

The Inkwell

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Winter 2009

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Winter Capstones

By Dave Cook

The Senior Capstone Project represents four years of hard work and dedication. The presentation is the culmination of a student's writing experience within a specific concentration of the English major. Each student is expected to present for 30 minutes and answer questions from the faculty panel and audience for approximately 10 minutes.

This fall, two seniors presented their capstones to the English department:

- **Ryan Holmes** spoke about plagiarism and fabrication in journalism and academia on Monday, December 7 at 4:00 p.m.
- **Ashley Fiorucci** presented a reading of the proto-feminist elements in Chaucer's "The Wife of Bath" on Tuesday, December 8 at 11:00 a.m.

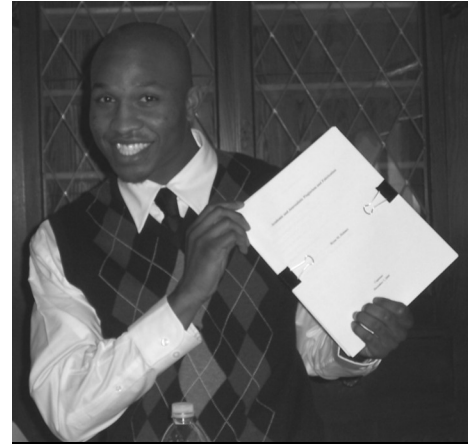


Photo Courtesy of Dr. Marcia Farrell



Photo Courtesy of Desiree Wren

Starner to Go on Sabbatical in Washington, D.C.

By Kelly Cappellini

In spring 2010, **Dr. Janet Starner** will be leaving on sabbatical during which she will further her archival research into early modern literature. In her proposal, Starner stated that she plans to split her time between the Folger Shakespeare Library in Washington, D.C. and at the Huntington Library in California in order to conduct the necessary research to accomplish two primary goals: "the composition of an essay that reports on that work and the development of a

workable concept for a future book-length project focused on readers and reading practices" and the development of "innovative classroom practices and co-curricular projects that encourage my students to become both 'active readers' and published writers." Starner submitted the proposal to the Faculty Development Committee more than a year ago and then received approval last April.

To accomplish her goals, Starner needs to spend time at "distant libraries who strictly limit access to their collections of rare materials to those with a documented need to handle them and with credentials our undergraduates do not have: a PhD, or current enrollment in a doctoral program." With access to these rare and precious materials, she will be able to analyze different varieties of novelty poems in which devices, such as punctuation and anagrams, function to alter the meanings of each particular poem.

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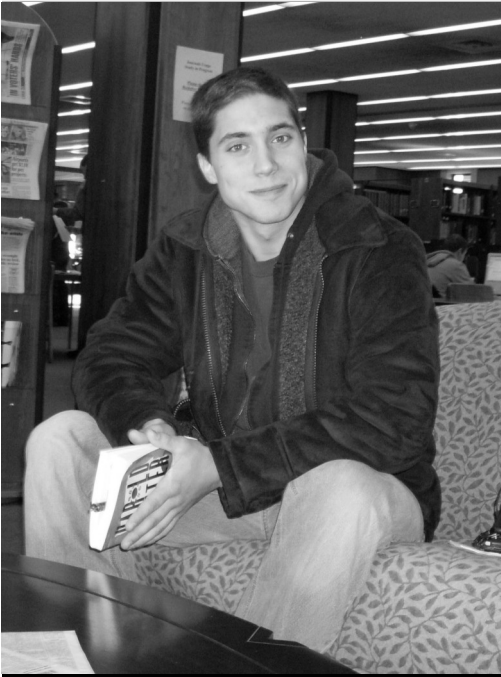


Photo Courtesy of Desiree Wren

Senior Spotlight: David Lewis

By Desiree Wren

Walking around campus, students and faculty can immediately recognize one of the most important representatives of Wilkes University: the Colonel. Beneath the enthusiasm, school spirit, and rubber foam is **David Lewis**.

Lewis is double majoring in English and Communications with a minor in Secondary Education. He is expecting to graduate in December 2010. Coming to Wilkes in 2006 was not an easy decision for Lewis; being a free spirit, he was unsure if college was for him. He soon found he meshed perfectly with Wilkes atmosphere after his English 101 and English 120 classes with **Jack Grier**, his true inspiration. After taking Grier's classes Lewis realized he wanted to teach high school English and make a difference in the lives of students. His ultimate career goal is "to be successful in each moment, wherever [he] is in the universe."

His most prized achievements during his college career involve being one of three students with the opportunity to represent Wilkes University at campus and community events as the Colonel. Lewis also claims one of his most prized achievements is "developing a strong mind." Lewis has taken the opportunity to reflect on all he has learned in the last four years, and "prides [himself] in being able to think on a higher level" thanks to the knowledge he has gained at Wilkes.

When asked what his college career and his upcoming bachelor's degree in English means to him, Lewis' reply was honest and heartfelt. He says, "as an English major, I feel it is my responsibility to derive and interpret meanings from any and all texts: written, spoken and unspoken, perceived or staged." He also states, "If English majors ran the world I guarantee it would be a much more understandable place because nothing could move without someone analyzing that person's kinesthetic motion."

Lewis anticipates graduating and moving into the working world will be an exciting time in his life. In closing, Lewis claims his favorite aspect of Wilkes University is the fact "we now have hand sanitizing stations" and of course, the great people that make up our campus community. Lewis leaves fellow students and faculty with a quote to live by: "When you're getting crazy with the Cheez Wiz, sometimes you just gotta eat it up."

Wilkes Alumni Publishes Capstone

By Jackie Butwinski

Spring 2009 Wilkes graduate **Melissa Bugdal** will be publishing her senior Capstone titled "Perspectives on the Writing Center and Writing Across the Curriculum: A Dialogue Between the Sciences and Humanities" in the December edition of *Xchanges*, an online interdisciplinary technical communication and writing journal from New Mexico Tech. **Dr. Janet Starner**, Bugdal's Capstone adviser, was the one who informed Bugdal about the opportunity to publish in *Xchanges*. In reaction to the news of Bugdal's article being published, Starner said, "I cannot fully express how happy I am for Melissa, but also for what it says about our program and the possibilities it offers our students in the major; especially in the writing track and mentoring program."

Bugdall says that even though she "spent a considerable amount of time fine-tuning my capstone for the final version I turned in for a grade, I revisited the paper and reassessed it." After expanding a few areas, she sent the paper to *Xchanges* editor Julianne Newmark, who sent Bugdal an acceptance letter in mid-November. The letter included positive reader comments that asked her to make a few additional revisions to the paper prior to publication.

The article should be published sometime this month.

If you are interested in joining *The Inkwell* staff,
please contact
Dr. Marcia Farrell (marcia.farrell@wilkes.edu)
for more information.

Book Review: *Eating the Dinosaur* by Chuck

Klosterman

By Philip Muhlenberg

Chuck Klosterman is the proclaimed “voice of a generation,” yet he may want to take a breath. After two memoirs, two essay collections, a novel, and countless articles for *Esquire*, *Spin*, and *GQ* magazines (among others), Klosterman has now released his latest work, *Eating the Dinosaur*. His latest piece is a pop-culture, sports-journalistic, interview-laden mess of a literary experiment. The man has a lot to say, but the reader must decide if any of *Eating the Dinosaur* is worth reading.

Eating the Dinosaur, Klosterman’s third essay collection, deals with topics as varied as a search engine result. These essays include ruminations on AMC’s *Mad Men*, the Wildcat offense, the Unabomber Manifesto, ABBA, uneventful voyeurism, and the laugh track. If any of the aforementioned topics interest you, this book is equal parts for you and not for you, and therein lies the problem. *Eating the Dinosaur* is so varied that it is almost impossible to fully appeal to any reader. For example, Klosterman follows his chapter on “Football” with the essay “ABBA 1, World 0.” At this point, it might be reasonable to substitute “World” with “Reader.”

Avid Klosterites need not be worried, though; the author’s hilarious self-deprecation and sardonic wit are fully intact, and Klosterman is unparalleled in his pop-culture analyses. Also, *Eating the Dinosaur* has some flashes of brilliance; just read “Ha ha,” he said. “Ha ha,” an epitomic culture study via the sitcom laugh track. Ultimately, though, Klosterman’s writings are so disjointed in content that the reader is left plodding, confusedly, through a landscape of sports journalism, serious social commentary, ridiculous pop-culture analysis, and autobiographical confessions, unable to separate one subject from the next.

Klosterman’s *Eating the Dinosaur* reads like it has the potential to be better than *Sex, Drugs and Cocoa Puffs*, but fulfills a reading appetite like literary cotton candy; the book is, at times, delicious and fun, but that overwhelming nausea of too much is something one can do without for a while.



Photo Courtesy of Desiree Wren

Brown Bag Lunch Updates

By Sabrina Hannon

The Brown Bag lunches are held monthly by **Drs. Marcia Farrell** and **Helen Davis**. Junior and senior English majors who are looking to further their education and explore employment opportunities after graduation are welcomed to attend. The lunches are typically held in Farrell’s office at noon, and students are invited to bring their own lunch.

The most recent Brown Bag lunch, “Teaching English Strategies,” was held on December 4, 2009. Topics focused on graduate assistantships, methods for time management, creating assignments and syllabi, and developing an authoritative voice in the classroom. If students have any topics they would like to cover in Spring 2010 please contact Farrell and Davis.

The Inkwell Staff

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“Starner to Go on Sabbatical in Washington, D.C.” Continued from Page 1

Starner has been working on anonymous early modern texts for several years now, and she hopes that her time away will allow her to take her examination in a new direction. She says, “In the next phase of my thinking and writing, I want to study it as an ‘attributed’ rather than an anonymous text (authored, I am convinced, by an Oxford don) and consider it in relation to the particular reading circle at Oxford University within which I believe it may have first circulated in the 1630’s.” Additionally, she plans on examining reading practices of early modern writers, by investigating marginalia within the documents.

As Starner also intends on conducting extensive research to uncover alternative methods of providing “deeper learning moments” for Wilkes University students, she will attempt to uncover ways to further mentor students. She aims to bring back one idea which will successfully engage students in these moments of “direct stimulation,” which is normally only available to faculty members. That is, she wishes to expand on some of the activities she has already engaged in, such as taking students to conferences.

Starner explains, “The critical lesson I learned from the experience of mentoring those students [undergraduates] as they wrote, revised, and presented their papers is that the prospect of a ‘real’ audience—as opposed to ‘writing for a teacher’—not only brings out the best in the finished products they compose, but it facilitates their struggle to learn to write by virtue of experiences that can only happen *outside* the classroom.” She hopes to find ways to share her experiences with rare texts with her undergraduate students, who would not normally have access to such texts.

Beyond Graduation From Ginny Hults

By Justin Jones

Graduation day is what college students look forward to and dread at the same time. Commencement means graduates now have to go out in the world, on their own, and find a job down their chosen career paths. Some may find the job they intended right out of college, but the many of graduating students will find themselves taking jobs they did not see themselves doing. **Ginny Hults**, a 2009 Wilkes Graduate, is a prime example of starting a career somewhere she never expected she would be.

Hults recently began a job with Grand Entrance Gates, a small company that designs gateways for mansions in Mt. Kisco, New York. Grand Entrance Gates is the first full-time job opportunity that became available to Hults. She recalls the first few months after graduation, having to “suck it up and work at Victoria's Secret in the beginning to pay the bills.” She says, “[It] was rough, folding ‘sexy little things’ all day knowing I had a Bachelor’s Degree in English, which I am very proud of, and doing nothing with it.” Hults urges upcoming English graduates to keep their hopes up when looking for a job, even if it means expanding the job search. Hults began using Craigslist to look for an editing position in Manhattan, but after a few months she decided to broaden her career search as well as her job criterion. Hults began using Craigslist to look for an editing position in Manhattan, but after a few months she decided to broaden her career search as well as her job criterion. Hults says, “you’d be surprised how many people actually rely on [Craigslist] to find everything they need.” After searching on Craigslist, she applied to Grand Entrance Gates and received a phone call to arrange an interview.

While she admits she still wishes to be an author and editor in the future, she is surprised by how much of her English degree has assisted her in her new position. Hults says, “My English degree serves me quite well here. As an administrative assistant I handle most of the accounting and scheduling and all of those little office tasks you would come to expect. What I did not expect at first is the fact I also write up and edit everything coming in and going out of the office; proposals, memos, contracts, agreements, emails, letters, mailings, etc.” Hults would like to thank *The Inkwell* and the Manuscript Society for helping to improve her editing skills during her time at Wilkes.

When Hults reflects on her experience at Wilkes, she says, “I miss everything about being a student; the professors, the classes in those cozy little Kirby conference rooms— yes, even the creepy, cold, and forgotten Kirby 107—the walk across the greenway to get from one class to the next...I even miss the work sometimes...though I certainly don't miss the 20 page research papers!” Although she misses being a student at Wilkes, Hults admits receiving a pay check reflecting her hard work is definitely worth the effort and loves being on her own.

Hults’ offers insight to upcoming English graduates: “An opportunity will come. You just have to know that if you haven't yet had one, it is because the one that is meant for you hasn't surfaced yet, but you'll find it.”



Photo Courtesy of Ginny Hults



Photo Courtesy of Stefanie McHugh

The Best of Kuhar's Corner

By Dr. Larry Kuhar

Are you excited for the new season of *Man vs. Wild*?

Yes. Survival has been on my mind but for different reasons that might surprise some *inkwell* readers. I doubt we'll ever have to survive the grueling conditions of Patagonia, climb a steep cliff in Ireland, or be forced to survive just about anywhere **Bear Grylls** finds himself. However, given the recent decline in the stock market, unemployment rates, the price of oil, and the on-going presidential election process, we should all be contemplating a potential return to a kind of agrarian, jungle society where each of us will have to fend for ourselves. In this new identity, we'll need 21st century survival skills that prepare us for life in a brave new world. We'll need to know how to live a green life in a world where technology advances into all corners of our stories. We'll need skills to survive the haunted hallways of Kirby Hall after ghost hunters confirm the existence of ghosts. In this brave new world, we'll need transferable skills that inform our fulfillment and success. Where will we find such skills? An English degree! The English degree prepares you to survive in a world where technology depersonalizes your stories, where your future money market funds fall and rise, and where coal-baron

ghosts negotiate your academic space. Prepare to survive in the wild: Earn an English degree!

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Faculty and Club Updates

Compiled by Amanda Kaster

- **Dr. Michelle Anthony** presented an essay titled "A Grotesque Tea & Sympathy: Claustrophobic Discourse in **Charlotte Perkins Gilman's** "The Yellow Wallpaper"" in October 2009 at the International Society for the Study of American Women Writers (SSAWW) conference. The essay covered punctuation and the melodramatic tradition in gothic women writers.
- Senior English major **Christopher Bednar** and his fiancé, **Kari Wasserman**, welcomed a son on October 26, 2009. **Oliver Graham** weighed in at 7 pounds, 10 ounces. Congratulations!
- Wilkes alumnae **Melissa Bugdal** and **Felixa Wingen** attended the *Sigma Tau Delta* Literary Conference and Festival on October 3, 2009. The conference took place at Shepherd University in Shepherdstown, West Virginia.
- **Dr. Marcia Farrell** is writing an article for *The Stitchin' Times* about a day trip to Lancaster, PA for the annual Stitching Jubilee where the Convention center hosts 25 vendors from North America. The day trip was part of an activity for the Wyoming Valley chapter of the Embroiderer's Guild of America. The article appeared in the winter issue.
- **Dr. Thomas Hamill** will be presenting his essay titled "The Athlete as Narrative Structure in **Philip Roth's** *American Pastoral* (1997)" at the International Conference on Sport and Society. The conference will take place at the University of British Columbia in Vancouver, Canada in March 2010.
- **Ms. Amanda Licastro** attended the Digital Humanities conference at the University of Maryland in Summer 2009 and will be attending the MLA Conference in December 2009.
- **Dr. Chad Stanley** is currently working on an "Afterword" for the Signet edition of **Joseph Plumb Martin's** "A Narrative of a Revolutionary Soldier." Additionally, Stanley will be chairing a panel on American literature and presenting "A Subaltern Romance: Joseph Plumb Martin's 'A Narrative of a Revolutionary Soldier'" at the NEMLA conference in Montreal, Canada. The conference will be held in April 2010.
- **The Manuscript Society** will unveil the Fall 2009 edition of *The Manuscript* on December 10, 2009 at 11:00a.m. in the Sordoni Art Gallery. All are invited to attend.



Photo Courtesy of Justin Jones

18th Century Salon

By Justin Jones

Drs. Michelle Anthony and **Kathleen Kemmerer** held an 18th Century Salon on November 12, 2009 in the Kirby Salon. The event was held for Anthony's English 334 students along with English students and faculty. Attendees were given the opportunity to experience a gathering common among the 18th Century aristocracy. Hot tea and cookies were served while classical music played. Kemmerer shared many preserved texts from the time period and provided students with the opportunity to write using quill pens and ink. Anthony and Kemmerer hope the Salon will become a recurring event in the future.

“The Best of Kuhar’s Corner” Continued from Page 5

What role does the Internet play in shaping our academic identities?

Here’s an easy question requiring a brief response. In **Wallace Stevens’** poem, “The Snow Man,” Stevens’ speaker “beholds / Nothing that is not there and the nothing that is.” This is kind of how I feel about the Internet’s impact on our academic identities. As academics we spend time working, playing, and socializing on the net. Each interface impacts our ability to “behold” in powerful ways even as we acknowledge that this impact is often subtle, impersonal, and routinized. This constructs a quiet ambiguity: An unaware/awareness that our identity is being shaped in clandestine, unconscious, primal ways even as the impersonal forces at work/play on the net powerfully promote personal growth, intellectual freedom, and a dissolution of harmful hierarchies. We type rather than talk; we blog rather than get together; and we construct self-awareness privately in language and signs rather than in contact with reality and people. Does this result in a diminished or elevated academic identity? Acknowledging the potential for a negative impact on our identities, I’d have to say that the Internet has a positive impact on our *academic* identities.

In *places* like MySpace and Facebook, we self-consciously shape personal veneers promoted for constructed audiences. Material status and interpersonal communication cues (like eye color and body type) are not openly revealed on the net. We don’t know who drives a Jag, who is enrolled in **Dr. Janet Starner’s** 16th Century Literature class or **Dr. Michelle Anthony’s** American Novel class. While this frees us from some stereotyping and hierarchies, it also risks replacing life with simulation and reality with games, MUDDS, and chat rooms. Whether we’re researching, surfing, or blogging, our interface with language is often elevated in subtle yet meaningful ways. This impacts our identities because we’re silent in the production of responses to stimuli beyond the printed words, blue trim, and white space of the web text.

Like speakers in Stevens’ poems, we’re disembodied *voices* miming interpersonal interactions through the keyboard’s *click, click, click*. Our fingers poised above obscure web links, a nearly infinite list of Google sources, or a virtual reality game maneuver, we possess a kind of pro-active, self-composing responsiveness to textual stimuli that would otherwise be unavailable to many of us. This shapes our academic identities by sparking our imaginations about who we can become even if only in a simulated, cyber-spatial way.

While web presence is only slightly similar to our traditional, isolated academic work in library space, we’re not in the library anymore, Dorothy. The Internet uniquely promotes this kind of textual presence—a self-awareness about becoming who we want to become. In this way being on the web mimics the highest ideals of education. As a result, I think, we become better readers of our world, our literature, and our own stories because our world and our stories are formed and told to us—now more than ever—through the web. Whether we like it or not, we are engaged in a Baudrillardian simulation of self through our mind’s work to process Internet experiences.

To understand this experience as positive, we must, like **John Barth’s** speaker in “Lost in the Funhouse,” see ourselves as makers of our own universes. We need to affirm that we’re accountable for the story even if the surface (web) representation of self is often routinized and flat. In my opinion, we need to affirm how the Internet powerfully influences our identity even as we confirm that participation permits an available frontier, parallel universe into being—interestingly, a goal for the best creative writers, academic critics, and English majors. The parallel (web) universe superimposes its structures and meaning-making processes on our brains’ cognitive functions.

I think this is a benefit for our academic identities because these experiences are not presented finally in isolation or extinction of other reality or experiences (i.e., the binary is denied). Ironically (and perhaps sadly), the net may serve our academic identities most powerfully by presenting us with (virtual) space for what we appreciate most in our work as students and teachers: The need for knowledge, the power to locate ourselves in settings that answer this call, and the cry for others to confirm our human identities. As Stevens’ speaker suggests, “One must have a mind of winter... / not to think / Of any misery in the sound of the wind... Which is the sound of the land / Full of the same wind / That is blowing in the same bare place / For the listener...” [CE-6].

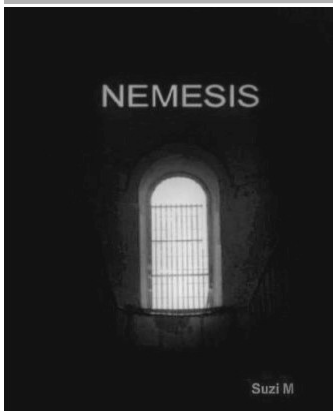


Photo Courtesy of Suzi M

TITLE

By Justin Jones

Senior **Melissa Leet** has gained an exciting editing position under author **Suzi M.** Leet initially attracted Suzi M when she edited twelve of the writer's short stories. These stories will appear in an international anthology of horror, sci-fi, and fantasy fiction to be published in March 2010. Suzi M was impressed with Leet's editorial skills and decided to hire her for all future publications as "Editoress."

Suzi M is a horror writer who resides in Hanover, Pennsylvania. Her *Immortal War* series is available for purchase on Amazon.com. The first of the series is *Nemesis*, focusing on a demon with amnesia of the apocalypse he has caused. *The Inkwell* would like to congratulate Leet and wish her the best in her future endeavors with Suzi M.

Spring Course Reading Lists

Although the Fall 2009 semester has not yet ended, English faculty have already started planning their courses for the Spring 2010 semester. Several faculty have already submitted their reading lists to the bookstore. If students would like to get started reading early for the spring, and they are enrolled in any of the courses below, here are the lists:

Dr. Sean Kelly's English 352: Studies in the American Novel

- *The Adventures of Huckleberry Finn*, by Mark Twain, published by Random House
- *Charlotte Temple*, by Susanna Rowson, published by Oxford
- *Quicksand + Passing*, by Nella Larson, published by Longleaf
- *House of Seven Gables*, by Nathaniel Hawthorne, published by Oxford
- *The Power of Sympathy + The Coquette*, by William Hill Brown, published by Penguin
- *States of Sympathy*, by Elizabeth Barnes, published by Perseus
- *Song of Solomon*, by Toni Morrison, published by Random House

Dr. Marcia Farrell's English 353: Studies in Postcolonial Literature

- *A Passage to India*, by E. M. Forster, published by Harvest Books
- *Omeros*, by Derek Walcott, published by Farrar, Straus, and Giroux
- *A Far Off Place*, by Laurens van der Post, published by Harvest Books
- *The Map of Love*, by Ahdaf Soueif, published by Random House
- *Post-Colonial Studies: The Key Concepts*, by Bill Ashcroft, et. al, published by Routledge
- *Post-Colonial Studies Reader*, by Bill Ashcroft, et. al., published by Routledge

Dr. Pat Heaman's English 397: Seminar: Modernism: Poetry and Fiction

- *The Wasteland and Other Poems*, by T. S. Eliot, published by Harcourt Brace
- *Metamorphosis*, by Franz Kafka, published by Random House
- *Lolita*, by Vladimir Nabokov, published by Random House
- *Mrs. Dalloway*, by Virginia Woolf, published by Harcourt Brace
- *As I Lay Dying*, by William Faulkner, published by Random House
- *Dubliners*, by James Joyce, published by Penguin

Keep in mind that editions are often important for given courses as some editions are considered to be *the* scholarly editions, some contain necessary critical apparatus that professors may wish to include within the reading, and some may include updated materials or changes from previous editions. Also, being able to follow along with the professor's reference to specific textual moments is often indispensable for your education.

For students enrolled in other 300-level courses that have not yet submitted reading lists and who wish to start their reading early, kindly ask the professors if they could give you an idea of which text will be read first.

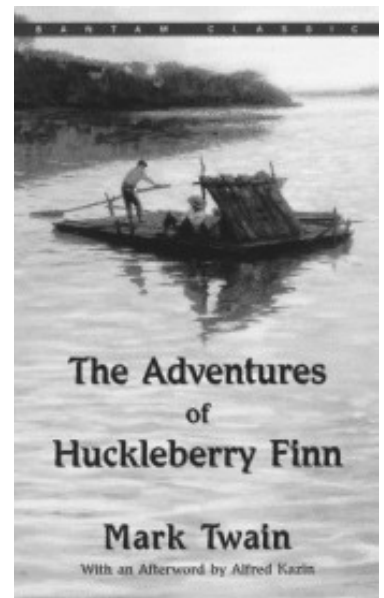


Photo Courtesy of Random House, Inc.

Hamill's Hunches

By Dr. Thomas Hamill

What do *Die Hard*, orthotics, and the *OED* have in common? We have no idea, but we have a hunch **Dr. Thomas Hamill** does. Look out for “Hamill’s Hunches” in the Spring 2010 issue of *The Inkwell*. Until then, this white space serves as a placeholder – and a sort of simulacrum – for what will have been both the creation and fulfillment of audience expectations and reified authorial identity. We might also read this non-article as an elegy for Finals Week procrastination that might have been. The eighty-eighth word (signals) a measure of what the 412 others might have availed: a failure cloaked in the success of “form”—and through the act of reading.

Hamill said that, “Were we to fully acknowledge the paperlessness of digitalization we might print four pages on a side, instead of one, and our acquiescence to the screen through page-layout logics might be less ironic.” Photocopier glass, he seemed to think, meted out a more well-reasoned facsimile of bookishness. But only in black and white. So perhaps the color logos offer consolation.

“Hey you,” he said, as if to violate “avoid second person in formal essays” edicts—or perhaps to review Althusser, and render this reading more (predictably) Marxists and instructive.

Interpolations of the subject abound, and you’re still reading well (or you were just reading), so perhaps they’ve worked. Perhaps they’ve held a place more satisfactorily than he (and we) might have imagined at the moment or near deferment. The heading and title themselves confer completion and production; tense rides in after them, morphologically annexed, at times, but also supplanted—and / or aided by the analytics of auxiliary syntax.

They could still hear the echoes of Metallica: “So let it be written, so let it be done.” And that was reassuring enough, even if they had a hunch that allusion and intertextuality had proven (or just proved) evasive. Perhaps that’s what Google’s for, holding ground now as a lock-step preface to Wikipedia entries. 170 remain. Unwritten? Perhaps. But not, no doubt, to be outdone.

So what now? What of the Springtime promises? What of April showers thawed from last week’s snow? Where will Raleigh’s “wayward winter reckoning” have gone? Will *ubi sunt* motifs suffice? Can they legitimate – as press release – the foretold arrival? Will readership sustain across the sea of Winter Break? Will the “structurality of the structure” (speaking of deferral) be enough?

Let’s hope. 99 was ten years hence, and 11 brings ten. 90 more will forever change 21st. Numerologists deserve their credit, too, you/he know(s).

As we move to a close, we might lament the white space that was; we might mourn the loss of the *tabula rasa* at the expense of foreclosed and foreknown identity. As a possible salve for this (belated) sorrow, we might remind ourselves that foreknowledge is, according to at least one jealous and defensive God, not cause.

So remember to pick up the Spring 2010 issue, and don’t forget the reading in between. Until then, Hamill hunches.

The Game: "Inko-Quip"

By David Lewis

Solve the puzzle to discover the philosophy of a certain English faculty member. Use the clue provided in order to decipher the meaning of the puzzle. The clue represents a letter which can be used to guess what other letters within each word. Once you assign a letter, that letter cannot be changed for the remaining letters in the puzzle.

Clue: X = I

XZ'Y QPB QJ DFJ. XZ'Y QPDZ XZ XY. XZY DGG QJ'RJ PBZ, DHM XZ

DXH'Z IKLP.

Who’s philosophy is this?

Answers to the Previous Game:

Across: 2. Charles Darnay; 5. Mr; 6. Jim Smiley; 7. Formalism; 8. ethos

Down: 1. enthymeme; 3. April; 4. Epic