. As a member of American University's Washington Semester Program, I am enrolled in two seminars that focus upon the theme of Transforming Communities; one internship; and one elective.

My seminars are unique in that we spend a majority of our class time outside the typical campus setting. Every week we are engaged in a wide range of activities, which include exchanging discourse with think tanks, exploring local sub-communities, attending conferences (such as the National Conference on Citizenship), attending panels, and discussing with experts in the field about crucial issues directly affecting the integrity of neighborhoods beyond Washington, DC. We have seen the affects of gentrification in Columbia Heights, witnessed the economic potential on Southern Avenue, and explored HOPE VI housing units in Eastern Market. Being engaged in the local community has enabled me to understand the importance of equal opportunities in terms of education, health care, housing, and employment opportunities. I hope to take the skills I am developing and employ them in my own community.

I am currently working as an intern for Running Start, a non-partisan non-profit organization that focuses upon bringing young women to politics by providing the necessary tools to run for an elected office. Despite being a relatively young organization, six programs are available that allow young women between the ages of fifteen to thirty to engage in the political arena. The Young Women's Political Leadership Retreat allows fifty high school aged girls to attend sessions to develop as political leaders, honing public speaking skills and developing platforms. Last year, over 30,000 applications were received for the program. Such high numbers are evidence of the fact that there is a high demand for resources that lay the ground work for women's involvement in politics. Running Start also offers seven fellowships to young women in college to intern with influential members on the Hill; luncheons to assist women in the workplace on running for office; and seminars to encourage participation in student government.

I love the work I am doing for the organization where I am an intern, not only in terms of the overall intentions of Running Start, but more importantly, the assignments I am given. My internship directly engages the skills I acquired through the Humanities department, specifically in regards to thorough research and professional writing. For instance, I am working on a long-term book review project where I evaluate an assortment of texts focused on women in politics. The reviews will be posted on the website as resources for young women interested in any of the programs offered. I have also conducted research on content critical to Running Start's functions, ranging from donor tracking software to potential partnerships with the Girls Scout of America. My internship includes very little clerical work, which means I get to perform tasks that directly relate to having a position with a non-profit organization.

DC has been immensely rewarding thus far, and I look forward to updating you further about my experiences as the semester progresses.

Summer Movies and Books

by Annie Yoskoski

During the hot summer days of the past few months, many people sought the cool, refreshing, darkness of a movie theater. Luckily, this past summer was a great success for all production companies and brought viewing pleasure to thousands of people in our area.

One of the most successful movies of the summer was *Toy Story 3*. The third installment of the series took about ten years to come out. People of all ages flocked to the theaters.

Another movie that drew crowds of all ages was *The Twilight Saga: Eclipse* which is the third of five movies based on four books by Stephanie Meyer. Due to its popularity, in select theaters across the country, it was re-released on September thirteenth, one of the main characters, Bella's, birthday.

For those of you who proclaimed that you hated *Twilight* a movie was available for you, as well. *Vampires Suck* came out this August as a parody and answer to the *Twilight Saga*.

For more light-hearted people *Get him to the Greek*, *Dinner for Schmucks*, and *The Other Guys* weighed in as the top three comedies that everyone saw.

Many people I spoke to said that they saw *Inception*, but many had a hard time wrapping their minds around the plot. As one sophomore said, "It was good, but I'm still thinking about it."

Summer reading has some bestsellers, as well. Some of them coincided with upcoming or in theater movies, and the books sales shot up the charts. *The Girl with the Dragon Tattoo* by Steig Larsson was read by many upon announcement that it will be made into a movie. The second and third books in the series: *The Girl Who Played with Fire* and *The Girl Who Kicked the Hornets Nest* also topped the best sellers list.

Elizabeth Gilbert's *Eat, Pray, Love* also went up in sales due to the movie version that came out this August. Julia Roberts played Gilbert in her search for "everything across Italy, India, and Indonesia".

Many of the local people said that they read *I Heard You Paint Houses* by Charles Brandt. Brandt searched through some local culture and found ties to notorious mob bosses such as Jimmy Hoffa and Frank "The Irishman" Sheeran.

Alumni Update: Jessica McMahon

By: Caevaun DuBarry

Jessica McMahon

Major: English

Minor: Secondary Education, History, Women's Studies

What are you doing now that you have graduated from Wilkes University?

I was offered a full time teaching position in June of 2010, a month after graduation. I work at Williamsport Area High School in Williamsport, PA as a 9th grade English teacher. I specifically teach Introduction to Literature I/ Composition I.

How do you think the English Department at Wilkes has prepared you for life post graduation?

I think the combination of the program was extremely influential for the success I have found in the program. The literature-based courses, coupled with the intensive grammar and history of English courses, helped me to better understand the language and be able to teach the language to the students in my classroom.

Who was your most influential professor at Wilkes?

It is very difficult to narrow one professor who was most influential because each professor helped me in many ways. **Dr. Hamill** was my rock who got me through college and through the hard times. He is the one who continuously pushed me to excel in the classroom by challenging me. **Dr. Stanley** always believed in me when I needed it, and his positive approach made me feel better about my successes in the classroom. **Dr. Starner** helped me better learn and grow in my lacking knowledge of Shakespeare and helped me to gain more appreciation. Finally, **Dr. Weliver**, my first advisor, was the person who first pushed me into the program and believed in me to succeed and was definitely influential because she helped me to find my ground.

Is there any advice that you would give to current undergraduate English majors and minors at Wilkes?

The best advice that I can give the English majors and minors is to take advantage of all of the resources and information that you are given in the classroom. Also, go to see your professors. Going to talk to those people will help you to excel as a major or a minor, and will help you to better understand what you are looking to succeed personally.

Is there anything else you would like to add?

Most importantly, the best thing to know is to enjoy your time at school and take advantage of every resource available to you while you are there. Stay active and focused, but enjoy all your experiences—especially the Humanities Picnic.



Photo Courtesy of Jess McMahon (Right)

A Fresh Face at Wilkes University: Dr. Linda Winkler, Dean of the College of Arts, Humanities, and Social Sciences

By Miranda Baur

New Dean of the College of Arts, Humanities, and Social Sciences, **Dr. Linda Winkler** has a wide range of occupational experience; from working as a Juvenile Probation Officer to being the Vice President of Academic Affairs at the University of Pittsburgh, Winkler has seen it all!

Winkler's academic focus centers on the field of anthropology, and she brings to Wilkes a great deal of experience that includes working with the Study Abroad Program at the University of Pittsburgh's Titusville campus.

Winkler has also worked internationally to produce children's books for East Africans as part of an AIDS education program. The program hopes to "sensitize" the culture while educating them about AIDS prevention. Four books have been produced, the latest entitled *Rumanyika*, which was written by Winkler and illustrated by **Katie Moran**. The book is published in both Swahili and English. Winkler claims that previous to the publication of the children's books, there weren't any forms of literature written in Swahili for children; "the community in East Africa needed them," says the new Dean.

Besides Africa, Winkler has also visited many other countries including Cambodia, Laos, Nicaragua, Madagascar, and she frequently sojourns to London, England. Winkler's expansive curiosity and passion for adventure have given her a number of intellectually stimulating experiences.

Winkler hopes to bring an interdisciplinary perspective as well as openness to the liberal arts to Wilkes University.

When asked for advice, Winkler encourages freshmen to have patience as well as a balance between academic studies and opportunities, and seniors to not be overly worried about the job market and to be open and flexible to career possibilities.



Photo Courtesy of Sonja Heisey

Senior Spotlight: Shannon McDonald

By Miranda Baur

Where are you from?

Lumberton, New Jersey.

How are you involved on Wilkes campus (clubs, sports...)?

I played Wilkes Women's lacrosse my freshmen and sophomore year. Now I am involved in the Education Club.

What courses do you strongly recommend to students with your major?

My favorite English courses were Post-Colonialism, The Studies of Chaucer, Comparative Grammar, and for any future English teachers, they should take the Writing Practicum.

Out of your four years (almost) at Wilkes University, what year did you find to be the most rewarding? What year did you find to be the most challenging?

My most rewarding and also most challenging year at Wilkes was my junior year. I had a heavy course load full of both English and Education courses. The English courses I had were tough, but I had great professors to help me through the year. My junior year is also probably the first year that I really truly pushed myself in my writings. I finally took the writing process seriously and gave myself time for second, third, and fourth drafts, I found the time really helped as well as taking advantage of getting my professors feedback. As for my studies in Special Education, my junior year was a year that I was in and out of the classrooms. I went to field observations for students with Life Skills and Severe Disabilities. I fell in love with the students and looked forward to every day in the classroom.

What is your favorite aspect of the Wilkes community?

I really like that everyone is involved with sports around campus. As for the Education aspect of Wilkes, everyone is always willing to help you out. Although classes are competitive, English majors are always offering to help with your writing and new ideas to take a paper, while the Education department students are always passing along lesson plans to help a future teacher out. Basically the small community really makes it feel like a home away from home. The people I have met through Wilkes are like a second family to me.

Do you feel prepared to leave the university? How so?

I think all of my experiences at Wilkes have made me prepared to graduate. The Special Education program has had me in the field for every semester since my sophomore year. That is one thing that I feel makes a huge difference. You never know what a classroom will be like or even if you will like teaching. Wilkes made sure I was in the classroom as much as possible so I wasn't finding out senior year, spring semester that it wasn't for me. There was also such a wide variety of English courses provided that I got a variety of information in four years. I feel that the classes I took will be able to help me at any age level which I could teach at.

What are your post-college graduation plans?

I plan on applying to schools all over New Jersey and around Philadelphia. I would love to go to graduate school for something in the field of Education, maybe sign language or the Autism Spectrum. I would also like to coach either soccer or lacrosse.



Photo Courtesy of Shannon McDonald

An Enlightenment Moment

by Annie Yoskoski and Dr. Anthony



The first horror novel was written by **Charles Brockden Brown** in 1798. Both Nathaniel Hawthorne and **Edgar Allan Poe** credit him as their predecessor. The novel, however, was more philosophical in nature than it was scary, according to the author. At the time, the term “novel” was frowned upon and only used by enemies or people who were jealous.

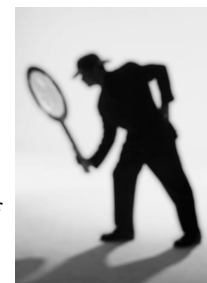
The first novel was written in English and titled *Love and Excess*. The term novel was frowned upon, as it was used to describe trash at the time and was generally perceived as an insult, very unlike today. People of that time considered fiction a waste of time, and would rather curl up with a book about philosophy or nature.

Coming up in the next issue of *The Inkwell Quarterly*, a Renaissance Moment will be featured.

Murder Mystery Contest

As announced in the 4.4 issue of *The Inkwell Quarterly*, we will be conducting “the ultimate game.” This semester, participants will have the opportunity to guess not only the identity of the murderer in “The Mystery of the Kirby Killer,” but also the identity of the author. Guesses can be submitted to the wall of *IQ*'s Facebook page. The *IQ* group is listed under *Inkwell Quarterly* on Facebook. To join search *Inkwell Quarterly* on Facebook.

Winners will receive a box of homemade pastries baked by **Dr. Farrell**. Runners up will receive a box/bag of candy courtesy of *Inkwell Quarterly*. Winners will be announced in a special issue, 5.5, of *IQ*, which will contain the exciting conclusion to the mystery.



The Mystery of the Kirby Killer



As an upstanding member of the greater Wilkes-Barre community, everyone wanted a piece of Dr. Charles Foster McFly. His membership to societies like the Westmoreland Club granted him access to special privileges and rights only those in the loop were allowed. As a consequence of his respectability, he would frequently host dinner parties around the community to commemorate some success or another.

So, on June 12, McFly held a celebration in Kirby Hall at Wilkes University commemorating one of the University's new programs. A select group of students along with certain prodigious members of the surrounding community were invited to attend the dinner. McFly hoped to "fund the cause," and leave the dinner with the assurance that his name would be bolted to a university building or two—an honor he had yet to achieve.

While a dozen or so students were preparing for the event, McFly found a spot to sit on the Hall's second floor landing, near a window and a small staircase. Because most of the food was being prepared in the staff room on the same floor, students were constantly rushing past McFly as they made their way to the Salon downstairs to set the tables, polish the silverware, and trim the tablecloths of any unnecessary thread.

One student, a freshman by the name of Joe Brody, was transporting two stainless steel trays graced with baklava and brussel sprouts when he had the misfortune of tripping as he was descending the staircase near McFly. Brody's body lurched forward as both trays freed themselves from his sweaty palms, flew through the air, and landed with a clang on the head of Mr. McFly, forcing him from his chair and onto the floor.

Getting to his feet, Brody inquired, "Sir, are you all right?"

No response.

Brody repeated, "Sir, are you all right?"

Brody stared into the man's large pupils as blood began to seep from McFly's eyes, through the canyons of wrinkles composing his aged face. Instinctively, Brody attempted to resuscitate McFly, but nothing came of it.

"Oh no," Brody gasped. "I've killed this man...with baklava and brussel sprouts!"

A sudden rush of dinner guests came to the aid of the fallen Dr. McFly, however to no avail. As Jamie Roth, a senior nursing major with a minor in contemporary American fiction, quickly acknowledged, that Charles Foster McFly was as dead as the pre-dinner banter. Gasps and cries of shock now replaced the small talk, but it was clear that the mood circulating the room and its twelve *living* inhabitants was one of macabre excitement, for Charles McFly was more of a community spectacle than a personal friend. Yet, the new-found buzz of gossipy speculation interspersed with the young Brody's cries of shock immediately ceased in light of a more astonishing revelation.

"Hey, guys," Jamie called over the din, hesitantly. "I don't think Dr. McFly died from the vegetable platter."

The commotion quit like a kick drum, as all attention turned to the future nurse stooped over the deceased octogenarian.

"Wha--I don't understand, Jamie," stuttered Mark Conway, a fellow senior and fairly pompous secondary education major. "We all saw that jackass of a waiter drop that tray on his head. And McFly was, what, a hundred years old? Seems like it would do the trick."

"But look," argued Jamie, obviously annoyed by Mark's pompousness. "There isn't any real blunt force trauma, because I don't think that tray could really hurt anyone."

Nikhil Mehta, an Indian exchange student and a close friend of Jamie's, picked up the flimsy plastic tray, verifying the nursing major's suggestion.

"Yes, it is...*plastika*, uh, plastic," the exchange student stated in his staccato English. Nikhil looked nervously to Jamie as he proffered this realization.

"Okay...okay," Mark said, clearly unsettled. "Then what do you suggest happened, *doctor*?"

Jamie paused, unsure of what she could say that wouldn't level accusations at the dinner guests, or, at the very least, wouldn't cause another panicked outburst. Her gaze shifted from face to face, recognizing the fear in the guests' expressions, trying to brush off Mark's snide attempts to control the situation and hoping to ease Brody's obvious self-condemnation.

"I think," Jamie started, stopping to regain composure. "I think Dr. McFly was...poisoned."

There was the unmistakable echo of a collective gasp that could have been heard from inside the locked office of Kirby 301. Jamie knew that declaring that McFly may have been poisoned opened up an entirely different can of worms than a mere blow to the head, but from what she saw, McFly's death was surely premeditated.

"Poison?" Mark replied, the only one able to formulate words after Jamie's verdict was made. "I'm sorry, Jamie. I know you are the nursing major and all, but I think you've been reading too many Conan Doyle novels. No one poisons people these days! And how do you explain the blood?"

"First of all, what blood? And, well, we've already confirmed that the tray Brody was carrying isn't heavy or sharp enough to create such a trauma," Jamie said, examining the tray once more, aware that all eyes were weighing heavily upon her. "Well, where McFly was standing at the time the poison began to affect him, a swift fall from this height and a blunt strike of his head on the windowsill here could explain the blood that I now see all over the floor. We'd just have to..." she trailed off as she knelt down beside McFly and reached for his head.

"Whoa! Maybe we shouldn't touch him!" Mark exclaimed, a hint of nervousness evident in his strong demeanor of moments before. "You know...tampering with the evidence?"

"True," Jamie acknowledged, her hands falling back to her sides, "but the murderer may still be here..."

"Yes, right...so that's why you're calling the police?" His fear was evident, not only for himself but for Jamie as well; she concluded McFly was poisoned, and now she was the one calling out the murderer.

"We'd have to call Public Safety first, you know, follow *protocol*, and by the time they got here, who knows...besides, don't you want to have a story to tell your grandchildren someday? I mean, what's life without a good story?" argued Jamie.

"This is why you're only going to be a nurse; you can't ever seem to grasp the true gravity of a situation. I'm going and calling the police. I hope they get here before your demented little fantasy gets someone else killed."

Before Jamie could say anything, Mark had rushed to Kirby 305 to get his cell phone, where he had left it since his Post-colonial literature class earlier that day.

"It is better this way," Jamie said, her eyes peering into the collected guests'. "He won't be around to muddle anything up. Now, all of you let's get into the Salon; it's safe, and I can question you there. Also, this might be a good time to suggest that you refrain from eating the refreshments, at least until we can conclude that everything wasn't poisoned."

Everyone moved quietly into the Salon, either because they needed structure amidst all the panic or because nobody wanted to stand out and become a suspect. Either way, everyone was sitting, and Jamie started checking off the guest list.

"Has anyone seen Mark since he ran off?"

Over the murmurs and nervous looks, a chilling voice echoed through the room, "Hey Gang." It was Doctor Hamill. He peered into the salon like a curious gazelle scanning the Serengeti. He knew that something was amiss. People just did not collect in the Salon for no reason...unless cookies and pastries were involved.

"Hey, Dr. Hamill," said Brody nervously. Brody knew that sooner or later Dr. Hamill would find out what was going on, find out that McFly was murdered.

Dr. Hamill entered the Salon, grabbed a handful of cookies, and started munching on them. "What's going on? Everyone seems pretty nervous. Where is Dr. McFly? I need to go over some things with him for tonight's event."

The students exchanged glances. Who was going to let Dr. Hamill know that there was a murderer on the loose in Kirby Hall? And...who knew if the killer was going to strike again?

"McFly, he is dead," heaved Nikhil.

"Dead? He was old, but he wasn't that old. Larry is not going to like this," said Hamill as he rubbed his skull thinking what he would tell Dr. Kuhar. Sure the two of them could pose the body ala *Weekend at Bernie's*, but such a scheme may not work for the two of them this time. McFly had a speech to give.

"We don't think that he just died. We have reason to believe that McFly was poisoned," said Jamie. "We did a preliminary examination of the body, and I concluded that someone had poisoned him."

Dr. Hamill ate his last cookie very slowly, which signified that he was deep in thought. The group was on edge. There was a killer on the loose, a benefit event that now was in peril, and Mark still had not returned with his cell phone.

"What we have here is the perfect paradigm for a murder mystery. Everything is coming together. Someone is dead. People are missing. There is no clear motive...yet. All that we are missing is a dashing and intelligent detective. And I know just where to find him. Stay put. I'll be right back," said Dr. Hamill. Like a giddy schoolboy he rushed up the stairs seemingly going to his office.

"Well I guess we have to wait for him to get back," said Jamie. As soon as she finished exhaling on the last consonant sound in back a bloodcurdling scream filled the old Kirby building.

"That might be Mark!" exclaimed Brody.

"Or Dr. Hamill!" shouted Nikhil.

Before Jamie had a chance to take control of the situation the two boys ran out of the salon looking for the source of the scream. Jamie knew that this couldn't be good. The murderer may just have struck again...

The gang then ran up the moss green stairs of Kirby, with every other step a dust cloud emitted from underneath their footsteps. Adrenaline pounded through their veins as they proceeded to reach the top floor of which the scream erupted just seconds earlier.

"I think it came from the break room," said Dr. Hamill from atop the stairs.

As the Kirby colonels peaked around the corner they spied Janitor Ashy 'Ashton' Waters, who held an empty coffee mug which more or less was the direct result of a lap full of pippin' hot mocha latte, fresh from Rifkin.

"Ashy..." Dr. Hamill began, "are you alright, I thought I heard a woman's shriek coming from up here."

"Uh, no that was me I just finished the steps a little bit ago and needed a break so I uhh..." remarked Ashy defensively.

"Do you have any idea what is going on here?" asked Jamie.

"Well, no why should I? Too busy workin'... you know me, just finished the stairs a few minutes ago" repeated Ashy Waters.

"I have to say here Ashy, I really have no doubt what you are telling me is a falsehood..." stated Dr. Hamill. "Firstly, the steps are monstrously neglected by dust of which it is impossible to have accumulated from just (and I quote) 'a few minutes ago.'"

"Second, how could you not have overheard the ongoing investigation down stairs that has occupied a good portion of the day?" said Jamie.

"And third," said Dr. Hamill, "Why did you keep stealing my 'Hamill's Hunches'?" Every time I finish them, I leave them on my desk, and then you come in to clean, and poof." Dr. Hamill's hands exploded in their traditional clasped to upward-outward position. "They're gone."

"Oh, and you delete it from my computer, too, just to make sure I can't possibly make the real deadline. I'm on to you Ashy, and so is everyone else." Dr. Hamill peered into Ashy's eyes and then motioned around the room to the still panicked group.

"Well, gang, with that I'm going to go call the police and start working on my Hunches for the next issue, it is guaranteed to be the best one I've ever written, since I have so much material that Ashy successfully stopped from getting published. You just wait...its..." Dr. Hamill's voice trailed off, and he was gone.

Our sleuths were once again on their own, a killer was still on the loose, and we all finally knew why Dr. Hamill's Hunches have only been in two of the last five issues since he was given the column.

In installment two...will Mark make it back with his cell phone...alive? Will the killer strike again? Will Jamie stop being such a know-it-all? Can anyone guess the identity of the murder mystery's author? And most importantly...will Dr. Hamill finish "Hamill's Hunches?"

Kuhar's Corner

By: Dr. Kuhar

If you were a flower, in what literary garden would you grow and why?

We can all learn a lot about ourselves by considering which literary garden we, as flowers, would thrive and grow in. I'd have to say that I would grow best in the literary "Garden of Poetic Hope" (GPH). (Using an acronym will promote the brand, improving the likelihood of a campus-wide audience for *The Inkwell Quarterly*.)

Our GPH is an organic garden, of course, and it's planted in the imagination. Like education, our garden's health relies on an awareness of the future, on an appreciation for and acceptance of what we can achieve when we plan ahead—of what we hope for when we *plant a seed*. Like our learning cycles, our GPH requires regular tilling, watering, and weeding. We need to till—to prepare our soil—by giving ourselves every opportunity to learn what we can while we're reading, thinking and writing as English majors. We need water to give ourselves the best chance at growing to our potential. We need to weed away the unhealthy, toxic, water-craving influences that will steal away our soil's nutrients.

Given that this is a *poetic* garden—one relying on the imagination's ability to confirm a knowable future—it's important that we consider what the poets have to say. In his poem "Design," **Robert Frost** contemplates how a beautiful flower can be caught up in determined nature: "What had that flower to do with being white / The wayside blue and innocent heal-all?" Gazing at this flower that is holding up a spider's web with a trapped moth, Frost's speaker questions if nature is innocent or dark: How could such a beautiful flower perform so purposefully as part of a "witches broth"? We can learn a lot about how to understand our garden from this. In Frost's poem, the darkness—we know because we've planted our GPH—is only a perceived, constructed one. We need to be able to see through all this darkness all around us if we are to rise and grow to find our *place in the sun*. **Langston Hughes** was spot-on when he considered what can happen if we do not rise above the conditions of a toxic soil or sunless space: "What happens to a dream deferred? / Does it dry up / Like a raisin in the sun?" Our self-awareness elevates us to contemplate the darkness only to rise again—out of the valley of darkness—to a sunny place where our GPH will thrive. **T.S. Eliot** was, perhaps, the darkest of them all, contemplating the "cruellest month," when "Lilacs out of the dead land" compromise any hope for a full healing. But Eliot's big ideas in his poem, "The Waste Land," rely on a hope that the cycle will turn again toward a renewing season of fertile soil, rainfall and sunlight. We, too, must navigate through these terrains of darkness and effort to rise about the "dead land."

Finally, we need to confirm over and over again that, like Mary's garden in *The Secret Garden*, we all possess hope that a garden exists somewhere for us. Our *Garden of Poetic Hope* is out there waiting for us to till, to plant, and to water. When we do, we acknowledge what our English education has taught us: The powers to grow, to learn, to heal are powers inherent in every one of us, in every living thing in nature.



Photo Courtesy of Stefanie McHugh

Dr. Farrell's Food Tips: Because English Majors like to Eat

By: Dr. Farrell

When canning pumpkin, make sure that, after removing the "guts," you bake the pumpkin for about an hour and a half in a 350 degree oven to soften the pulp. Doing so will make scooping the pulp out significantly easier. Then, when cooking down the pumpkin, only add a minimal amount of water so that the pulp becomes more malleable for canning. When canning, then, you can choose to add spices such as cinnamon, nutmeg, ginger, and clove or simply leave the pulp plain for use in a variety of recipes.

Also, the recipe on the side of the Pillsbury Quick Bread mix for biscotti (in cranberry, pumpkin, or banana) is easy and tasty. However, once you cut the biscotti loaf after the initial baking, make sure that you separate the slices so that upon the second baking, your biscotti will be crisp. Also, you may need to increase your baking time to adequately toast the biscotti.

Finally, the not-so-secret ingredients to my apple pie are cheddar cheese and ground clove.



If you are interested in obtaining any archived issue of *Inkwell Quarterly* please contact either Dr. Farrell or a member of the *IQ* editorial staff. Some issues are still available as hard copies.

All issues are available electronically at <http://wilkes.edu/pages/2243.asp>

Essay Spotlight

By: Vicky Hevener and Inkwell Staff

Writing for a course can become intimidating, especially when, in many classes, a large percentage of one's grade may be designated to the completion of a single paper. Knowing how to write a paper is absolutely essential for a student to understand.

In an effort to provide readers with tips for effective writing, *IQ* will periodically feature student writers who have successfully navigated the written competencies embedded within the English program's curriculum.

IQ's first essay spotlight examines the work of senior, **Frank O'Shea**, who took **Dr. Sean Kelly's** English 281: Survey of American Literature I course, **Dr. Helen Davis's** English 336: Studies in Victorian Literature course, and **Dr. Marcia Farrell's** English 353: Studies in Postcolonial Literature courses between the spring of 2009 and spring of 2010. Described by Farrell as a "solid, consistent, and innovative" writer, O'Shea's work demonstrates his commitment to developing his writing skills.

According to Kelly, "I remember reading Frank's short response paper on one of Anne Bradstreet's poems and being struck by just how attentive he is as a close-reader, how precise and compelling his explications are. Not only does he tease out major themes and point out central images of a work (which is hard enough to do well), but he also critically examines the formal details of the piece—the title, the syntax, repetitions, and subtle but meaningful turns of phrases—to see how they are involved in the production of meaning."

O'Shea was able to carry over this attention to detail in English 336, where his "full immersion into material that marks him as a strong student. Frank's essay for 336: Victorian Literature, 'Changing Times and Stoker's *Dracula*,' focused on how the various male and female characters in the novel represent changing gender stereotypes that were emerging in late nineteenth-century British culture," says Davis.

Davis adds, "Frank came into my office while working on this essay and we had a wonderfully rich conversation about the blood exchanges in the novel and what they represented about the relationships between the characters and Victorian views of sexuality. I assumed during this conversation that Frank was thinking through these issues because he was trying to find ways to expand his essay. Near the end of our conversation, Frank showed me his draft, which was already at thirteen pages. I quickly realized that Frank was almost through with his essay, but was still contemplating the tangential connections that he could see in the novel."

Such focus and engagement in the material is particularly useful to students on the literature and writing tracks within the program, as they will eventually need to consider the subjects for their senior capstones. Although O'Shea is a Secondary Education minor and student-teaching will take the place of the capstone, Davis points out that "Frank had enough insights into the text to create a capstone project even though the assignment was for a fifteen to twenty-page paper."

O'Shea shared some insight as to how he went about writing for English 353, where he examined the work of Indian author **R. K. Narayan** and the novel *The Guide*. O'Shea said that his success in writing, particularly the completion of a piece called "Manipulating the Oppressed," stemmed from his own writing process, one that included meeting with Farrell during office hours as he had done with Davis. O'Shea stresses that other writers should be willing to approach their professors about papers, stating, "Conversation is crucial, since the whole point of writing an argumentative piece is to communicate a point to others."

Farrell notes that faculty love the opportunity to discuss student work outside the formal structure of the conference because those moments show dedication and engagement in the material that often lead to rich, intellectually stimulating conversation.

"Talking with Frank as he worked through his ideas was a great deal of fun and, ultimately, led to some truly unique interpretations of the primary text," she added. "Watching a student process his or her ideas about a text is one of the most gratifying experiences we have."

Kelly and Davis concur. "We both benefited from having a great conversation, and it was clear to me that Frank went above and beyond the intellectual scope of his particular topic and made sure that he understood the tangential issues as well as those on which he focused," says Davis.

Kelly notes, "Frank's work in that course made a very positive first impression on me."

O'Shea's process serve as a reminder that approaching one's professor often leads to insight and resources one would never find otherwise, and such conversation is the heart of the college experience.



CONGRATULATIONS!

The *Inkwell Quarterly* would like to congratulate **Dr. Tom Hamill** and his wife **Lisa** on the birth of their daughter, **Grace**, last May.

Photo Courtesy of: Dr. Hamill



American Writer Trivia

By: Tony Thomas

1. He studied engineering at 16 and left school in his second year to join the Navy.

2. His alter ego is science-fiction writer Kilgore Trout.

3. During President Clinton's impeachment trial she famously declared him, "our first black president."

4. Who said the following about Jane Austen, "I would like to dig her up and beat her over the skull with her own shin-bone."

5. She was the first fiction writer born in the twentieth century to have her work collected and published by the Library of Congress.

6. This Noble Prize winning author, well known for his liberal politics, was denounced by the *New York Times* for his sympathetic portrayal of the United States Army while he was reporting on the Vietnam War.

7. He declared that, "All modern American literature comes from one book by Mark Twain called *Huckleberry Finn*".

8. Her writing was not limited to fiction. During her time she was also well known for garden and interior design. In fact, her first published work *The Decoration of Houses* rejected Victorian interior design as being filled with overstuffed furniture and bric-a-brac.

9. She was the first American woman to win the Noble Prize. She also went by her Chinese name, Sai Zhenzhu.

10. This controversial American poet can be seen in the promotional music video for Bob Dylan's "Subterranean Homesick Blues." He also helped write the cue cards Dylan uses in the video.

11. His last words were reported to have been, "Lord, help my poor soul."

Word Bank:

Edith Wharton	Mark Twain	Ernest Hemingway
Allen Ginsberg	John Steinbeck	Pearl S. Buck
Toni Morrison	Thomas Pynchon	Flannery O'Connor
Kurt Vonnegut	Edgar Allan Poe	

In the next issue...

- Dr. Starner's Sabbatical Work
- D.C. Experience, Part II by Amanda Kaster
- Update on current 200 and 300-level English courses
- Graduation Audit and Diploma Order information
- The Mystery of the Kirby Killer: Chapter 2

Answers to the Previous Game

1. Salman Rushdie—*Shame*
2. Thomas Pynchon—*Vineland*
3. Raymond Carver—*Catbedral*
4. Michael Herr—*Dispatches*
5. Toni Morrison—*Beloved*

The Inkwell Quarterly invites all with questions for Kuhar's Corner to contact the staff at inkwell@wilkes.edu or on our Facebook page.

Happy Halloween!

