

Wilkes College Alumni
Magazines 1968-1970

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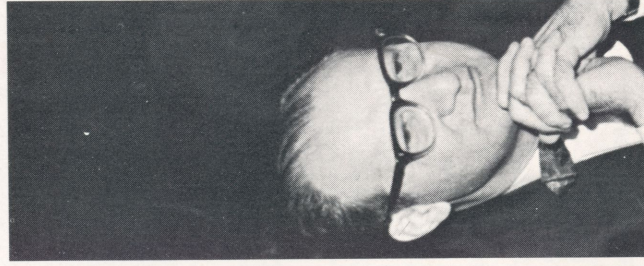
WILKES COLLEGE ALUMNUS

SPRING, 1968 Vol. XXI No. 4

"DISSENT"



... the
education
and
development
of intellectual
stimulation
through
discussion



WILKES ALUMNI SEMINAR



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ON THE COVER . . .

Wilkes Alumni Seminar
Saturday, May 11, 1968

WILKES COLLEGE ALUMNUS

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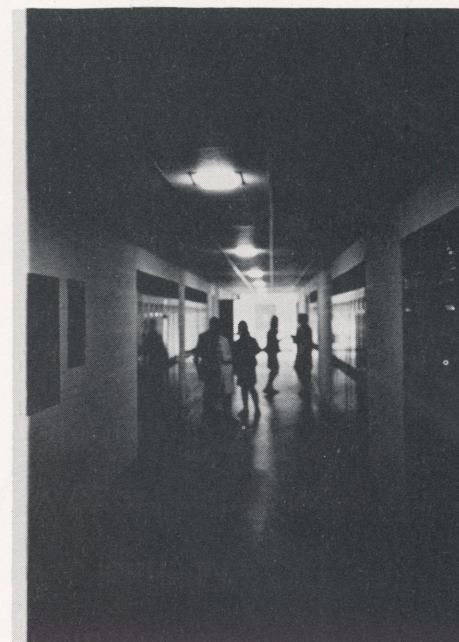
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Something To Think About

Since March 15, your Alma Mater has been conducting its Annual Campaign for scholarship funds. This Campaign is a joint project on the part of both the Community and the Alumni. As in past years the Community Phase has reached its goal. The Alumni response has been good, but it has a long way to go if it is to reach its goal before fall.

At this writing the Alumni Phase is still short of its goal. Dollars are not the only shortage; a shortage also exists in active, contributing Alumni. Only 600 Alumni have contributed so far — only 10% of the total number of Wilkes Alumni.

Are you one of the other 5400?

We all realize the need of a college education in today's world, but we also know that meeting the cost of college is not an easy task for many students. This is being made even more difficult by the ever-rising cost of education.

At Wilkes this past year, over 60% of the student body required some form of financial assistance to meet the cost of education. Last year 759 of these students received Wilkes scholarships worth \$299,000. They will need your help next semester, just as many of us needed help while we were at Wilkes. Funds will not be available to aid students who need them unless we have greater participation.

The College is grateful to those who have already contributed and realizes that other Alumni are planning to give before the end of the Campaign this fall. Many of you have contributed each year since leaving Wilkes and have become a very essential part in the growth of the College. This Campaign is only one phase of the Alumni activities, but it is an important one.

If you have not contributed to the 1968 Annual Appeal, please return your pledge card with your contribution now. Remember, the size of your gift is not as important as the gift itself. Although \$5, \$10, or \$25 may seem insignificant to some of you, by combining it with other gifts, we can reach our goal with enough funds available to provide the financial assistance necessary for next semester. Individual Alumni donations range from \$1 to \$650 thus far. Any amount will be appreciated. If you have lost your pledge card, a simple note will suffice.

How much you give is not as important as the fact that you gave!



MATCHING PROGRAM

Two Can Give As Easily As One

Does your employer participate in the Matching Gift Program? Over 400 companies will match your gift to your college. Some of these companies even contribute twice as much as their individual employees. In effect, your employer is recognizing the contribution which you, as an educated person, are making to your company. It's the boss's way of saying "thanks" to the college which helped to provide your education.

To be sure, gift matching is only one way in which businesses and corporations are assisting education. But it has become an increasingly significant source of annual support.

Perhaps the most pleasant aspect of gift matching, next to the good such contributions do, is how easily you can arrange to have them sent. Once you have made your gift, just inform the appropriate persons at your company that you've done so. A matching check will be sent to your college soon thereafter, indicating that your gift made the matching gift possible.

Listed below are fifty-one businesses and corporations that have matched the gifts of their employees to Wilkes College.

Abbott Laboratories	I. B. M.
Aetna Casualty	I. N. A.
American Home Products	Ingersoll-Rand
American Tobacco Co.	Johnson and Johnson
Arthur Anderson & Associates	The Kendall Corporation
Armstrong Cork Corp.	Lever Brothers
Atlas Powder Co.	McGraw Hill
Campbell Soup Co.	Merck
Carpenter Steel	Motorola
Ciba Pharmaceutical Co.	National Steel and Charitable Trust
City Bank of New York	Olin Matheson Co.
Conn. General	Penn Salt Chemical Co.
Colon Mutual Life Insurance Co.	Phelps-Dodge
Corning Glass	Pitney-Bowes
Derring Millikin Incorporated	P. P. & L.
Dow Chemical	Prudential Insurance Company
Eastman Kodak	Singer Manufacturing
Esso Corp.	Smith, Kline & French Laboratories
Ford Motor	Sylvania
General Electric Corp.	J. W. Thompson Co.
Gulf Oil Corporation	United Clay Mine Corp.
Hercules-Powder Co.	U. S. Rubber Co.
Honeywell	Warner-Lambert Company
Hooker Chemical Co.	Westinghouse Corp.
Hoover Foundation	Westheimer, Fine Berger, Inc.
Hughes Air Craft	



ALUMNI SEMINAR

The Wilkes College Alumni Seminar was reinstituted this spring at the request of many alumni. It was a one-day event on May 11, 1968. The Executive Committee chose the general topic of **Dissent** for discussion and decided to keep everyone in one group.

The Seminar Committee chose the participants and asked them to discuss their individual points of view on the topic. These formal presentations took place in the Center for the Performing Arts in the morning. John Doran '57, introduced the topic and the participants. Dr. Charles Reif was the first speaker and was followed by Dr. Robert Werner, Dr. Gerald Perkus, and Michael Worth. Their speeches have been printed here in the **Alumnus** as they were given for the Seminar. Remember that these were speeches and that they represent no group. The speeches are their own views.

Paul Cunningham spoke at the luncheon. At his request no part of his speech can be reported. He started with his own opinions about Vietnam as a result of a three months stay in Vietnam. He then asked for questions from the floor.

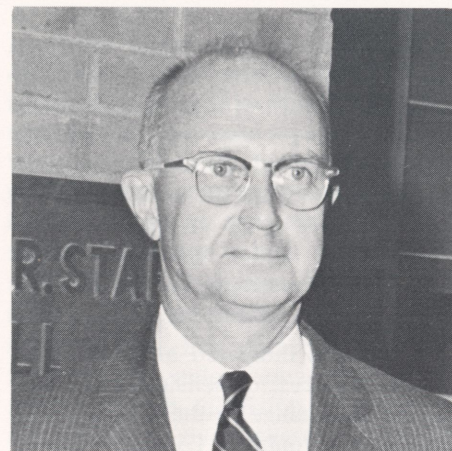
The participants from the morning session of the Seminar served as a panel for an open discussion on the topic of **Dissent** in the afternoon. Dr. Hugo Mailey served as moderator for this panel. He asked questions of the individual panel members and followed this with the opportunity for the panel members to question each other. The third phase of the discussion concentrated on questions from the floor.

About 100 alumni, faculty, students, and friends were in attendance.





SEMINAR HIGHLIGHTS



by Dr. Charles B. Reif — Professor of Biology

DISSENT

bad are relative, and vary during different times and in different societies, history is full of records about those who have been banished, imprisoned, or executed because their ideas appeared to be dissenting from what was accepted at the time. In retrospect, later populations have judged their deviant predecessors and decided that although two persons may have been treated to the same form of execution at the same time, one was a saint and the other a sinner. However, both were dissenters.

Within the framework of organic evolution, the normal action is that of divergence; each succeeding generation is composed of populations of related animals which are in some slight way different from each other and from their ancestors. The natural tendency is for differences to come into being. The more the variation in the environment, the more the response of living forms in becoming different. The divergent forms, in order to survive as different populations, must move away from the parent group. Any individual who finds that he is different from his contemporaries, in most animal species, can stay with the group and take his chances of surviving during intra-specific competition or he can move out of the territory of the standard individuals and thus have a better chance of continuing not only his own life but also of having a chance to found a population of his own kind. If he successfully stays with the original group, his progeny mix back into the gene pool of the standard population and tend not to be divergent. If a new kind of population comes into being, the new population may find itself competing with the population from which it sprang. However, generally, two species compete with each other in the same niche until one is successful and the other has left the arena, having moved to another territory, having adapted itself to another kind of habitat, or having become extinct. Thus, intraspecific competition becomes interspecific compe-

tition and the reason of dissent between the two species or incipient species is settled by some kind of an adjustment.

The term niche is applied to the parameters, that is, to all of the factors of the environment, which describe a way of life and/or a place for life, which can be occupied by any single species. As we have said above, two different kinds of animals cannot occupy the same niche in the same place at the same time. However, as organic and inorganic evolution continue, as they have since the creation of planet Earth, new niches become available for occupancy and the niches are filled as fast as new kinds of organisms can adapt to them. The new niches invite differentiation. This is a basic law of nature; and in human society new economic and social niches are constantly being created as technology gives rise to the need for people with new kinds of training. The constant evolution of new niches, and the filling of those niches, invite disciples to become different and to exploit the possibilities of each niche. The more complex society becomes, the more niches appear, and the faster the rate of their appearance.

Man's mind has few limits. Within a normal human population some individual usually appears who can recognize a new fact, a new concept, a new application, and that individual opens the door to people in general. In some areas of knowledge, society provides that originator with a patent to develop his niche and so social differences become multitudinous. At any rate, the new niches make for differently trained people in positions which may have conflicting interests, and so causes for dissension appear. Furthermore, as inorganic factors (such as rainfall, temperature, and those affecting primarily agriculture and grazing) as well as the organic factors (such as disease and population growth) vary, the pattern which has become the norm in a society also changes and adjustments must be made. This is

true of non-human and human populations. In either case, new pressures appear within the pattern and dissent becomes more pronounced.

In human society, historically, divergent groups have tended to occupy different geographical territories, or have in some way isolated themselves within a city, a state, or a nation. The power of a leader who commanded allegiance, or the power of the state, or the religious and/or social mores, established rules so that in any case the group was forced to accept a pattern of behavior. History has many cases in which groups have managed to escape from the accepted norm and have colonized an unoccupied territory. In some cases the colonizers have displaced a more primitive culture, not without dissension between the natives and the colonizers. America was largely settled by those who were dissatisfied in the Old World and who had the initiative to migrate, or by those who were dissatisfied but who had to be persuaded to move through some kind of promotion on the part of a commercial interest.

In the second half of the twentieth century geographic expansion is limited and replacement of native populations is considered to be unsporting. Some hardy souls still attempt to occupy marginal land but generally they end in economic failure or poverty. Thus, divergent groups are forced, today, to face each other in a limited arena wherein they must resort to conflict or transcend their differences. The old attitude of "If I don't like it here, I'll go some other place" is now rather difficult. Very few other places are available.

Another aspect of the human propensity is the ecological principle of each individual's personal territory. Each of us has surrounding him a set of concentric zones within which he, unconsciously perhaps, does not like to have others intrude. Members of his immediate family are permitted within the most proximal zone, personal friends within the next distal zone, business associates in the next zone out, and strangers in the outermost zone. People vary in the width of these zones but many people feel uneasy when a zone is trespassed and their reactions take various forms of dissension toward the trespasser.

But territorial separation is not the

only kind of spacing which alleviates dissent. Among plants, animals, and human beings other kinds of divisive phenomena are employed. Separation in time may keep divergent groups apart. Most people are on some kind of daily pattern which works to avoid interaction with others. Animals at a watering hole have evolved a system whereby all may have a drink without interfering with the others. Certain daily patterns of urban dwellers create traffic jams periodically, but for the most part the chronological separation keeps them happily apart.

Nearly everyone makes some kind of mental adjustment in order to endure the failure of spatial separation. Some are by nature more gregarious than others; some are withdrawn. The loner may be expressing his dissent by his very separateness. The gregarious types may be better able to deal with the differences they encounter but they also create more opportunities for dissent. Within many populations, the gregarious souls (and some not so endowed) band together for any of a number of reasons, a peck order is generally established, and the majority learn to live within the framework of the peck order. Those who dissent from one peck order go off to start another peck order in which each individual hopes for a better position. Regardless of the framework, crowding makes more difficult the mechanisms which keep any social order operable.

Within any system, the dissenter is one who has had some experience which has hurt him. Either he has been personally aggrieved or he has observed some other person's being mistreated. Had the experience not been as marked, the dissenter probably would not have reacted; he would have accepted the experience and been undisturbed. However, because the experience stung him and surprised him he has been moved, individually, or with others, to espouse a cause and so his dissension has taken form.

The better the dissenter is informed, the easier his focusing upon the experience and the better disciplined his reaction, for good or evil. Much of what is called human progress has been initiated by high-minded dissenters. However, some people take a dog-in-the-manger attitude and strike out in response with little rational action

in their dissent. The better informed person may be able to act constructively as a result of the experience and in such a case is expressed an entirely different kind of dissent. Instead of being eager to sink the boat and all the passengers in it as an expression of dissent, the better informed person may at least wait until he himself is safely ashore before he takes action.

As I have indicated at other times in other places, dissension frequently results in damage to the environment, and by environment I include the inorganic, organic, and human aspects which make up the total environment for each of us. We are here because for each of us his own particular environment makes it possible. Damage of any kind to the environment casts a shadow on all of us. Some who damage the environment may do so without knowing it. Others damage the environment knowingly but do not cease their detrimental activity. Too many of us are plainly self-centered and continue to plunder with full knowledge that what we do is causing a deterioration of the environment. All who commit some damage are dissenting from a behavior which would preserve the environment for the general good.

In an affluent society, comprehension of the basic facts of life is difficult. Few Americans are pushed to the fundamental necessities of survival. Perhaps not one of us is faced with an honest need to see what kind of person he really is. The kind of environment in which each person can fulfill his genotype is perhaps beyond human achievement. Certainly, the diversity to which we have alluded makes the likelihood of such an environment remote. The remarkable fact is that many people do realize much of their potential despite the troublemakers who interfere. In all populations through the span of human history, troublemakers have been present. These people have been the good or bad dissenters to whom I have previously alluded. Probably the percentage of people in the human population who dissent remains the same (although I am inclined to believe that the percentage increases as society becomes more complex); however, the real number of people who are dissenting in a disrupting fashion today is increasing as the population grows. Even those who preach nonviolence

are causing strife with resultant damage to the environment. The average man of today, thanks to technical advantages which his ancestors did not possess, can personally damage the environment with ease and often does so with impunity.

The kinds of dissenting action may take many forms. Vocal expressions are common, but preaching reaches few people, unless one can afford prime time on television. Fighting or some form of overt aggressive action may kill not only the dissenter and his target of opposition but also some innocent bystander. The secretive saboteur may use arson, poison, smut, or drugs. In this aspect, many support the view that such techniques are being pushed in the United States by agents who espouse some form of government other than democracy. Withdrawal as a form of dissenting makes lonely people thus have less chance to realize their potentials and also seldom able to make a contribution to the common good.

A strong leader who goes off on a dissident tack may popularize an idea and attract a following. The popularity of his cause may not assure individual action but may soak up energy which might be otherwise expressed. Few of the workers who are attracted to such a crusade have had the practical experience needed to assure quality of the crusade. And many crusades are hijacked by other dissident groups who bend the crusade to their own designs. The constructive accomplishment of the dissident crusade is often difficult to see. Complaining about a situation is much easier than doing something positive. Granted that the organization of the contemporary environment makes taking worthwhile long-range action very trying, true accomplishment requires both wisdom and dedication.

The actions of students these days have several aspects. A small percentage of the nation's students have been publicized as protesting certain aspects of the *status quo*. Certainly one must admit that the students have chosen a fertile field in which to find objects worthy of protest. The future does indeed look gloomy, for humanity has reached a point in history where the choice is between (1) quick annihilation by atomic nuclear means, or (2) slower and more ghastly death

by overpopulation, or (3) paying the price necessary to improve the situation in time to avoid the first two alternatives. Deterioration of the environment is a reality. However, the students who have little trouble in seeing what is wrong are exceedingly myopic about seeing what is good in the *status quo*. None of them would be in a position to protest were it not for the years of honest toil and sincere concern on the part of the vast majority, past and present.

Among the students is a hard core of chronic negative dissenters who are not without the help of off-campus influences. In attempting to analyze the situation, one finds it hard to differentiate between protests against some of America's honest mistakes and protests which have been subverted. The results of permissive childhood make the assumption of responsibility by the students the more difficult. And lately the appearance on the faculty of people who have been trained in protest has changed the nature of many college faculties. Furthermore, many of the parents of student activists, if not giving outright support to their offspring, at least suggest tacit approval. The students find strength in their greater numbers. Each is trying to find himself and his place in the confusing situation. In all of this, the need to express individuality in a crowded population causes some people to go overboard.

Among the influences outside of the academic environment which promote unrest in the United States and which contribute to the generally accepted ideas of the younger people, as well as many adults, are the news media. Because of the condensation, fragmentation, and bias of news in both the newspapers and on television (the majority of radio reports being practically useless), the American public tends to be misinformed or poorly informed. Advertising, especially through the mass communication media, has younger people as its main target in selling much which is trash and environmentally deteriorating. Advertising also accomplishes much in shaping the thinking of people and thus contributing to their misinformation.

Paradoxically, the more informed a person is, the less sure he is of absolute answers, but the poorly or par-

tially informed person frequently has definite answers and takes an adamant stand. The quality of democracy depends upon an informed electorate. Voting intelligently requires more learning and more maturity. Those candidates for office who advocate reducing the voting age instead of raising the voting age reveal a lack of understanding concerning the population problem.

One often hears mention of freedom as related to the current atmosphere of dissent. Complete freedom is a will-o'-the-wisp. An individual is free to act only within the limiting factors of his environment. While it is true that intelligent, or unintelligent, action can change some of the factors of the environment, to tamper with the environment requires great wisdom. Any mistake invites disaster. The crowding brought on by the phenomenon of overpopulation (and I cannot miss this opportunity to repeat that the United States of America is the most overpopulated nation on Earth today) tends to restrict the amount of freedom granted to individuals. As I have indicated above, the larger the population, the more limiting factors.

To be in a state of complete freedom necessitates being without a goal and without standards. Any goal or any standard limits one's actions and reduces his degree of freedom. The lack of a goal promotes emptiness and a sense of futility. The sense of futility creates a desire for attachment to something in which the individual can believe. The something may be a cause which the person takes upon himself but more likely the cause is promoted by a dissenter who has assumed leadership. This may lead to good or evil.

As one engaged in what is called education (which certainly is introspective in its attempts to improve) I believe that the goal of education is so to inform the younger members of the population and so to train them in modes of action that the population continues to have some goal which specifically precludes destruction of the environment. Destruction of the environment, of course, includes the death of the population. In this framework, the individual has the privilege of dissent only so long as his actions do not trespass upon the environment, personal or corporate. ■

activism, relevance, involvement, me-too-ism, and alienation; terms such as permissiveness are used and inevitably, the affluent economy enters into the story.

I wonder if any of you noted the article appearing recently in the New York Times, reporting some psychoanalysts' views on turmoil on the campus. One felt that the real goal of the students was to, "radicalize the faculty." Another psychoanalyst's view was that the students were following the long tradition of violence in the United States. Finally, it was reported that yet another member of this panel described disturbances as, "exhilarating turmoil that purges the students of feelings of futility and despair." In this wealth of description, I should like to focus on relevance and alienation and the professor's role and relationship to the student.

Let me state my proposition. I believe that some part of the problem involves the relationship of the professor to the student. To illustrate my position, I believe that the professor should occupy a rather special relationship with the student. I believe the professor's contact with the student personifies the institution, it is a point of contact with the institution. I believe it is the professor's job to explain, in lecture and in his office, the relevancy of the student's study and work. I believe that this relationship is important in conveying to the student the feeling that he is an important part of the institution and society.

The point I am making can be illustrated in reference to management and labor organization theory. It has long been held that few people identify with an abstract institution or organization whether it is General Motors, The United Automobile Workers, or Siwash University. They identify with an individual or group. To the worker in General Motors, the foreman is General Motors personified; to the fellow with a grievance, his shop steward personifies the United Automobile Workers; finally, to the student, his human point of contact is his professor or his advisor, the university personified. I am well aware that my colleagues will wince at my comparison. The foreman, shop steward, or professor is inevitably Janus faced in that his importance, his significance in the

channel of communications, this chain or human relations, extends in both directions.

I have indicated that the professor has a personal contact role to play. I am also of the belief that the professor may well be introspective enough to perceive his role.

It is true, of course, that different people have diverse conceptions of their jobs. However, various occupations would seem to call for specific interests and preoccupations. The artist is concerned with form and color, the musician with tone, rhythm and sound, the engineer is concerned with form and structure, and the actuary is concerned with values, expectations and predictability. It would be assumed that the professor would be concerned with scholarship, truth, and students.

Of course, no matter what our function is, our image in the eye of the student may be something different. One author lists our images as follows: eager beavers, born teachers, scholars, artists, dullards, drones and organization men. I might note somewhat ruefully, that only three of the seven are complimentary. I hope our batting average is better than that.

No matter how we view our own role, or whatever the critical eye of the undergraduate perceives, I believe it is important that we are there, and that we realize the importance of our relationships to students. But note, while the professor is there, he is, in the eye of the beholder, whatever image he may project.

Unfortunately, the problem is that in many cases, the professor is no longer there, or he is only dimly perceived on a detached, lofty, Olympian cloud during a weekly lecture. He is represented in quiz sections or breakdowns, in the large university, by a harried, young teaching assistant better known as the T.A. I am obviously suggesting that a necessary person in the channel of communications, an important ingredient in the making of a university, something more than an impersonal conglomeration of people, is missing. The link that connects the undergraduate to the institution is broken. This may induce a feeling of isolation and alienation.

In no way am I suggesting that his presence is necessary as some type of big brother, or scout leader. I do believe that this availability is important in terms of conveying, both in and out of the lecture room, the subject and its relevancy. The professor provides a bridge of understanding, and as a stern but human critic, not a simple printed deficiency report, he relates to the student to the university and its ideals. He personifies it in his humanity, he is a human link to the academic community. However, circumstances have removed him or have dulled his image. If we look at the raw statistics, we note that he is there, but yet not there.

In looking over some pertinent data during the past several weeks, I found my fears somewhat confirmed. The following material is from "Fact Book On Higher Education" by The American Council On Education, 1967. The following statistics apply to higher education in the United States.

They compare the academic year 1953-54 with the academic year 1963-64; it is noted over this period of a decade, that the total faculty for resident instruction in degree credit courses increased from 208,547 in 1953-54, to 358,153 in the 1963-64 school year. However, this 150,000 increase conceals the fact that the junior instruction staff, teaching assistants, increased from 26,519 in 1953-54 to 52,694 in 1963-64.

When we look at these statistics presented in a slightly different way, we observe that if we view faculty for degree credit courses as part of the total faculty, which apparently includes deans, administrators, faculty for non-degree credit courses, extension staffs and professional library staff, we find that part of the faculty for degree credit courses, instructor or above, has fallen from 60.1% in 1953-54 to 54.8% of total designated faculties in 1963-64. The junior instructional staff has increased from 8.8% to 9.5% of what is designated as faculty.

During approximately the same interval, enrollment in undergraduate courses increased from 2,418,000 in 1955, to 4,945,000 in 1965. However, graduate enrollment increased from 242,000 in 1955 to 582,000 in 1965, an increase of approximately 140%. It

might be noted that graduate students demand a higher faculty-student ratio.

To summarize these findings, we see that faculty increased about .70% in a period of a decade, while enrollment has more than doubled. It is also shown that the use of graduate assistants had doubled while that part of the designated faculty meeting degree classes face to face, had decreased from approximately 60% to 55%.

What is indicated by these statistics is made even more apparent by the New York Times in reporting the impact of the new selective service provisions on graduate students. They are, of course, the source of the teaching assistants who meet undergraduate classes. The importance of the teaching assistant at the University of Illinois, which is a somewhat typical large university, is contained in the following excerpts from the report on the impact of the draft on graduate students. I quote:

"As college enrollments have swelled in this country and more and more of these bedroom towers have sprung from campus soils, the T.A. has taken his part as an absolute essential in the beginning process of freshman rhetoric, elementary math, chemistry, physics, biology, and laboratory and quiz sections in the social sciences, economics and the humanities."

Professor William A. Ferguson of the University of Illinois, who directs the freshman math program, is quoted as follows, "Do you realize that this university could well be put in a position of not being able to teach new freshmen the very courses we require of them?" He notes that the problem is compounded in the following: "The university is now talking in terms of increasing the freshman class from 5,200 to 5,700 to make up for enrollment lost by drafted graduate students. That means fewer T.A.'s to teach more undergraduates." Finally, the article gives insight in terms of numbers, 60 teaching assistants in the freshman math program, 150 in the freshman rhetoric program, and so on.

Let me point out at this time that no one has greater sympathy for this individual who works so hard and ranks so low in the teaching hierarchy. I re-

member my own years of apprenticeship at this task. I submit that this young teaching assistant, harried by his own course demands, everlastingly concerned with money and perhaps a growing family problem, will have little time to devote to the student's problems or the relevancy of the course outside of class. It would appear that the teaching assistant, who is typically little older than the students, is no substitute for the professor.

Let us turn next to his counterpart who populates the campuses, the doctoral candidate. He has finished his residence requirements and bravely faces the teaching world occupying that schizoid realm of instructor on his own campus, and student at the institution of his candidacy. We see that he also faces problems that redound to the undergraduate's disadvantage. On the one hand, the university where he teaches quite understandably encourages him to proceed with diligence toward completion of his doctorate. In addition to this, I wonder if my colleagues note how many more graduate schools are either stipulating a time limit on the preparation of the dissertation, or are shortening the time span permitted for its completion. Little wonder as the pressures mount, that the undergraduate, his student, must stand last in line in priority for his non-lecture time.

Other forces come into play, the famous publish-or-perish issue emerges. The environment that establishes such a criteria for promotion quite understandably establishes a priority in the instructor's mind. In the beginning comes publishing, then comes students.

Finally, the great upsurge of financed research has provided a drain on faculty resources.

I submit that the problem is real today and it has implications for tomorrow. Will the undergraduate of today, who is remote from his professor, emerge as a teaching assistant tomorrow? He may finally emerge as a professor with little consciousness or understanding of what I consider to be an important factor in the student-professor relationship. This change that we deplore now, may become normalcy tomorrow.

In no way am I suggesting simple opposition to these developments. Of

course I believe in research, I think the scholar should publish. I believe that the instructor should finish the requirements for his terminal degree, and finally, I would support the use of teaching and research assistants. I do think that we should be aware of changing developments and trends and possible consequences.

Is the future black? Not completely. Several factors exist that give hope that higher education will not become a blind, impersonal system. First, I believe that the discussion we hear concerning a non-research orientated terminal degree may well indicate a reawakened concern with teaching. Secondly, the discussions that have been developing in some of the large universities emphasizing teaching and curriculum development as being co-equal with publishing as criteria for tenure and promotion, have interesting implications. The continued existence of the smaller liberal arts college is a testimony to me, of emphasis placed on the student.

New developments in teaching, in my field as in others, including programmed teaching, offer the possibility of releasing the professor so that he can deal more personally with the student. In addition to these countervailing forces, perhaps the charges of student alienation, problems of relevancy and the like, may force more professors to reevaluate their own role and function. Perhaps they may come to the conclusion, in some cases, that they should shift their emphasis a bit.

In conclusion, I should like to emphasize the following. I do not believe a university is a custodial institution, repressing or restricting honest, responsible differences. On the other hand, I cannot think of it as an arena for chaos. In my opinion, responsible dissent does not deny the rights of others or prevent the normal lawful operation of an institution.

Finally, I believe that some of the isolation, alienation and questions of relevancy that concern some may well be rooted in the changing role of the professor in the large university. Circumstances have created a condition whereby the student's human contact with the institution has been broken or weakened; I believe this is a matter of concern. ■

The Meaning of Student Dissent



Traditionally, the word "dissent" has meant the **disagreement** in word or action of a minority with the opinion or action of a majority. Dissent has a long and honorable past. Socrates, as well as being the first great philosopher of the western world, was also its first great dissenter. When the ancient Greek city-state of Athens condemned Socrates for refusing to stop exposing the hypocrisy of its leaders through close questioning, he laid down the principle that in matters of morality, of good and evil, or right and wrong, the opinion of the majority was not necessarily right. If nine men out of ten believe that it is right to torture a suspected criminal until he confesses, and one man believes it is wrong, that one man should have the freedom to express his conviction, based on moral principle, even though he is in the minority.

In the Middle Ages, dissent was mainly of a religious nature, and, as we know, heresy from the established church was generally punished with burning at the stake. Yet we must not forget that our own country was founded largely by dissenters, by groups who sought freedom to practice religions that dissented from those of the Established Church. We must also never forget that the American Revolution began as the dissent of a small minority against the unjust laws of the majority. Furthermore, the develop-

ment of the two party system within our federal government insures the dissent of the minority party, which ideally should continue to challenge the opinions and acts of the majority party so as to force that party to justify its policies to the people, or to change them if they are unjust.

In a democracy, the individual has the right and responsibility to express his assent or dissent with its leaders and their policies directly through the power of the ballot. However, the impact of an individual citizen on his government decreases as the government increases in size and power, becomes more centralized and more bureaucratic, and regulates increasingly more of the individual's life. As the individual grows further away from the power source, it becomes more difficult for any single man or minority of men to have any real impact on the decision-making which affects their lives. Individuals and minorities may come to feel frustrated at the apparent hopelessness of exercising dissent through traditional means of dissent such as the voice, the ballot, petitions, etc. When this happens, they often feel impelled to give their dissent meaning through dramatizing it by performing a symbolic act, which may purposely break the law of the government.

Henry David Thoreau formulated and put into practice this type of dissent which he called Civil Disobedience. In Civil Disobedience an individual or minority purposely and publicly refuses to obey a law of the state because they believe that to obey that law would make one disobey a higher law, that of individual moral conscience. Thoreau himself went to jail because he refused to pay a tax which he knew would be used to support what he considered to be a very

unjust war, the Mexican War. Thoreau championed Civil Disobedience, not only because he believed that it allowed the individual a meaningful way to dissent from the acts of the majority, but also because he firmly believed that if enough citizens took the direct action of publicly refusing to obey an unjust law, society might become disrupted to such an extent that the majority would feel impelled to change the law. Mahatma Gandhi's successful use of passive resistance in India, and today's Civil Rights, Anti-War, and Student Power movements share basic principles, methods, and goals with Thoreau's Civil Disobedience. They all look upon "**dissent**" as meaning not mere disagreement with the so-called will of the majority, but as meaning active opposition to the laws, policies and actions which they deem to be unjust and to have been perpetrated by a bureaucratic power-structure which continues to make decisions bearing little relevance to the real needs and interests of significant segments of society. In every case, dissent is intended to force the power structure to bring about desired change as rapidly as possible.

Much has been written lately about the autonomy of the huge power blocks within the federal government, the big corporation and the large university. Dr. Seymour Melman, for instance, author of the book, **Our Depleted Society**, in speaking at Wilkes recently, stressed the unbelievable degree to which the federal government today seems to have lost contact with the real needs of the people through over-emphasis on military priorities. If a large segment of the populace, for example, the Negroes, feels that the government is ignoring their real needs for the sake of priorities which seem irrelevant to their lives,

the inevitable result will be increased anxiety and despair as well as the increased possibility of violent dissent.

Like the power structure in the federal government, the power structure in the large university has become modeled after the corporation. It typically has a board of trustees and administration that too frequently neglect the real priorities of its main constituency — the student body, which does not even have the power of the ballot to influence change. Harold Taylor, former president of Sarah Lawrence College, declares that:

The universities have become corporations for producing, transmitting, and marketing knowledge, and in doing so have lost their intellectual and moral identity. At the time that they should have been creative centers for the development of strategies for peace, disarmament, and world unity, they were busy with Defense Department contracts.

When that small segment of highly intelligent, concerned, activist-oriented students finds that the power structure cannot be reached through the avenues of conventional dissent — petitions, letters, etc. — that the president hides behind his vice presidents, who hide behind the deans, in infinite regression, then these students feel impelled to take direct action to dramatize their grievances. Fred M. Hechinger, Education Editor of the **New York Times**, points out that:

These students are the successors to the silent generation. Many of them found their voice in the civil rights battle. Their estimate of the law was in its formative stages during the days of Selma when ignoring . . . (laws widely considered unjust) was widely applauded and going to jail was a mark of conscience.

On top of all stands the war in Vietnam, and the government's potential demand of a sacrifice, perhaps the supreme one, for a cause which the students despise and about which a rapidly growing segment of the American people has serious doubts.

Thus, disenchanted students, who feel they have the commitment and intelligence to participate actively in making decisions that affect them vitally

and who feel that the university power structure is denying them a democratic voice in formulating external and internal policy actions, then feel they must resort to organized physical protest, non-violent, such a boycotts, but more recently, violent protest in order to make their voices heard. President Taylor makes the case clear — it is clearly an ethical one:

If the university and its present leadership fails to act, either to stop the war, to reform the archaic curriculum, to grant legitimate student rights, to take its students seriously, to take a stand against racism and racial injustice, then what else can serious people do, students or anyone else, than to move beyond acquiescence into protest and resistance?

Of course when this protest and resistance take on violent forms, as it has in recent weeks, most of us are appalled. It is difficult to condone such violent expressions of dissent as seizing and occupying college buildings, as at Columbia and Northwestern, holding Presidents, deans and trustees as hostages, burning down ROTC buildings as at Stanford, or rioting as at the Sorbonne in Paris, as legitimate ways to secure legitimate student demands. Yet before we condemn student activists for resorting to violence we must make several observations. If students resort to violence as a valid means to achieve highly moral goals, they are hardly alone in American society. Dr. Anthony E. Philip, a Columbia faculty member and psychoanalyst, points out that the students were merely following "the longest tradition in American history," and also "the example of the President of the United States" in deciding that "violence in the name of righteousness is permissible, indeed, when the cause is just. President Johnson invokes personal conscience to justify violence in Vietnam. These students too are fighting for power, pure and simple, just as the President is."

A second significant observation, distasteful as it may be to contemplate, is that student violence in common with union violence or civil rights violence often seems to succeed in achieving very quickly some objectives where nonviolent forms of dis-

sent may have failed. Thus the North-western University occupation by Negro students of a building ceased after the administration agreed to admit a higher percentage of Negroes to the University, immediately. Columbia had to agree, after unprovoked and extensive police brutality to protesting students and faculty had outraged the neutral majority, to reconsider plans for the controversial gymnasium in the Negro recreation area. It also had to make a commitment to provide a new framework through which faculty and students could more effectively contribute to university decision-making. Mr. Hechinger draws an instructive conclusion from the Columbia experience:

It was a reminder that an unscrupulous minority can disrupt, provoke, and destroy — especially if institutions are vulnerable in their policies and deficient in their internal democracy. It is always conceivable that free institutions must, as a last resort, call the police. The crucial question is not . . . 'What else could Columbia do?' The question is: 'What should have been done long ago and, having been left undone, must be done now?'

Indeed, what must be done now by university and college administrators throughout the country to dissuade concerned but frustrated students from resorting to extreme measures to express dissent from existing policies? What must be done to keep them from resorting to violence which fosters emotionalism rather than reason and which, if used unscrupulously might well lead to a minority, the very evil students seek to combat, rather than to a truly democratic system?

What must be done is implied in a statement made by Vice President Humphrey in a speech given June 4 at Bucknell University, our parent institution. In an attempt to understand why significant numbers of students were rebelling at universities, Mr. Humphrey said, "I suggest that it is in large part because of what they feel is an insufferable denial of sufficient opportunity to participate in things to the extent they want." He asserted that, "They are rebelling in very real sense against the denial to them of the opportunity to assume responsibility."

What must be done, I would suggest to dissuade students from resorting to violence, is for administrations and faculties to promote an atmosphere in which responsible dissent is tolerated and, further, to provide to a far greater degree than now is evident, a system of participatory democracy on campus.

Of course, due to the much-publicized violence on campuses in recent weeks, many a university and college president must be spending sleepless nights wondering, "When will it happen here?" When will activist students seize and occupy Weckesser Hall, let us say, right here at Wilkes, and make all sorts of excessive demands under the guise of "participatory democracy?" Could such a thing happen here? Well, let me relieve you. I think not. I think it highly unlikely that violent protests will ever take the place of responsible dissent on this campus, and I base my opinion on some extensive analysis of acts and statistics appearing in articles and books written in the last few years about the conditions which breed violent dissent and the type of student who participates in activist protest movements. Let me share my findings with you at this time and then let us analyze their implications for dissent at Wilkes College.

First, we can note that the actual percentage of student activists among the total number of students in higher education is very small indeed, although reports in the mass media would lead us to believe otherwise. Out of a total student population of 6 million, no more than 20,000 or about 3% belong to all so-called "new left" organizations, such as Students for a Democratic Society. At Columbia, the SDS group of about 200 which planned and led the uprising represented no more than 2% of the University's student body. Furthermore, in a recent study published by the Educational Testing Service at Princeton, 74% of the Deans of Students from 849 institutions reported that they had no radicals. Most of the remaining 26% reported less than 5% radicals. Of most relevance to Wilkes, the study reports that "The smaller private and denominational colleges . . . have seen no demonstrations, have no chapters of left-wing or civil rights groups, and their student bodies do not exhibit much political awareness."

Indeed, studies reported by Seymour

Lipset and Philip Altbach reveal that violent student protests typically occur in large, urban universities, with large graduate schools and largely non-local student bodies that live away from home in off-campus housing. Berkeley, Wisconsin, and Michigan clearly meet these specifications. Wilkes does not. In the larger universities like Berkeley, much greater pressures weigh on faculty and graduate students, pressures which are frequently passed on to students. Undergraduates at such institutions often feel alienated. A 1966 national survey of Freshmen conducted by the American Council of Education revealed that "40% of the first-year students at public universities feel that they are like numbers in a book. The corresponding percentage for private Universities was 20, while only 6% of freshmen at four-year private nonsectarian colleges (like Wilkes) felt the same way." Clearly, at such latter colleges classes are smaller, student-faculty relationships are closer, and a student does not have to go through 15 levels of bureaucracy in the power-structure in order to make a grievance heard. The President or Dean of a small college may not agree with the student or give him much satisfaction, but at least he can be easily reached. Furthermore, studies indicate that at the best small private institutions, while students may sympathize with their protesting brethren at the universities, they are too busy working for grades to get into graduate school or too busy preparing for vocations to actually participate in demonstrations.

When we consider studies made of the family background of the typical student activist, our suspicions that Wilkes has very little reason for alarm are confirmed. One most striking finding is that, contrary to what one might expect, student activists are not rebelling against the values of their parents. On the contrary, student activism often represents identification with parental values. Typically, radical SDS students come from homes where the parents are liberal and secularly-oriented. As we know, the typical Wilkes students still come from homes where the parents are conservative, and highly religiously-oriented. Furthermore, the parents of activists are generally intellectually-oriented and highly educated, with a high per-

centage having gone to college and many with graduate degrees. In contrast, the typical Wilkes College student is a first generation college student. During the long years of economic deprivation in Wyoming Valley his parents considered themselves fortunate to get a high school diploma. Another characteristic of student activists is that they frequently come from relatively well-to-do-families. On the other hand, the relatively poorer homes tend to produce conservative students. Lower family income is conducive to concentration on upward mobility and relative disinterest in politics.

I hope that my analysis of the types of campus and student background that breed student activism has shown how unlikely it is that a student revolt like that which struck Berkeley or Columbia would happen here. The danger here, as at many smaller colleges, is not that there will be too much **violent** dissent, but that students may now be provided with too few opportunities to express **responsible** dissent because administrators and faculty are unreasonably fearful that "student power" will somehow infect the campus. Yet, if we are to perpetuate the best traditions of the "liberal arts college," then we must safeguard for our students an atmosphere of tolerance and even of encouragement of responsible dissent in the sense of the word's original meaning, **disagreement**, within the total college community, and not merely in the classroom. We must keep constantly aware that today's students, even those like our own who would never resort to violence, are far more critically concerned than their predecessors with having a voice in national issues such as Civil Rights and the Administration War Policy. Recent student participation in the presidential primary battles right here in Wyoming Valley, in April, showed conclusively how much responsibility, how much energy, how much innovation today's Wilkes College students are capable of when they are given a chance to participate responsibly in the democratic process. Students who disagreed with President Johnson's Vietnam War policies did not burn their draft cards here, rather, they channeled their dissent constructively through actively working for a candidate, Senator McCarthy,

who himself had the courage to dissent vigorously from these policies within the framework of the democratic process. This form of dissent was recognized as valid by citizens of our community, who responded warmly to the students and frequently commented on their dedication and maturity.

It is only natural that these students would also be more concerned than their predecessors with having a voice in matters that affect them directly in the college community. In the large university environment the student leaders who feel denied such a voice may have a tendency to resort to violent dissent. In a smaller school such as Wilkes College, frustrated student leaders are much more likely to take another course, that of remaining silent, of "opting out" in a spirit of hopelessness, of concentrating instead on getting through their four years of course work and getting out as quickly as possible. The choice seems clear. If Wilkes students are now showing signs of "waking up" to a direct concern in the matters that vitally affect them, then we must now be ready to provide channels for their active participation in these matters.

In his 1965 annual Report, President Farley made some very pertinent comments concerning the problem of student unrest and the direction in which Wilkes College should move:

Whenever college faculties or administrations forget that the student is both the beginning and the end of education, a sense of isolation and frustration by the student is inevitable and unrest is the natural consequence.

Although Wilkes is planning to expand its facilities and its services, you may be sure that we will endeavor to maintain a close rapport among students, faculty, and administration. To maintain and strengthen this rapport, we will strengthen existing lines of cooperation and, in addition, we will establish new channels of communication so that students, faculty, and administration may gain a greater sense of cooperation. First and foremost we will, in the future as in the past, encourage responsible participation by both students and faculty in the maintenance and improvement of intellectual, moral, and social standards.

It is important that the president emphasizes the college's intent to "encourage responsible participation" by students in the areas that vitally affect them. I am confident that the President includes in his definition of "responsible participation" not only the right to participate in formulating new college policies but also the right to dissent from administration policies without fear of reprisals, when that dissent is made responsibly and with the sincere attempt to improve the college through constructive criticism, whether that criticism is expressed in the classroom, in the office, or in student publications or petitions. "High intellectual, moral and social standards" can only be maintained and improved in an atmosphere that tolerates responsible dissent and encourages the clash of conflicting ideas.

The President also stressed in his comments the college's intent to "strengthen existing lines of cooperation" and to "establish new channels of communication" to foster a greater sense of cooperation among administration, faculty and students. This admirable intent to encourage "participatory democracy" on campus is gradually being fulfilled at Wilkes. I understand that recently a Student Life Committee was formed, including leaders of student government and several Deans. I know that the faculty has also been considering adding student members to some of its committees. Many of us on the faculty hope that this will soon be accomplished.

You will be interested to know that at King's College, our neighbor institution, students have been serving on important faculty committees for the past two years. Students are now represented on the King's College Curriculum Committee, Academic Calendar Committee, Academic Requirements Committee, Creative Arts Committee, and the Student Life Committee which is made up equally of faculty and students. Furthermore, just this year, two non-voting student members were added to the Academic Council, an important governing body. In providing for more student participation in college decision-making, King's has followed the lead of the University of Pennsylvania, which since 1965 has been giving students an increased voice in University affairs. Now students serve on the University Council

Committees on Development, Continuing Education, Undergraduate Affairs, and Residence Operations.

An important innovation at Penn is the University Forum, sometimes called the "super committee," a group of 20 students and 20 faculty and administration representatives, including the university president, provost and college deans. The Forum discusses, in an atmosphere of give and take, any topic of current issue. Recently it has ranged over Civil Disobedience, the adviser system and draft law changes.

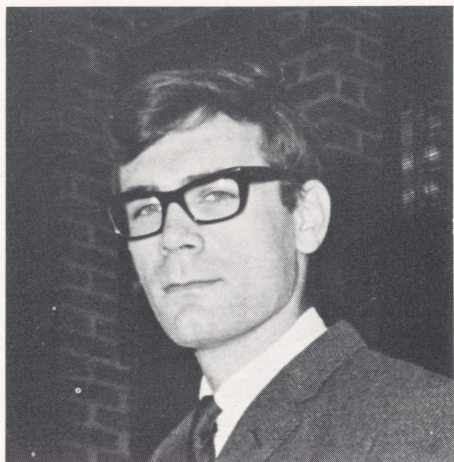
Dr. Gaylord P. Harnwell, president of the University, speaks strongly in favor of the new developments. "We talk more to our students than most other schools," he says. Thus, "We have a more coherent community than if you treat students as small sponges who sop up information." Further, he points out, "It's a great impetus to their careers, to their life together; they learn from one another as much as from the faculty. We now have a student-oriented administration. We hope they will learn from working together on social problems and will get practical experience in human nature at their own and different age levels." Furthermore, he stressed, students now "get a sense of responsibility for their own rules and regulations for society and are glad to accept the rules because they help make them. That makes for a greater degree of conformity; if you don't like the rules, you try to change them."

I would like to conclude with another quote from President Farley, this time appearing in the latest *College Bulletin* on the subject of "Leadership at Wilkes:"

We must make every effort to comprehend the significance of new facts, new truths, and new conditions. We must endeavor to extend the vision of our students, enlarge their understanding, and prepare them to participate in strengthening our social institutions.

Let us all move forward to achieve these goals, working together as administrators, faculty, students, and alumni, in an atmosphere that welcomes and makes good use of responsible dissent. ■

by Michael J. Worth — Senior Economics Student



The Student Power Movement and Organized Labor

Dissent has become a way of life for the American college student. The issues of Vietnam, Civil Rights, and the McCarthy campaign have involved the passions and energies of students in massive numbers. But, I wish to limit my discussion to the area of dissent known as the "student power movement." Students across the nation are demanding not that their views merely be heard, but that they have an active voice in the policy-setting, formerly the exclusive function of the university administration. Students demand a voice in deciding student and faculty dismissals, design of the curriculum and courses, social regulations, and student disciplinary matters. And their demand for a voice goes beyond those issues of concern only within the college community to issues of social significance. Students have championed such causes as getting more scholarships for Negroes, ending discrimination in fraternities, and blocking the construction of a gymnasium in Harlem. But in each case they seek to erode the power of the administration to set policy without influence or interference. This brings to mind that these goals are parallel to the traditional goals of labor unions in industry, to act as a check on the decision-making power of management and to gain an influence over the policy of the firm.

The opposition to the student power movement centers about concern with the "proper" and "inalienable" rights and prerogatives of the administration. The right to decide college policy is seen as the exclusive right of the administration, and it is argued that since the student's attendance is wholly voluntary, he is free to leave the university whenever he disagrees with its policies. It is significant that these arguments are identical with the tra-

ditional arguments offered by business management to oppose union encroachment on their prerogatives. In the early days of unionism, and to a lesser extent today, it was argued that the rights of management to make policy decisions for the firm were absolute and that if a worker were dissatisfied he was free to leave the firm's employ. Again, the attitudes involved in labor-management dealings closely resemble those which provide the setting in which the student power movement exists. I make no value judgment here regarding these attitudes; I merely note that these attitudes do exist in both the labor case and the student power case and that here is a point of parallel between the two cases. That the nature of the defense is similar suggests that the nature of the threat may be similar, which suggests that similar forces may be at work.

Student demands and worker demands bear close resemblance in many cases. Students demand a voice in passing on student dismissals for academic or disciplinary reasons. What is this but concern with job security? Workers seek to control the conditions under which they may be dismissed and students now seek identical power. Students demand a voice in determining such aspects of college life as dress codes, dormitory regulations, and other such issues. What is this but concern with working conditions? And students who claim that the decisions of college administrators do not take into account the social needs of the day, as was the case in the Columbia dispute, are expressing the oft repeated conviction of labor unions that the decisions of managers have too wide a social impact to be the unchecked power of one group. The analogy between student unrest and worker organization carries further.

Management's usual reaction to the threat of unionism is one of incredulity, born of a genuine feeling of paternalism. They believe themselves and the firm to be better protectors of the worker's interests, which they cannot see as different from their own, than any union. They cannot understand the worker's discontent. College administrators today find equal shock in student unrest. They see their school as a "community of scholars" and they see themselves as protectors of the interests of the community as a whole. It is paternalism in both cases. Again, we find analogous attitudes in the factory and on the campus, and the similar nature of dispute in both settings becomes apparent.

Labor scholars have noted that unionism first arose among the skilled craftsmen, the elite of labor. The analogy holds, then, for the movement known as student power began on the campuses of the more affluent universities. This may seem a strange paradox with students as with workers, but it is just another similarity between the two situations which lead us to suspect similar forces involved.

It will undoubtedly be pointed out that there is a fundamental difference between workers paid to work and students who pay money to be educated. But, the element of money makes less difference than is apparent. All labor demands have not been wage-related. Non-wage concerns, such as working conditions, have been predominant. Students earn no wages, thus ask for no wage increases, but as I have indicated previously, they make demands which are the equivalent of many union non-wage demands.

It may be pointed out that a college has no profits to protect, and that the administrators have no stockholders to answer to. It may be said that the settings are therefore not analogous. It is widely believed that the power of workers to inflict financial harm on the firm is the only force that can provide motivation for constructive labor-management bargaining. But if students hold no such economic power, what bludgeon can there be to induce realistic bargaining between administrators and students? Again, non-economic factors enter the picture. A student strike or demonstration can cost

the school prestige, cost the administrators prestige, make faculty recruitment and fund raising more difficult. Thus, each side has the power to hurt the other, there is much reason for wanting to avoid a strike, and the power relationships in the college turn out to be the same as those in the firm. The analogy still is valid.

And without condoning violence in any situation, it must be noted that the early days of labor unionism were marked with it. The scenes at Columbia recently were reminiscent of the early days of labor organization. And the tactics of student protestors are nothing really new. Strikes, boycotts, the seizing of offices — all have been used in industrial disputes. It is also interesting to note that just this week a student seizure of a college building at Temple, in protest to the administration's policy toward a wider student voice in decision-making, was ended by injunction, a legal device widely used to stop worker protest in the early days of labor dispute.

We are, therefore, faced with the striking similarities between worker organization and the rise of student protest, similarities which appear in the manifestations of discontent in both settings — similar demands, similar methods, similar attitudes. But we must now ask what are the more basic similarities between the industrial world and the academic world which make possible unrest in both. Surely, if similar movements arise in both settings there must be parallel forces at work, the relationships between groups must be somewhat similar. I do not intend to attempt to offer an explanation of the rise of unionism in industry or of student unrest in the university. But I wish to point out factors which must be present before worker movements arise and to indicate in what ways these factors are present in the campus setting today.

Unionism, worker power, or dissent makes no sense in industry unless there is a clear-cut separation between the "managers" and the "managed." John R. Commons, the eminent labor scholar, attributed the rise of unionism among skilled craftsmen to the expanding market and its attendant increasing competition. The workshop, formerly a community of workers, with little cause for animosities, now

became divided into managers, who, faced with the threat of competition, were sometimes forced to cut wages or lay off in order to meet this new competition, and workers, whose former identity of interests with the employers was now lost as the icy breath of economic insecurity became felt. Now two groups existed in the workshop, with different views and different interests. Commons attributed the rise of unionism among craftsmen to this new feeling of insecurity. That conclusion is less important for my case than is the point that unionism made no sense until a distinct separation of functions and interests set apart two distinct groups in economic life.

In years long past the university was a "community of scholars." Largely removed from the pressures of the outside world, safe behind its ivy walls and ivory towers, there was no clear-cut distinction between the groups comprising the university structure. The university did not constitute a dispute-breeding situation then.

But the nature of the American university has changed in the post-World War II era. The forward march of the industrial economy has demanded massive inputs of trained manpower, and the demands upon the universities have multiplied. Heavily financed by and closely watched by American industry, American colleges have become manpower training centers for the new industrial economy. The liberal arts have declined as the curriculum has become more vocation-oriented. Education has become big business and the college administrator finds himself in the role of a corporate executive. He controls massive funds, a huge physical plant and a sizeable payroll. He confronts the usual managerial problem of bureaucracy; he is organizing and managing an enterprise. Town and gown are no longer separate; the town is very much interested in the affairs of the gown, and the administrator finds himself concerned with large scale public relations and image-building. The American university has become like a large business firm in every respect, and the "community of scholars" atmosphere is of the past. The campus is now as much a dispute-breeding situation as is the factory. The student, who rarely

sees and likely never meets a member of the administration, and who receives his communications from the college via computer-written letters is unaware of the administrators as individuals; there exists for him only that foggy, distant bureaucracy, "the Administration."

Clearly, there exist two different groups on the campus, with a wide and widening gulf between interests, viewpoints, and awareness. The analogy is now complete. Group relationships in the university parallel those in industry, and the stage is set for similar unrest and dissent. It is significant that while many explain campus dissent by how this generation is different from previous ones, I find an answer in how they are similar to all generations of men, and in how they react the same when the same conditions are present.

Fred M. Hechinger, writing in the *New York Times*, has dealt well with this new character of the university situation:

Thus, on campus, the polarization grows worse. The trustees and the administration are seen as — and sometimes unhappily act out the role of — the reactionary establishment. And the faculty, which also seeks greater freedoms, is often torn between its desire to go its own way, unhampered by odious administrative functions, and the responsibility to channel youthful impatience into realism.

What makes the universities so vulnerable is that neither the administrations nor the faculties, except in a crisis, have given priority to updating the universities' governmental structure.

A distinguished scholar, Jaroslav Pelikan, professor of ecclesiastical history at Yale, said last week: "A convenient, if oversimplified, way to put (the malaise that turned at Columbia) is that at most universities the president is a member of both the trustees and of the faculty, but that his principal role now is as executive secretary of the board rather than as first professor of the faculty. In such crises as those at Berkeley or Columbia, the managerial mentality of such presidents can-

not make clear to students, professors and neighbors the distinctive nature of the university community. The president hides behind his vice presidents, who hide behind the deans, etc. in an infinite regression."

Prof. Pelikan acknowledges that many aspects of the university administration are, and cannot help but be, similar to those of running a grocery chain. But, he warned, when it comes to the real mission of "scholarship cum service" the priorities are so out of kilter that students and faculty naturally feel that they must close ranks against the "entrepreneurs."

Professor Pelikan, while admitting that many aspects of running a university are like running a grocery chain, indicates that he somehow blames the administrators for occupying the roles they do. But if the administration has become a bureaucracy and the president has become "executive secretary of the board rather than . . . first professor," it is because of the social forces which have come to play upon the academic world, with all its strains and pressures — it is because of these social forces that the nature of college administration has changed and it has become removed from the rest of the academic community in functions and in interests, not because of any conscious design on the part of the administrators. Like the employers of the age when new competition changed the setting of the workshop, the college administrator has been pushed into his role. Social forces often act independent of the men involved.

Change cannot be stopped. It does no good to decide whether the students are wrong or whether the administrators are wrong — it is significant only that both sides think they are right, and that both sides are willing to perform certain actions to uphold their views. A solution to the problem cannot be had by deciding which side is right; deciding that a problem should not exist does not make it go away. The best procedure, rather, is to accept its existence and to seek a way in which to live with it, and to seek such an answer independent of our own value judgments. The university is now a business firm

— a large one in many cases — and it is now faced with the problems with which every business firm must contend. Unrest is new to the academic world. The business world has learned to cope with the clashing of viewpoints — management and labor have devised machinery through which their differences may be resolved. Management has accepted the right of workers to bargain and to have a role of power within the industrial community, and labor has become more willing to accept its responsibility to be responsible.

I have shown that in demands and methods the student power movement resembles the labor movement. And I have shown that in attitudes and actions, the college administrators resemble business management. And I have shown that the power relationships and group relationships on campus resemble those in the industrial setting. When two problems resemble each other in so many ways, we can only assume that they are but two variations of the same problem, and that solutions to each may be found to be equally alike. The university is new at this game, and is unfamiliar with the nature of the problem. But once it is realized that it is the same problem in a new setting, a rich field of experience becomes available to offer inspiration in the search for solutions.

Contact must be established and maintained between administrators and students, and formal machinery must be established through which their differences can be aired and peacefully resolved. In searching for this machinery the analogy to labor dispute must be carried beyond the point to which I have carried it, to the area of solutions.

In closing, I wish to note that in the early days of unionism there were those who dispaired that the system could ever be preserved. But the threat seemed less frightening as its nature became understood and means for dealing with it became established. And the system was preserved and strengthened. In this case, the analogy between the labor movement and the student power movement offers encouragement that American higher education will survive and be strengthened in the future. ■

A Special Report

The Plain Fact Is...

... our colleges and universities "are facing what might easily become a crisis"

OUR COLLEGES AND UNIVERSITIES, over the last 20 years, have experienced an expansion that is without precedent—in buildings and in budgets, in students and in professors, in reputation and in rewards—in power and pride and in deserved prestige. As we try to tell our countrymen that we are faced with imminent bankruptcy, we confront the painful fact that in the eyes of the American people—and I think also in the eyes of disinterested observers abroad—we are a triumphant success. The observers seem to believe—and I believe myself—that the American campus ranks with the American corporation among the handful of first-class contributions which our civilization has made to the annals of human institutions. We come before the country to plead financial emergency at a time when our public standing has never been higher. It is at the least an unhappy accident of timing.

—MCGEORGE BUNDY
President, The Ford Foundation

A Special Report

A STATE-SUPPORTED UNIVERSITY in the Midwest makes a sad announcement: With more well-qualified applicants for its freshman class than ever before, the university must tighten its entrance requirements. Qualified though the kids are, the university must turn many of them away.

► A private college in New England raises its tuition fee for the seventh time since World War II. In doing so, it admits ruefully: "Many of the best high-school graduates can't afford to come here, any more."

► A state college network in the West, long regarded as one of the nation's finest, cannot offer its students the usual range of instruction this year. Despite intensive recruiting, more than 1,000 openings on the faculty were unfilled at the start of the academic year.

► A church-related college in the South, whose denomination's leaders believe in strict separation of church and state, severs its church ties in order to seek money from the government. The college must have such money, say its administrators—or it will die.

Outwardly, America's colleges and universities appear more affluent than at any time in the past. In the aggregate they have more money, more students, more buildings, better-paid faculties, than ever before in their history.

Yet many are on the edge of deep trouble.

"The plain fact," in the words of the president of Columbia University, "is that we are facing what might easily become a crisis in the financing of American higher education, and the sooner we know about it, the better off we will be."

THE TROUBLE is not limited to a few institutions. Nor does it affect only one or two types of institution. Large universities, small colleges; state-supported and privately supported: the problem faces them all.

Before preparing this report, the editors asked more than 500 college and university presidents to tell us—off the record, if they preferred—just how they viewed the future of their institutions. With rare exceptions, the presidents agreed on this assessment: *That the money is not now in sight to meet the rising costs of higher education . . . to serve the growing numbers of bright, qualified students . . . and to pay for the myriad activities that Americans now demand of their colleges and universities.*

Important programs and necessary new buildings are



ALL OF US are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade.

—A university president

being deferred for lack of money, the presidents said. Many admitted to budget-tightening measures reminiscent of those taken in days of the Great Depression.

Is this new? Haven't the colleges and universities always needed money? Is there something different about the situation today?

The answer is "Yes"—to all three questions.

The president of a large state university gave us this view of the over-all situation, at both the publicly and the privately supported institutions of higher education:

"A good many institutions of higher learning are operating at a deficit," he said. "First, the private colleges and universities: they are eating into their endowments in order to meet their expenses. Second, the public institutions. It is not legal to spend beyond our means, but here we have another kind of deficit: a deficit in quality, which will be extremely difficult to remedy even when adequate funding becomes available."

Other presidents' comments were equally revealing:

► *From a university in the Ivy League:* "Independent national universities face an uncertain future which threatens to blunt their thrust, curb their leadership, and jeopardize their independence. Every one that I know about is facing a deficit in its operating budget, this year or next. And all of us are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade."

► *From a municipal college in the Midwest:* "The best word to describe our situation is 'desperate.' We are operating at a deficit of about 20 per cent of our total expenditure."

► *From a private liberal arts college in Missouri:* "Only by increasing our tuition charges are we keeping our heads above water. Expenditures are galloping to such a degree that I don't know how we will make out in the future."

► *From a church-related university on the West Coast:* "We face very serious problems. Even though our tuition is below-average, we have already priced ourselves out of part of our market. We have gone deeply into debt for dormitories. Our church support is declining. At times, the outlook is grim."

► *From a state university in the Big Ten:* "The budget for our operations must be considered tight. It is less than we need to meet the demands upon the university for teaching, research, and public service."

► *From a small liberal arts college in Ohio:* "We are

on a hand-to-mouth, 'kitchen' economy. Our ten-year projections indicate that we can maintain our quality only by doubling in size."

► *From a small college in the Northeast:* "For the first time in its 150-year history, our college has a planned deficit. We are holding our heads above water at the moment—but, in terms of quality education, this cannot long continue without additional means of support."

► *From a state college in California:* "We are not permitted to operate at a deficit. The funding of our budget at a level considerably below that proposed by the trustees has made it difficult for us to recruit staff members and has forced us to defer very-much-needed improvements in our existing activities."

► *From a women's college in the South:* "For the coming year, our budget is the tightest we have had in my fifteen years as president."

WHAT'S GONE WRONG?

Talk of the sort quoted above may seem strange, as one looks at the unparalleled growth of America's colleges and universities during the past decade:

► Hardly a campus in the land does not have a brand-new building or one under construction. Colleges and universities are spending more than \$2 billion a year for capital expansion.

► Faculty salaries have nearly doubled in the past decade. (But in some regions they are still woefully low.)

► Private, voluntary support to colleges and universities has more than tripled since 1958. Higher education's share of the philanthropic dollar has risen from 11 per cent to 17 per cent.

► State tax funds appropriated for higher education have increased 44 per cent in just two years, to a 1967-68 total of nearly \$4.4 billion. This is 214 per cent more than the sum appropriated eight years ago.

► Endowment funds have more than doubled over the past decade. They're now estimated to be about \$12 billion, at market value.

► Federal funds going to institutions of higher education have more than doubled in four years.

► More than 300 new colleges and universities have been founded since 1945.

► All in all, the total expenditure this year for U.S. higher education is some \$18 billion—more than three times as much as in 1955.

Moreover, America's colleges and universities have absorbed the tidal wave of students that was supposed to have swamped them by now. They have managed to fulfill their teaching and research functions and to undertake a variety of new public-service programs—despite the ominous predictions of faculty shortages heard ten or fifteen years ago. Says one foundation official:

"The system is bigger, stronger, and more productive than it has ever been, than any system of higher education in the world."

Why, then, the growing concern?

Re-examine the progress of the past ten years, and this fact becomes apparent: The progress was great—but it did not deal with the basic flaws in higher education's financial situation. Rather, it made the whole enterprise bigger, more sophisticated, and more expensive.

Voluntary contributions grew—but the complexity and costliness of the nation's colleges and universities grew faster.

Endowment funds grew—but the need for the income from them grew faster.

State appropriations grew—but the need grew faster.

Faculty salaries were rising. New courses were needed, due to the unprecedented "knowledge explosion." More costly apparatus was required, as scientific progress grew more complex. Enrollments burgeoned—and students stayed on for more advanced (and more expensive) training at higher levels.

And, for most of the nation's 2,300 colleges and universities, an old problem remained—and was intensified, as the costs of education rose: gifts, endowment, and government funds continued to go, disproportionately, to a relative handful of institutions. Some 36 per cent of all voluntary contributions, for example, went to just 55 major universities. Some 90 per cent of all endowment funds were owned by fewer than 5 per cent of the institutions. In 1966, the most recent year reported, some 70 per cent of the federal government's funds for higher education went to 100 institutions.

McGeorge Bundy, the president of the Ford Foundation, puts it this way:

"Great gains have been made; the academic profession has reached a wholly new level of economic strength, and the instruments of excellence—the libraries and



Drawings by Peter Hooven

EACH NEW ATTEMPT at a massive solution has left the trustees and presidents just where they started.

—A foundation president

laboratories—are stronger than ever. But the university that pauses to look back will quickly fall behind in the endless race to the future.”

Mr. Bundy says further:

“The greatest general problem of higher education is money The multiplying needs of the nation’s colleges and universities force a recognition that each new attempt at a massive solution has left the trustees and presidents just where they started: in very great need.”

THE FINANCIAL PROBLEMS of higher education are unlike those, say, of industry. Colleges and universities do not operate like General Motors. On the contrary, they sell their two primary services—teaching and research—at a loss.

It is safe to say (although details may differ from institution to institution) that the American college or university student pays only a fraction of the cost of his education.

This cost varies with the level of education and with the educational practices of the institution he attends. Undergraduate education, for instance, costs less than graduate education—which in turn may cost less than medical education. And the cost of educating a student in the sciences is greater than in the humanities. Whatever the variations, however, the student’s tuition and fees pay only a portion of the bill.

“As private enterprises,” says one president, “we don’t seem to be doing so well. We lose money every time we take in another student.”

Of course, neither he nor his colleagues on other campuses would have it otherwise. Nor, it seems clear, would most of the American people.

But just as student instruction is provided at a substantial reduction from the actual cost, so is the research that the nation’s universities perform on a vast scale for the federal government. On this particular below-cost service, as contrasted with that involving the provision of education to their students, many colleges and universities are considerably less than enthusiastic.

In brief: The federal government rarely pays the full cost of the research it sponsors. Most of the money goes for *direct costs* (compensation for faculty time, equipment, computer use, etc.) Some of it goes for *indirect costs* (such “overhead” costs of the institution as payroll departments, libraries, etc.). Government policy stipulates that the institutions receiving federal research grants



must share in the cost of the research by contributing, in some fashion, a percentage of the total amount of the grant.

University presidents have insisted for many years that the government should pay the full cost of the research it sponsors. Under the present system of cost-sharing, they point out, it actually costs their institutions money to conduct federally sponsored research. This has been one of the most controversial issues in the partnership between higher education and the federal government, and it continues to be so.

In commercial terms, then, colleges and universities sell their products at a loss. If they are to avoid going bankrupt, they must make up—from other sources—the difference between the income they receive for their services and the money they spend to provide them.

With costs spiraling upward, that task becomes ever more formidable.

HERE ARE SOME of the harsh facts: Operating expenditures for higher education more than tripled during the past decade—from about \$4 billion in 1956 to \$12.7 billion last year. By 1970, if government projections are correct, colleges and universities will be spending over \$18 billion for their current operations, plus another \$2 billion or \$3 billion for capital expansion.

Why such steep increases in expenditures? There are several reasons:

- ▶ Student enrollment is now close to 7 million—twice what it was in 1960.

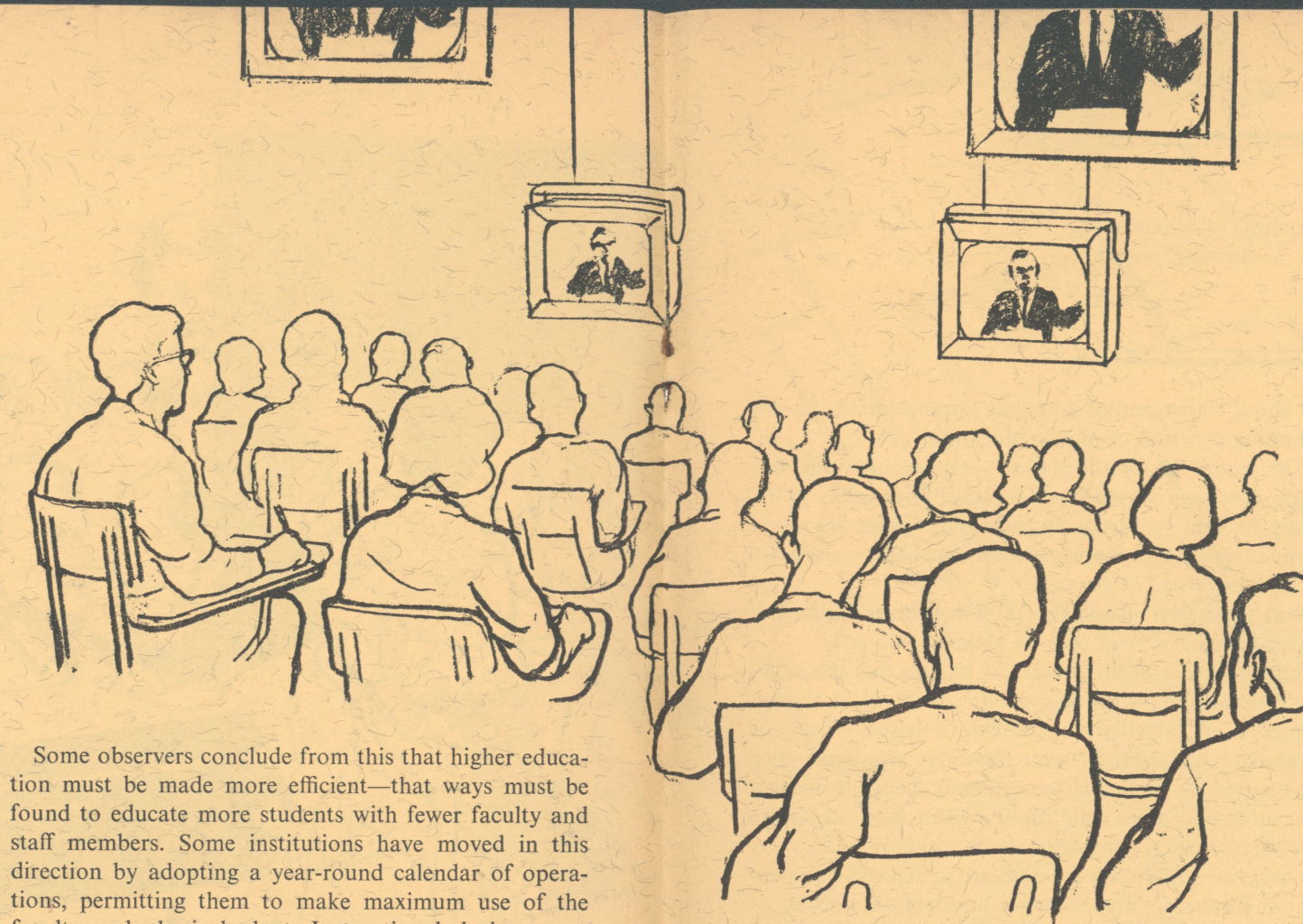
- ▶ The rapid accumulation of new knowledge and a resulting trend toward specialization have led to a broadening of the curricula, a sharp increase in graduate study, a need for sophisticated new equipment, and increased library acquisitions. All are very costly.

- ▶ An unprecedented growth in faculty salaries—long overdue—has raised instructional costs at most institutions. (Faculty salaries account for roughly half of the educational expenses of the average institution of higher learning.)

- ▶ About 20 per cent of the financial “growth” during the past decade is accounted for by inflation.

Not only has the over-all cost of higher education increased markedly, but the *cost per student* has risen steadily, despite increases in enrollment which might, in any other “industry,” be expected to lower the unit cost.

Colleges and universities apparently have not improved their productivity at the same pace as the economy generally. A recent study of the financial trends in three private universities illustrates this. Between 1905 and 1966, the educational cost per student at the three universities, viewed compositely, increased 20-fold, against an economy-wide increase of three- to four-fold. In each of the three periods of peace, direct costs per student increased about 8 per cent, against a 2 per cent annual increase in the economy-wide index.



Some observers conclude from this that higher education must be made more efficient—that ways must be found to educate more students with fewer faculty and staff members. Some institutions have moved in this direction by adopting a year-round calendar of operations, permitting them to make maximum use of the faculty and physical plant. Instructional devices, programmed learning, closed-circuit television, and other technological systems are being employed to increase productivity and to gain economies through larger classes.

The problem, however, is to increase efficiency without jeopardizing the special character of higher education. Scholars are quick to point out that management techniques and business practices cannot be applied easily to colleges and universities. They observe, for example, that on strict cost-accounting principles, a college could not justify its library. A physics professor, complaining about large classes, remarks: “When you get a hundred kids in a classroom, that’s not education; that’s show business.”

The college and university presidents whom we surveyed in the preparation of this report generally believe their institutions are making every dollar work. There is room for improvement, they acknowledge. But few feel the financial problems of higher education can be significantly reduced through more efficient management.

ONE THING seems fairly certain: The costs of higher education will continue to rise. To meet their projected expenses, colleges and universities will need to increase their annual operating income by more than \$4 billion during the four-year period between 1966 and 1970. They must find another \$8 billion or \$10 billion for capital outlays.

Consider what this might mean for a typical private

university. A recent report presented this hypothetical case, based on actual projections of university expenditures and income:

The institution’s budget is now in balance. Its educational and general expenditures total \$24.5 million a year.

Assume that the university’s expenditures per student will continue to grow at the rate of the past ten years—7.5 per cent annually. Assume, too, that the university’s enrollment will continue to grow at *its* rate of the past ten years—3.4 per cent annually. Ten years hence, the institution’s educational and general expenses would total \$70.7 million.

At best, continues the analysis, tuition payments in the next ten years will grow at a rate of 6 per cent a year; at worst, at a rate of 4 per cent—compared with 9 per cent over the *past* ten years. Endowment income will grow at a rate of 3.5 to 5 per cent, compared with 7.7 per cent over the past decade. Gifts and grants will grow at a rate of 4.5 to 6 per cent, compared with 6.5 per cent over the past decade.

“If the income from private sources grew at the *higher* rates projected,” says the analysis, “it would increase from \$24.5 million to \$50.9 million—leaving a deficit of \$19.8 million, ten years hence. If its income from private sources grew at the *lower* rates projected, it would have increased to only \$43 million—leaving a shortage of \$27.8 million, ten years hence.”

In publicly supported colleges and universities, the outlook is no brighter, although the gloom is of a different variety. Says the report of a study by two professors at the University of Wisconsin:

“Public institutions of higher education in the United States are now operating at a quality deficit of more than a billion dollars a year. In addition, despite heavy construction schedules, they have accumulated a major capital lag.”

The deficit cited by the Wisconsin professors is a computation of the cost of bringing the public institutions’ expenditures per student to a level comparable with that at the private institutions. With the enrollment growth expected by 1975, the professors calculate, the “quality deficit” in public higher education will reach \$2.5 billion.

The problem is caused, in large part, by the tremendous enrollment increases in public colleges and universities. The institutions’ resources, says the Wisconsin study, “may not prove equal to the task.”

Moreover, there are indications that public institutions may be nearing the limit of expansion, unless they receive a massive infusion of new funds. One of every seven public universities rejected qualified applicants from their own states last fall; two of every seven rejected qualified applicants from other states. One of every ten raised admissions standards for in-state students; one in six raised standards for out-of-state students.

WILL THE FUNDS be found to meet the projected cost increases of higher education?

Colleges and universities have traditionally received their operating income from three sources: *from the students*, in the form of tuition and fees; *from the state*, in the form of legislative appropriations; and *from individuals, foundations, and corporations*, in the form of gifts. (Money from the federal government for operating expenses is still more of a hope than a reality.)

Can these traditional sources of funds continue to meet the need? The question is much on the minds of the nation’s college and university presidents.

- ▶ **Tuition and fees:** They have been rising—and are likely to rise more. A number of private “prestige” institutions have passed the \$2,000 mark. Public institutions are under mounting pressure to raise tuition and fees, and their student charges have been rising at a faster rate than those in private institutions.

The problem of student charges is one of the most controversial issues in higher education today. Some feel that the student, as the direct beneficiary of an education, should pay most or all of its real costs. Others disagree emphatically: since society as a whole is the ultimate beneficiary, they argue, every student should have the right to an education, whether he can afford it or not.

The leaders of publicly supported colleges and universities are almost unanimous on this point: that higher tuitions and fees will erode the premise of equal oppor-

TUITION: We are reaching a point of diminishing returns.
—A college president

It's like buying a second home.
—A parent

tunity on which public higher education is based. They would like to see the present trend reversed—toward free, or at least lower-cost, higher education.

Leaders of private institutions find the rising tuitions equally disturbing. Heavily dependent upon the income they receive from students, many such institutions find that raising their tuition is inescapable, as costs rise. Scores of presidents surveyed for this report, however, said that mounting tuition costs are "pricing us out of the market." Said one: "As our tuition rises beyond the reach of a larger and larger segment of the college-age population, we find it more and more difficult to attract our quota of students. We are reaching a point of diminishing returns."

Parents and students also are worried. Said one father who has been financing a college education for three daughters: "It's like buying a second home."

Stanford Professor Roger A. Freeman says it isn't really that bad. In his book, *Crisis in College Finance?*, he points out that when tuition increases have been adjusted to the shrinking value of the dollar or are related to rising levels of income, the cost to the student actually declined between 1941 and 1961. But this is small consolation to a man with an annual salary of \$15,000 and three daughters in college.

Colleges and universities will be under increasing pressure to raise their rates still higher, but if they do, they will run the risk of pricing themselves beyond the means of more and more students. Indeed, the evidence is strong that resistance to high tuition is growing, even in relatively well-to-do families. The College Scholarship Service, an arm of the College Entrance Examination Board, reported recently that some middle- and upper-income parents have been "substituting relatively low-cost institutions" because of the rising prices at some of the nation's colleges and universities.

The presidents of such institutions have nightmares over such trends. One of them, the head of a private college in Minnesota, told us:

"We are so dependent upon tuition for approximately 50 per cent of our operating expenses that if 40 fewer students come in September than we expect, we could have a budgetary deficit this year of \$50,000 or more."

► **State appropriations:** The 50 states have appropriated nearly \$4.4 billion for their colleges and universities this year—a figure that includes neither the \$1–\$2 billion spent by public institutions for capital expansion, nor the appropriations of local governments, which account

for about 10 per cent of all public appropriations for the operating expenses of higher education.

The record set by the states is remarkable—one that many observers would have declared impossible, as recently as eight years ago. In those eight years, the states have increased their appropriations for higher education by an incredible 214 per cent.

Can the states sustain this growth in their support of higher education? Will they be willing to do so?

The more pessimistic observers believe that the states can't and won't, without a drastic overhaul in the tax structures on which state financing is based. The most productive tax sources, such observers say, have been pre-empted by the federal government. They also believe that more and more state funds will be used, in the future, to meet increasing demands for other services.

Optimists, on the other hand, are convinced the states are far from reaching the upper limits of their ability to raise revenue. Tax reforms, they say, will enable states to increase their annual budgets sufficiently to meet higher education's needs.

The debate is theoretical. As a staff report to the Advisory Commission on Intergovernmental Relations concluded: "The appraisal of a state's fiscal capacity is a political decision [that] it alone can make. It is not a researchable problem."

Ultimately, in short, the decision rests with the taxpayer.

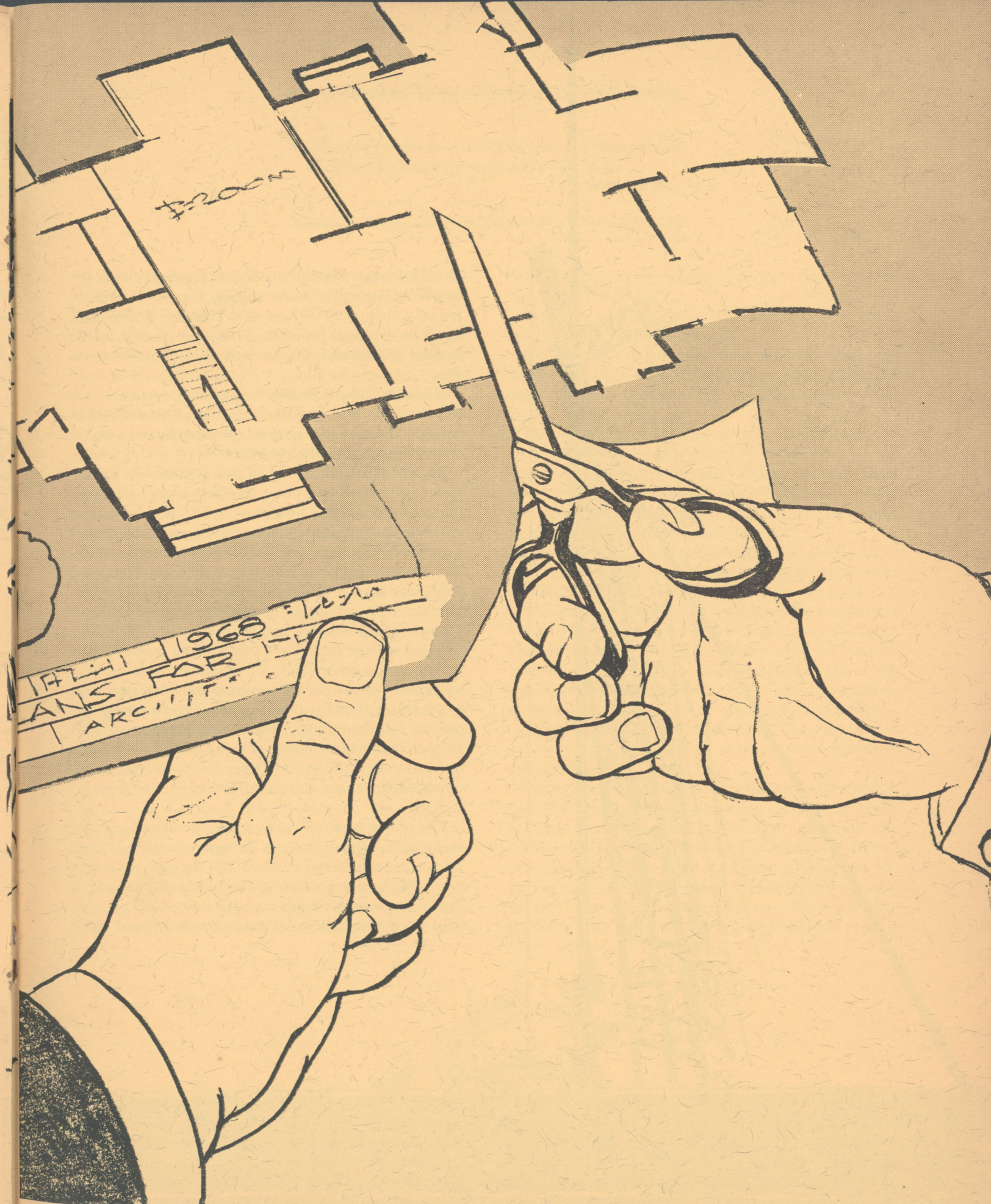
► **Voluntary private gifts:** Gifts are vital to higher education.

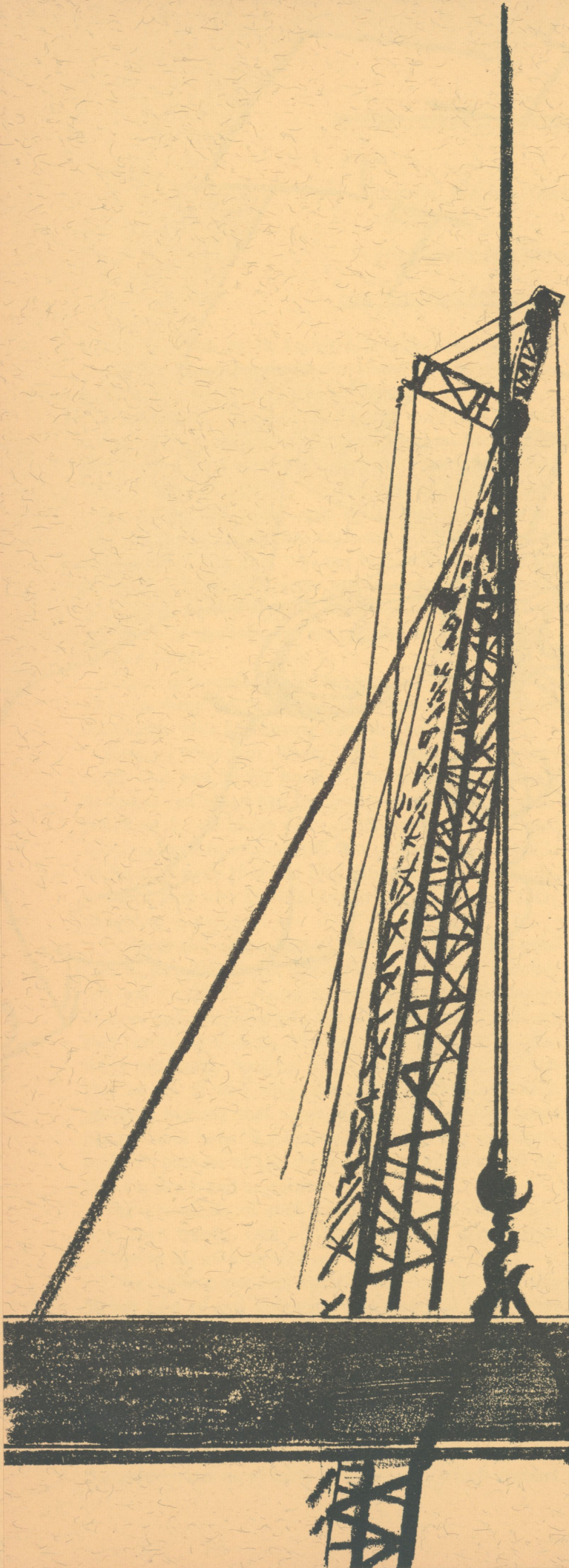
In private colleges and universities, they are part of the lifeblood. Such institutions commonly budget a deficit, and then pray that it will be met by private gifts.

In public institutions, private gifts supplement state appropriations. They provide what is often called "a margin for excellence." Many public institutions use such funds to raise faculty salaries above the levels paid for by the state, and are thus able to compete for top scholars. A number of institutions depend upon private gifts for student facilities that the state does not provide.

Will private giving grow fast enough to meet the growing need? As with state appropriations, opinions vary.

John J. Schwartz, executive director of the American Association of Fund-Raising Counsel, feels there is a great untapped reservoir. At present, for example, only one out of every four alumni and alumnae contributes to higher education. And, while American business corporations gave an estimated \$300 million to education





in 1965-66, this was only about 0.37 per cent of their net income before taxes. On the average, companies contribute only about 1.10 per cent of net income before taxes to all causes—well below the 5 per cent allowed by the Federal government. Certainly there is room for expansion.

(Colleges and universities are working overtime to tap this reservoir. Mr. Schwartz's association alone lists 117 colleges and universities that are now campaigning to raise a combined total of \$4 billion.)

But others are not so certain that expansion in private giving will indeed take place. The 46th annual survey by the John Price Jones Company, a firm of fund-raising counselors, sampled 50 colleges and universities and found a decline in voluntary giving of 8.7 per cent in 12 months. The Council for Financial Aid to Education and the American Alumni Council calculate that voluntary support for higher education in 1965-66 declined by some 1.2 per cent in the same period.

Refining these figures gives them more meaning. The major private universities, for example, received about 36 per cent of the \$1.2 billion given to higher education—a decrease from the previous year. Private liberal arts colleges also fell behind: coeducational colleges dropped 10 per cent, men's colleges dropped 16.2 per cent, and women's colleges dropped 12.6 per cent. State institutions, on the other hand, increased their private support by 23.8 per cent.

The record of some cohesive groups of colleges and universities is also revealing. Voluntary support of eight Ivy League institutions declined 27.8 per cent, for a total loss of \$61 million. The Seven College Conference, a group of women's colleges, reported a drop of 41 per cent. The Associated Colleges of the Midwest dropped about

5.5 per cent. The Council of Southern Universities declined 6.2 per cent. Fifty-five major private universities received 7.7 per cent less from gifts.

Four groups gained. The state universities and colleges received 20.5 per cent more in private gifts in 1965-66 than in the previous year. Fourteen technological institutions gained 10.8 per cent. Members of the Great Lakes College Association gained 5.6 per cent. And Western Conference universities, plus the University of Chicago, gained 34.5 per cent. (Within each such group, of course, individual colleges may have gained or lost differently from the group as a whole.)

The biggest drop in voluntary contributions came in foundation grants. Although this may have been due, in part, to the fact that there had been some unusually large grants the previous year, it may also have been a foretaste of things to come. Many of those who observe foundations closely think such grants will be harder and harder for colleges and universities to come by, in years to come.

FEARING that the traditional sources of revenue may not yield the necessary funds, college and university presidents are looking more and more to Washington for the solution to their financial problems.

The president of a large state university in the South, whose views are typical of many, told us: "Increased federal support is essential to the fiscal stability of the colleges and universities of the land. And such aid is a proper federal expenditure."

Most of his colleagues agreed—some reluctantly. Said the president of a college in Iowa: "I don't like it . . . but it may be inevitable." Another remarked: "On the ques-

ON THE QUESTION OF FEDERAL AID, everybody seems to be running to the same side of the boat.

—A college president

tion of federal aid, everybody seems to be running to the same side of the boat."

More federal aid is almost certain to come. The question is, When? And in what form?

Realism compels this answer: In the near future, the federal government is unlikely to provide substantial support for the operating expenses of the country's colleges and universities.

The war in Vietnam is one reason. Painful effects of war-prompted economies have already been felt on the campuses. The effective federal funding of research per faculty member is declining. Construction grants are becoming scarcer. Fellowship programs either have been reduced or have merely held the line.

Indeed, the changes in the flow of federal money to the campuses may be the major event that has brought higher education's financial problems to their present head.

Would things be different in a peacetime economy? Many college and university administrators think so. They already are planning for the day when the Vietnam war ends and when, the thinking goes, huge sums of federal money will be available for higher education. It is no secret that some government officials are operating on the same assumption and are designing new programs of support for higher education, to be put into effect when the war ends.

Others are not so certain the postwar money flow is that inevitable. One of the doubters is Clark Kerr, former president of the University of California and a man with considerable first-hand knowledge of the relationship between higher education and the federal government. Mr. Kerr is inclined to believe that the colleges and universities will have to fight for their place on a national priority list that will be crammed with a number of other pressing



COLLEGES AND UNIVERSITIES are tough. They have survived countless cataclysms and crises, and one way or another they will endure.

—A college president

problems: air and water pollution, civil rights, and the plight of the nation's cities, to name but a few.

One thing seems clear: The pattern of federal aid must change dramatically, if it is to help solve the financial problems of U.S. higher education. Directly or indirectly, more federal dollars must be applied to meeting the increasing costs of *operating* the colleges and universities, even as the government continues its support of students, of building programs, and of research.

IN SEARCHING for a way out of their financial difficulties, colleges and universities face the hazard that their individual interests may conflict. Some form of competition (since the institutions are many and the sources of dollars few) is inevitable and healthy. But one form of competition is potentially dangerous and destructive and, in the view of impartial supporters of all institutions of higher education, must be avoided at all costs.

This is a conflict between private and public colleges and universities.

In simpler times, there was little cause for friction. Public institutions received their funds from the states. Private institutions received *their* funds from private sources.

No longer. All along the line, and with increasing frequency, both types of institution are seeking both public and private support—often from the same sources:

► **The state treasuries:** More and more private institutions are suggesting that some form of state aid is not only necessary but appropriate. A number of states have already enacted programs of aid to students attending private institutions. Some 40 per cent of the state appropriation for higher education in Pennsylvania now goes to private institutions.

► **The private philanthropists:** More and more public institutions are seeking gifts from individuals, foundations, and corporations, to supplement the funds they receive from the state. As noted earlier in this report, their efforts are meeting with growing success.

► **The federal government:** Both public and private colleges and universities receive funds from Washington. But the different types of institution sometimes disagree on the fundamentals of distributing it.

Should the government help pay the operating costs of colleges and universities by making grants directly to the institutions—perhaps through a formula based on enroll-

ments? The heads of many public institutions are inclined to think so. The heads of many low-enrollment, high-tuition private institutions, by contrast, tend to favor programs that operate indirectly—perhaps by giving enough money to the students themselves, to enable them to pay for an education at whatever institutions they might choose.

Similarly, the strongest opposition to long-term, federally underwritten student-loan plans—some envisioning a payback period extending over most of one's lifetime—comes from public institutions, while some private-college and university leaders find, in such plans, a hope that their institutions might be able to charge "full-cost" tuition rates without barring students whose families can't afford to pay.

In such frictional situations, involving not only billions of dollars but also some very deep-seated convictions about the country's educational philosophy, the chances that destructive conflicts might develop are obviously great. If such conflicts were to grow, they could only sap the energies of all who engage in them.

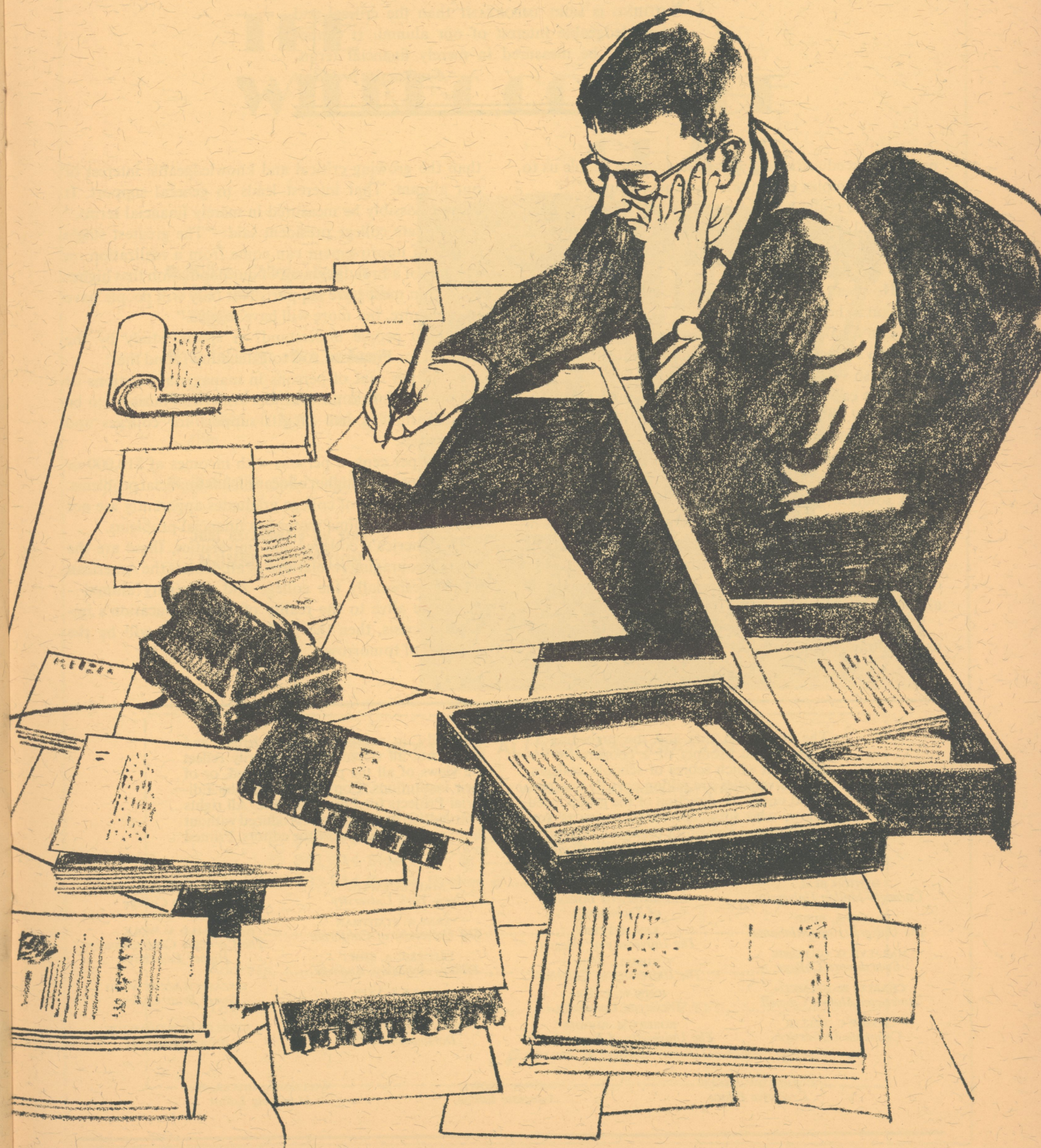
IF THERE IS INDEED A CRISIS building in American higher education, it is not solely a problem of meeting the minimum needs of our colleges and universities in the years ahead. Nor, for most, is it a question of survive or perish; "colleges and universities are tough," as one president put it; "they have survived countless cataclysms and crises, and one way or another they will endure."

The real crisis will be finding the means of providing the quality, the innovation, the pioneering that the nation needs, if its system of higher education is to meet the demands of the morrow.

Not only must America's colleges and universities serve millions more students in the years ahead; they must also equip these young people to live in a world that is changing with incredible swiftness and complexity. At the same time, they must carry on the basic research on which the nation's scientific and technological advancement rests. And they must be ever-ready to help meet the immediate and long-range needs of society; ever-responsive to society's demands.

At present, the questions outnumber the answers.

► How can the United States make sure that its colleges and universities not only will accomplish the minimum task but will, in the words of one corporate leader,



NOTHING IS MORE IMPORTANT than the critical and knowledgeable interest of our alumni. It cannot possibly be measured in merely financial terms.
—A university president

provide "an educational system adequate to enable us to live in the complex environment of this century?"

► Do we really want to preserve the diversity of an educational system that has brought the country a strength unknown in any other time or any other place? And, if so, *can* we?

► How can we provide every youth with as much education as he is qualified for?

► Can a balance be achieved in the sources of higher education's support, so that public and private institutions can flourish side by side?

► How can federal money best be channeled into our colleges and universities without jeopardizing their independence and without discouraging support either from the state legislatures or from private philanthropy?

The answers will come painfully; there is no panacea. Quick solutions, fashioned in an atmosphere of crisis, are likely to compound the problem. The right answers will emerge only from greater understanding on the part of the country's citizens, from honest and candid discussion of the problems, and from the cooperation and support of all elements of society.

The president of a state university in the Southwest told us: "Among state universities, nothing is more important

than the growing critical and knowledgeable interest of our alumni. That interest leads to general support. It cannot possibly be measured in merely financial terms."

A private college president said: "The greatest single source of improvement can come from a realization on the part of a broad segment of our population that higher education must have support. Not only will people have to give more, but more will have to give."

But *do* people understand? A special study by the Council for Financial Aid to Education found that:

► 82 per cent of persons in managerial positions or the professions do not consider American business to be an important source of gift support for colleges and universities.

► 59 per cent of persons with incomes of \$10,000 or over do not think higher education has financial problems.

► 52 per cent of college graduates apparently are not aware that their alma mater has financial problems.

To America's colleges and universities, these are the most discouraging revelations of all. Unless the American people—especially the college and university alumni—can come alive to the reality of higher education's impending crisis, then the problems of today will be the disasters of tomorrow.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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GROTON, CONNECTICUT AREA



Because of the number of Wilkes College graduates in the Groton area, a meeting was held there on May 20. It was a good attendance for a Monday evening meeting. John Chawalek and Ralph Rozelle had appointments in the Groton School District on Monday and they stayed over for the meeting of the alumni with Sam Davenport. As has been our custom, it was a social get-together in order to find out what is happening on Campus and to get to know the other alumni in the area. The Alumni here hope to get together again in the fall of the year on a weekend.

The following alumni were in attendance:

Lois Kutish, '65; John Marriott, '60; Tanya April, '67; Helen Smereski, '67; Sandra Grinzi, '67; Marilyn Goodman, '67; Carole Thomas, '67; Patricia Davis, '67; Sue Epstein, '65; Toni Miles, '59.



HOMECOMING 1968
NOVEMBER 9, 1968

WILMINGTON CHAPTER

A meeting was held at the Holiday Inn in Wilmington, Delaware, on February 27. About eighteen alumni and guests were present. George Ralston, George Elliot, Art Hoover, and Millie Gittens accompanied Sam Davenport to Wilmington for this meeting. Howard Allen '60 and Howard Ennis '55 were acting chairmen of the meeting. Kay O'Donnell was asked to serve as secretary for this chapter. Francis Pinkowski, the Regional Vice-President, helped explain the purpose of such meetings.

TRENTON CHAPTER

The Trenton Chapter meeting was held on March 8 at the Bordentown Motor Inn in New Jersey. Although the turnout was small, a good discussion was held in connection with the College. Dr. Reif, Dr. Micheline, George Ralston, and Sam Davenport were present from the Campus. Al Casper was in charge of the meeting and was assisted by Francis Pinkowski, the Regional Vice-President.

The following alumni were in attendance:

George Gacha, Jr., '60; Dirk Dunlap, '61; Roger Cease, '60; David Hoats, '55; Helen Roche, '51; Charles O'Shea, '50; Francis Pinkowski, '50; Bill Tremayne, '57.

MORRISTOWN AREA

A meeting was held on June 8 at the Governor Morris Inn and was the first meeting held this year in the northern New Jersey region. The northeastern area of this same region had scheduled a meeting for the end of May but was unable to obtain accommodations. The Morristown area chapter covers the western section of northern New Jersey. J. Paul Thomas was in charge of the meeting. The alumni started to work out the details for their next meeting in early fall. This chapter was very active in the past and the alumni are looking forward to the coming meetings. Bill Tremayne, President of the Alumni Association, was present, as well as Al Groh, John Whitby, and Sam Davenport who drove in from Wilkes-Barre.

The following alumni and guests were present at this meeting:

Mr. and Mrs. Walter E. Thomas, '37; Mr. and Mrs. J. Paul Thomas, '51; Helen Gates, '55; Mr. and Mrs. Ed Kuffner (Margaret Churchill, '61); Mr. and Mrs. Al Colmer, Jr., '51; Mr. and Mrs. Homer Huffman (Lois DeGraw, '50) '53; Mr. and Mrs. Bill Sabanski (Jean Ryan, '52) '50.

ALUMNI SOCCER GAME
SEPTEMBER 21, 1968
2:00 P.M. RALSTON FIELD

PHILADELPHIA-NORRISTOWN AREA

There are over 300 alumni living in this area. Dan Sherman '50, made the arrangements for the meeting which was held on March 15 at the Marriott Motor Hotel. He was assisted by Jay Olexy. Guests from the College included Betty and Hugo Mailey, Al Groh, George Ralston, and Sam Davenport. The alumni discussed the possibility of holding an informal get-together following a Wilkes' football game in this area in the fall.

The following alumni and guests were present at this meeting:

Mr. & Mrs. Jarell J. Cashmere, '56; Len Yankosky, '64; Dan Sherman, '50; Joe Bent, '67; Robert C. Roebuck, '66; Gil Gregory, '64; Alfonse S. Bayo, '65; Doris G. Bartuska, '49; Daniel Williams, '44; John Burnetski, '52; Louise B. Nicholas, '52; Albert P. Nicholas, '55; Pete Greenberg, '62; Jack Jones, '51; Bill Klein, '63; Jack Nelson, '50; Virginia Nelson, '50; Lillian Caffrey, '64; Leah J. Haifetz, '56; Pat F. Skibbs, '60; Iren Hinricksew, '66; Morris Feinstein, '49; Nancy Czubek, '65; Virginia E. Denn, '55; John Kotis, '48.

COLONELS

1968 Football Schedule

September 28 — Vermont — A

October 5 — Moravian — A

October 12 — Delaware Valley

October 19 — Ithaca — H (Parents Day)

October 26 — Upsala — H

November 2 — Dickinson — A

November 9 — PMC — H (Homecoming)

November 16 — Lebanon Valley — H

WILKES -- A School of Achievement



In the midst of our success story is an ambitious development program that calls for future efforts on the part of Alumni. Many new buildings have been constructed within the last five years and a number are now in the planning stage. Your Alumni Association wishes to remind all Alumni, it is "OPEN HOUSE" everyday at Wilkes and the best way to get a true picture of the Wilkes success story is to visit the campus this summer.

The Wilkes College Alumni Executive Committee

At a recent meeting of the Executive Committee of the Alumni Association two resolutions were unanimously adopted which we feel will significantly improve our alumni programs.

The first change involves the elimination of the annual business meeting from the Homecoming program. We shall, of course, retain the Warm-up Party for Friday evening.

The second change will expand the annual seminar to an alumni weekend with an expanded program. This weekend will fall about the first weekend in June — the weekend following commencement. The dormitories will be made available for alumni and their spouses for the weekend. Class reunions will be held at this time starting with 1969. (Note: The 1968 reunions will still take place at Homecoming.) The annual business meeting will be held in conjunction with the seminar program. Elections will be held for class officers of the reunion classes then meeting.

Homecoming, as a consequence, will become essentially a social weekend and the Seminar weekend expanded, hopefully into a more inspiring experience.

Your Executive Committee is most interested in receiving your comments and reactions to these proposals. In addition, we would appreciate your specific thoughts with reference to any additional activity you would recommend be incorporated into any of the plans as outlined.

It is the hope of your Executive Committee that through the implementation of these new ideas, a new spirit and identification will result from the members of the Association. Each year our numbers increase substantially but the involvement of our individual members remains substantially constant. We are aiming to change this trend and seek your cooperation.



by Dr. Hugo V. Mailey — Director, Institute of Regional Affairs, Wilkes College
This three-part article appeared in the *Pennsylvanian*, *The Magazine of Local Governments*, in December 1967 and January and February 1968.

WHAT IS THE MISSION OF TODAY'S COLLEGES?

Early History

What is the role of an institution of higher learning in today's world? It would seem that all aspects of knowledge have their institutional reflections in three missions for a college or university: to acquire knowledge through research; to transmit knowledge through teaching; and to apply knowledge through public service. There is neither the need nor the space to trace the emergence and development of these three missions over the past five hundred years. Suffice to say, we are today at the third mission. The question is why did we get here, and what does this third role for the institution of higher learning involve?

It seems to me that the earliest beginnings of this mission go back to World War II and the period immediately following. There were connections between strong schools of science and engineering on the one hand and vigorous regional development on the other. And though nobody has yet defined just what those connections are, or measured their economic significance, the circumstantial evidence is sufficient enough to cause many regions to strive for the same kind of excellence that seems to be causing the prosperity around those strong schools. Other communities, recognizing that a gap existed between their technical schools and private industry, encouraged the development of institutes of applied research. It was felt that new industry would be attracted to a community where existed a bridge between the technical university's reservoir of knowledge and the industrial community. Such was the conclusion in the "hard sciences."

But few of the new institutes were very successful. Industrial or governmental organizations which need the kind of aid provided by an established institute will go to that institute to get

it, though the institute may be a thousand miles away. It was also found that today most research-oriented industrial organizations have research and developmental capabilities of their own, hindering the growth of the applied-research institute as well as the regional economic growth that such an institute might simulate.

It was during the period following the unsuccessful experience with research parks and research institutes, that there began to appear a new answer: the Ph.D. The reasoning behind the answer was that certain regions — great "producers" of the Ph.D. — were growing faster than other regions.

As was found with the "research park" and "research institute," the Ph.D. did not do justice to the problem. One cannot explain the growth of the Boston region simply by saying "Ph.D." Nor can one explain the growth of Florida, which is a poor Ph.D. producer. And so it was found that there is more to the answer than simply: "Produce Ph.D.'s."

Resolute metropolitan leaders began to scale downward their goals: comprehensive program of graduate and small schools of undergraduate engineering and science. Given ten years in which to develop these new capabilities, and given other necessities, such as venturesome financial communities and that nebulous quality called "cultural environment," an ambiguous community's chances of success would be quite good. As with the earlier mistakes in following too closely in the footsteps of the "brain centers" of the nation, the leaders soon were faced with an escalation of requirements. What is that "cultural environment?"

Recruiters for communities were told the new technical people wanted galleries, opera, theater, museums, libraries, nice places to live, good schools for their children, good facilities for themselves, a symphony orchestra, a couple of good chamber

music groups, a good French Restaurant, opportunity to associate with first-rate scientists and engineers, ready access to beaches in summer and ski slopes in winter, and a work environment that would enable the fullest development of their intellectual resources. What could the institutions of higher education do by way of fulfilling these demands?

At the same time the knowledgeable leaders turned to the "hard sciences" and made appeals for more "art." The institutions in the big technological complexes such as MIT, Stanford, and Harvard began to reach out for new problems — not military problems, but problems of a changing society. There was a conviction among the professoriat that in these institutions they should contribute to the rebuilding of our great cities, to the proper use and development of our water resources, to the solution of our transportation crisis, and so on. And whether one accepts or not that these are problems that lend themselves to academic scrutiny, the point is that many institutions began to step forward, eager for involvement, ready to accept the challenge.

And so the "soft sciences" (social sciences) of a college or university became involved following the footsteps of the "hard sciences" — community involvement. To recast the function of a college or university is to apply the knowledge within its halls through public service.

New Role of Public Service

Assuming then, that public service is a modern mission of institutions of higher learning, can the research and teaching resources of a college or university be tapped to better understand and control our urban environment? Can any small college provide "urban agents" to deal with the complex problems of a whole region? How can the small college or large university extend itself out into the community? Specifically, what are the roles that an

institution of higher learning can assign to itself, or have assigned to it? Is it presently structured to assume urban commitments? Are there limits to engagement in community conflict? Can the universities and colleges that undertake these extension operations use the same system of academic rewards for staff as they use in so-called line departments?

It should be stated at the outset that an institution's new function or responsibility in the community must be so adapted to its traditional functions of teaching and research that those same functions will be strengthened.

It seems to me that one of the great contributions of the urban studies center movement is the benefit which will accrue to the university itself from bringing together research, education, and extension. There may be a tendency on the part of traditionalists in universities to look down their noses at extension as the "vulgarizing" of knowledge by taking it out to people who are not matriculated for degrees. But getting out into the community can be very invigorating for scholarship. It might even change the research agenda, to some extent, in the college halls. It may have an influence on what people feel is worthwhile to teach to undergraduates or graduate students in the classroom. Perhaps the "Mickey Mouse" research formerly conducted in academic halls needs some updating. Certainly the academician ought to do more than pontificate to his students about life, death, and immortality. There is a great deal to be learned from testing theories and tools in the world of action. Resistance to action only puts blinders on those who dwell in the academic halls. Education in a dynamic society must keep pace with social changes and new obligations. In many instances, the intellectual structure has grown obsolete. College professors must recognize the simple fact that their undergraduates must receive an intensified and broadened learning which will accurately reflect the realities of their generation.

Millard E. Gladfelter, Temple University's former President, recently stated that the urban university will be this half-century's distinctive creature of American higher education. He added that it will be so because this is the half-century during which our major attention is directed to the in-

formation, organization, and reconstruction of cities. The liberal education of today cannot be defined in terms of the needs met by the colonial college, the early land grant colleges, or even the small church-related colleges that dot America.

This is not the place to debate whether or not the university should have a conscience to society and the absolute necessity of having to solve problems in order to establish good public relations in its community. No matter how one looks at it, a university is a disturbing and upsetting force in any community. Community growth is often accelerated by the presence of a college or university, which in itself employs a large number of people. A college creates a beehive of activity in the cultural arts and recreational activities, which result in attendant problems. Student cars cause traffic and parking problems. Rooming houses adjacent to campuses may not always meet regulations. The police have their problems with the pranks of a college student body. Universities erode the tax base of a city to the point where the city fathers live on borrowed money. The demands which universities make upon their immediate environment may become disintegrating forces in the very areas in which the institutions may be located. Witness Chicago, Philadelphia, New York or any other large city with a city institution.

College administrations today have, therefore, come to recognize that their institution must make a strong contribution to the community. The old traditional point of view to disregard what was happening beyond the University property is being replaced by a broader recognition of the interrelationship of the "gown with the town."

The challenges of today are particularly pointed to a college that has a mandate to serve the community. If "community," once predominantly rural, has changed in location, ethnic composition, economic activity, and needs for services, a college must accommodate accordingly if it wishes to remain a relevant and progressive force in that community. Although every college exists primarily to provide education and to sponsor research, it is also a community institution bearing all the responsibilities this fact implies. Community affairs

have an impact on any college even as the development of a college affects the community.

What's more, the 20th century university or college in a metropolitan area cannot perform its contemporary function in the old-fashioned or traditional sense of sitting and waiting for the community to come to it for instruction or for light. It must, to use the common expression, "extend" itself and its capacities out into the community. It must find ways of sending out the special knowledge, information, capacities, and expertise that are assembled at the university into the marketplaces within the community in which they can be used and transformed into action and policy by the agents who are really in the community itself.

In reply to a question on the role the university should play in the development of urban areas put by Senator Robert Kennedy before a United States subcommittee in August, 1966, Daniel P. Moynihan, Director, Joint Center for Urban Studies, Harvard and MIT, gave the following reply:

"The land-grant universities in this country have made a big difference and a very clear marked and measurable difference in the productivity of American agriculture, in the farm arrangements generally in the country, and in the social arrangements of the American countryside.

"Now it is certainly possible that universities can concern and associate themselves with the same kind of problems in the urban areas where increasingly universities are located. I think while this service function is important, really the main thing that universities should do in this country is to call things as they see them. I think the function of universities is to seek knowledge, to identify problems, and to identify failures — to solve them wherever they are encountered, and however it may offend the persons involved. But the main point about universities is that they make independent judgments on the effects and the efficacies of public policies, and they ought to remain independent, even at the cost — if it comes to that — of not involving themselves in the formation of public policies as much as some of us may like to think they ought to."

The pace of social change is forcing

a reexamination of the definition of a university. A university must be functional to its society and an activist institution in today's world. If there is conflict and tension within the society as certain near-term and long-range objectives collide, then such conflict and tension also belong in the university halls. Academic tradition cannot be utilized as a defense against change. The modern university or college is in serious trouble if it thinks that it can survive an isolated life as an island of excellence. Uncommitted to public service it is bound to generate destructive tensions throughout our society. Because the university is a pivotal social institution, the need to engage in problem solving activities is now.

The ultimate purpose of the Institute of Regional Affairs in what was once a depressed area is to contribute to improving the quality of regional life. It can be said the Institute has effectively established and maintained communications and working relationships between Wilkes College and organizations and individuals serving the immediate community and the region. In the last thirty years, Northeastern Pennsylvania communities experienced a state of economic decline with corresponding high unemployment. Only in very recent years has this region made any progress in economic development. These same communities which have gone through an economic transformation face drastic readjustment to the stern realities and the demands of an urbanizing society, not as acute as in larger metropolitan centers, but nevertheless, just as painful. The on-rushing transition from a relatively simple agrarian set of conditions to the highly technical and bafflingly complex conditions of urban life call for vigorous and alert response from local institutions, be they governmental, educational, economic, or social. Since its establishment in 1947, Wilkes College has participated in every community effort towards economic and social development because its faculty leaders believed that the College's expansion and development are inextricably linked to the fortunes of the community and the region.

Although the College does have immediate financial responsibilities and long-range educational commitments to its academic programs, it has be-

come increasingly aware of the fact that community affairs have an impact on the College as the development of the College affects the community.

The mutual desire of town and gown to work with one another for the advantage of both is not only a demonstration of teamwork between higher education and the region, it is an educational venture into the field of adult extension education, wherein the College is acting in the role of "urban agent." The Institute of Regional Affairs in attempting to create the "tomorrows" from the "todays," for the region acts as an umbrella for the social sciences and represents the College as "urban agent."

Commitment

There appears to be a growing realization that responsiveness to the urban environment calls for total across-the-board commitment. An isolated college department devoted to urban affairs appears to have limited impact upon the college as a whole.

A multi-purpose college organization which views regional and urban problems as belonging to no simple academic disciplines, but rather as a contemporary phenomenon spilling into many disciplines soon becomes a necessity. Its resources must include not only the College faculty in the social sciences — economics, education, psychology, government, sociology — but also those experts in the region who can lend their talents to teaching, information, research, and consultation. Such an organization must be a cross section of the social sciences and College administrative officials. Its creation must be the natural integration of all the activities in the social sciences. Steps must be taken to bring an increasing number of the faculty in the social sciences into the ever-increasing activities of such an integrated organization.

There is a possibility that many community organizations will want all types of action and research projects undertaken. It must be the aim of an "urban studies" center to serve as a vehicle to help make research and action programs on urban problems a process of continuing data collection and analysis rather than relying, as was the case so many times in the past, on issuance of sporadic and single-shot reports by individual fac-

ulty members. Only in this way can the "extension" approach be fully realized.

Any organization that affects the total commitment of a college should be administratively independent of any of the academic departments. Its Director should report directly to the President of the institution. Such a structure must be deliberately designed to emphasize the organization's extension or extramural orientation, and also to prevent its staff from being captured by pressures for teaching man hours and traditional academic interests. Herein will lie the secret of its success. It should be responsible directly to the President because of its specific mission. Projects by members of the faculty may be undertaken for part-time or summer research. Research and action programs can then serve to encourage originality with only general requirements that the work deal with problems of urbanization.

The commitment of Wilkes College in regional affairs has a long and satisfying history.

The Institute of Municipal Government formed in 1951 had as its fundamental purpose to guarantee the semi-autonomous structure of American local government. Many innovations in local government in the northeastern area had their beginnings in workshops and conferences sponsored by the Institute. A part of the plan for greater industrial harmony in Greater Wilkes-Barre includes a Labor-Management-Citizen's Committee initiated through the Economics Department of Wilkes College. To establish a climate for industrial progress, and recognizing a special need of the industrial community, the College has pioneered a management training program under which special classes were organized for personnel in industry, commerce, and banking.

In 1960, an Area Research Center was established on the campus to coordinate the many economic studies that had been done prior to its establishment. In 1965, the Area Research Center was phased out and replaced by the Economic Development Council of Northeastern Pennsylvania, a broad-based citizen organization for all of Northeast Pennsylvania. Quite a number of Wilkes College faculty and administration members are active of-

ficials of many social welfare organizations — too numerous to mention. The commitment by the College in community affairs was duly recognized in 1960 when the Ford Foundation funded several of these College activities. This financial support generated even more interest on the part of the Wilkes College faculty members to seek community involvement.

The formation of the IRA in 1966 is intended as that multipurpose college organization that can act as an "urban" umbrella over the social sciences. It is proof positive of the full across-the-board commitment on the part of the College. Its creation was nothing more than the natural integration of prior activities in which members of the College staff and administration have engaged for over 20 years.

Just as some of the faculty have sought to work among community groups, so the community has sought out the many services that the College could offer. It is no wonder then that the community at large in Northeastern Pennsylvania has shared in the Institute's growth and has encouraged its development. The work of the Institute of Regional Affairs can be viewed as an investment that has yielded ideas, techniques, and insights that a small liberal arts college may profitably examine as it ventures more deeply into complex community and area problems.

Roles

In emphasizing the modern mission of urban agents, there are a number of identifiable roles in which an institution of higher learning can appropriately relate its skills to the community.

FIRST. The function of special education would be the primary role. This is the more or less traditional type of extension activity, giving special courses or institutes for particular groups in the community. The university must, to some extent, talk not just to very small key groups, but to the large community. It may mean conducting policy seminars, workshops, and conferences. In such an instance, the college may seem like a mere convener of groups. But it may be that merely by welcoming a group of people — sometimes at their own request, sometimes with a slight hint from university personnel — to a college campus, many surprising innovative ideas

can be imparted to rival and conflicting interest groups.

SECOND. The college can act as a clearing house. This means bringing university and academic resources to the community through newsletters, pamphlets, or bulletins on a regular periodic basis. Library materials on urban research must not only be made available but must be brought to community leaders.

THIRD. The attention of the function of consultant on specific problems will become important if related to the first and second roles discussed above.

FOURTH. There may be demonstration experimental projects or research projects on a small or very large dimension that university people can perform. Obviously, the research must be of an applied nature and tied to the need of finding a specific solution to a specific problem.

In all of the activity that has been summarized, an overriding consideration is the fact that any college or university must be first and foremost a service organization providing a program of training, consulting services, information, and research all intertwined and prompting specifically intelligent and capable public spirited leaders in facing the changing needs of today's complex society.

Involvement

In the "soft" social sciences, to what degree are there serious hazards in getting involved when political figures, elected representatives, or professionals in public or quasi-public agencies asked faculty members to take responsibility by the process of their getting involved? How deeply can the urban university or metropolitan college get involved in the decision-making process in society? Another way of putting it is: On whose back will the monkey rest when something goes sour from a decision which has involved the participation of the institution itself or that of its members on the faculty? It should be recognized at the outset that the nature of a given urban area, the structure of the college, the disciplines of its staff, the philosophy of its president—all color the involvement and that outcome of the involvement in community affairs.

The element of danger arises from the involvement because in urban activities and conflicts one rarely knows

what is going to be the basis of community disagreement until after the decision to get involved has been made. One thing for faculty members to remember is that the university is not the policy-making area of society, the mere providing of information involves risks. There isn't any use pretending that it doesn't. And just how far a university-based person or agency can afford to go will depend to some extent upon the individual's or the agency's own capacity to play the role of politician.

The emancipation of our generation from immature dependence on past religious and intellectual authority has forced people to think for themselves. We live in a time of disestablishmentarianism in all fields, and particularly in the social science area. It is an unfounded naive piety and certainly misdirected effort to establish a new church in the name of a company of scholars who are to deal with political, social, and economic problems of a community. Certainly today's colleges and universities seem unlikely candidates for any new sacred mantle. In the field of social problems, an urban studies center cannot be a "court of last resort" established in self-perpetuating ivy towers.

It seems to me that an urban university can meet several distinguishable situations easily and without too much difficulty. The first is when people are genuinely fundamentally in disagreement over goals. This is definitely the political arena. Unless the faculty member can stand the "heat," he had better not get into it. The second is when people agree on goals but disagree on instruments or methods to attain the goals. This area is also a political thicket. The word is beware. The third situation is when community groups are in agreement on goals and methods, but they simply do not have all the desired information for decision making. The operations of an urban center can safely be predicated on the third situation wherein the task is the simple one of providing information. The difficulty arises because college people do not have a crystal ball and therefore cannot anticipate which of the three situations will predominate until commitment to action has already been made.

The most creative function of a university is to nurture the environment

out of or in which solutions to problems can develop. There are agents in our urban society who are in the policy making arena. The task of the urban college is to find them and relate to them. The risk taking will be minimal if the environment is properly nurtured and if identification with existing agents is made. If, on the other hand, risk taking professionals must continually operate at the intersection of public and private actions to facilitate the nurturing process, then a re-evaluation of the college's educational role becomes critically important.

Beyond the considerations above, the role of the intellectual in community life might be limited for a still more practical reason. Removed from his own discipline, no one is more vain than the intellectual. Sniffing at the hems of power has its momentary thrills and enchantment for the academic mind. But it is a known fact that every elite (intellectual or otherwise) inspires a counter criticism. "Experiments" by intellectuals may be rejected; and if accepted, may end in failure. Because the academic person is able to handle ideas with ease, he is all too easily turned when he is rejected. The virtue of politics in a free country lies simply in the exercise of the vote of the people, and not in the rightness or wrongness of any act. In the crunches of current affairs, a college person tends to see "his" right and "their" wrong. When this happens, and his theoretical ventures are not acceptable, the intellectual sulks and retreats to his academic barricades, leaving the field of the "rough and tumble" to others. Academicians fail to see themselves as merely another "opinion" in the Community, but rather see themselves as professors with a "mission" to society. They fail to see themselves as just another interest — sometimes contra business, sometimes contra church, etc.—seeking to influence public policy. Anyone active in community affairs (and therefore also active in politics) without admitting that fact, must be terribly naive. Not many professors may possess the insensitivity to criticism necessary to operate urban affairs. Not many college people can take a bruised academic ego. Not many intellectuals can move from the world of academic freedom to the arena of publicity by insult and distortion.

If the foregoing is the state of things, better that the urban college limit itself drastically.

The setting of limits to engagement in community conflict has never been a critical issue to Wilkes College faculty members. Programs have never been abandoned because of fear of involvement, even though at times action programs may have been postponed until a time was more propitious. The College has always been looked upon as a neutral forum where ideas could be exchanged and programs instituted outside a partisan political framework. In trouble-plagued communities, such as has been the case in Northeastern Pennsylvania, programs have been conceived not as ends in themselves but as a means to the larger end of community development. Rather, the College (through the Institute of Regional Affairs and other activities) has been drawn into a continuing role of helping to develop and to implement urban programs. The traditional barrier of the "town and gown" type never really existed. The Institute is in the community. It is, however, relatively free of restrictions because it is not of the community. The very fact that the Institute of Regional Affairs has been both in the community but not of the community has given it the latitude for venturesomeness.

Epilogue

Measuring the benefit which an urban center or an institute such as the Institute of Regional Affairs has in an area is difficult because workable criteria for evaluation are lacking. The concept of an "urban agent," which really defines such an organization, seems to be a viable one even though it is difficult to evaluate the results. Policies adopted, attitudes changed, educational meetings attended, or number of activities completed may be inadequate measurements. Projects have influenced action; but ultimate achievement depends upon the extent to which social scientists and educators possess the knowledge and means of communication which is appropriate to improve the quality of life.

Changing needs in today's complex society pose special problems for community leaders at all levels. Civic officials are faced with knotty problems of planning, community renewal, health, welfare, education, organiza-

tion and management, and a host of other challenging areas. These often require special skill, research, and broad knowledge of best practice. All too frequently they demand more time than can be spared from regular duties. In addition, governmental and non-governmental agencies are becoming increasingly aware of the wisdom of long-range planning and program studies, as well as the need for efficient administrative structure and procedure.

In the past thirty years, Northeastern Pennsylvania communities experienced a state of economic decline with corresponding high unemployment. Only in recent years has this region made any progress in economic development.

Having met this challenge successfully by building a stable and progressive economic foundation, it is essential that the region turn its attention to a broader, more comprehensive, and more balanced approach to development which will tap a wide range of resources in such a way as to provide the essential amenities of community life for people of the region. In making the sophisticated evolution from a posture of stressing economic rebirth to one of consciously providing a balance of amenities for community living, it is essential to maintain a broad problem-solving orientation, rather than a narrow or fragmented program orientation. This approach combines the physical, economic, social, and human elements of planning and development in a comprehensive and balanced approach to communities as organic units.

Although the college does have immediate financial responsibilities and long range educational commitments to its academic programs, it has become increasingly aware that it must assure the coordination of the varied efforts in redevelopment of the regions and help to better understand and resolve complex and contemporary problems. The mission of the college and the Institute of Regional Affairs, of any College for that matter, is to provide meaningful assistance to communities and organizations in such a way as to enhance their capacities to respond effectively to the challenges of growth and change, and to develop a greater capacity for teaching with those challenges. ■

Wiendl Named Athlete of Year

The Wilkes College Athletic Department has recently named Joseph Wiendl, son of Mr. and Mrs. J. A. Wiendl of 903 Minisink Way, Westfield, New Jersey, as the College Athlete of the Year. This is the second consecutive year the New Jersey native has been so honored. In making the award to Wiendl, Dean George Ralston, who has been associated with athletics at Wilkes College since its inception, called Wiendl the greatest all-around athlete ever to enter the College.

The selection was based upon merit and performance. Joe left little doubt in the minds of the selection committee for he has accumulated nine letters in football, wrestling, and baseball during his three years of study at the Wilkes-Barre institution. If he maintains his present pace, he will become the College's first twelve-letter winner.

During the past football season, Joe was a key factor in keeping alive the Colonels' 21-game winning streak. The 5'10", 180-pound junior starred in his free-safety position and also found time to return punts. Joe was directly responsible for the Colonels' thrilling 14-13 win over Delaware Valley College when he returned an Aggie punt 67 yards for a score and set the stage for the winning conversion.

He broke a College record against Ursinus College when he gathered in a punt at his own four and galloped to paydirt 96 yards away. Wiendl's pass theory was aptly demonstrated in the PMC encounter when he intercepted two Cadet passes and took both for scores. One covered 90 yards, another College record, and the other for 55 yards. Wilkes' "Mr. Everything" also holds the College's season record for punt return yardage. Joe's post-season honors list: a second-team selection at a safety position on the 1967 American Football Coaches Association, College Division, All-American Team; a second-team selection to AP All-State Team; and a first-team choice on the All-Middle-Atlantic Conference Team. Joe was also honored when he was chosen "Outstanding Opponent" by Drexel Tech's Varsity Club for his performance in the Colonels' 13-3 victory over the Dragons.

The San Francisco 49'ers, Dallas Cowboys, and the New Orleans Saints have all expressed interest in the College standout.

When the grid sport ends in November, the versatile athlete devotes his time to wrestling. In the words of Coach John Reese, also Director of Athletics at the College, "Joe is a hard worker — his drive and determination have helped to produce a top-notch wrestler."

Joe led Coach Reese's charges to a fifth-place ranking in the NCAA College Division by capturing the national crown in the 160-pound category. Wiendl's performance was ever more outstanding when it is known he competed with a specially-designed face mask to protect his broken nose. The mask was the first seen by most fans at Mankato State College, Mankato, Minnesota, and they appropriately dubbed the 160-pounder the "Masked Marvel."

After the mat season is completed, Joe takes a well-deserved two-day rest and then reports to the diamond where the Colonel baseball squad begins spring practice. Joe is currently patrolling center field for the Colonels and is holding a lofty .345 batting average for the MAC champions. Coach Rollie Schmidt's crew put on a late-season surge by copping seven straight victories, finishing with an 11-4 overall

record and 10-3 MAC log. During this streak Wiendl went into a 10-16 batting streak and served as the team's offensive leader. With his 12 stolen bases, the junior should be near the top of the nation's standings in that category, too.

The 1967-68 story now ends for Joe Wiendl; however, next year he will serve as a captain of the wrestling squad and also as one of the tri-captains on the gridiron. A proven and capable leader, he has commanded the respect and admiration of all who have had the opportunity to meet him. At Wilkes College Joe Wiendl stands out as a man.



Results of 1967-1968 Basketball Season

Wilkes 82	*Elizabethtown 75
Wilkes 52	Ithaca 83
Wilkes 77	*Lycoming 86
Wilkes 76	Madison-FDU 97
Wilkes 63	Phila. Pharmacy 70
Wilkes 93	*Scranton 83
Wilkes 110	*Drew 61
Wilkes 63	†Penna. Military 50
Wilkes 68	†Drexel Tech 69
Wilkes 80	*Albright 69
Wilkes 71	*Lebanon Valley College 70
Wilkes 78	Harpur 82
Wilkes 80	*Delaware Valley College 79
Wilkes 96	East Stroudsburg State 90
Wilkes 88	Rutgers, So. Jersey 76
Wilkes 72	*Juniata 74
Wilkes 69	*Lycoming 96
Wilkes 69	*Upsala 60
Wilkes 76	*Wagner 97
Wilkes 76	*Moravian 88
Wilkes 100	*Susquehanna 90
Wilkes 59	*Scranton 62
Wilkes 96	*Dickinson 84

* Denotes Middle Atlantic Foe

† Denotes Christmas Tournament

Wilkes College WRESTLING COLONELS 1967-1968

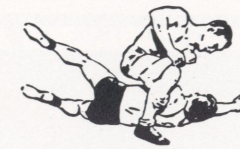


COLONELS WRESTLING TEAM

1st row, left to right: Ken Hynes, Andy Matviak, Bill Harris, John Marfia, Galen Cruse, Joe Kiefer.

2nd row, left to right: Jim McCormick, Dennis Verzera, Gary Willetts, Joe Wiendl, Dick Cook, Barry Gold, Ron Fritts.

3rd row, left to right: Coach John Reese, Larry Phelps, Dick Barrows, Don Brugel, Ron Post, Harry Cooper, Bob Conologue, Dan Genette, Terry Hurley.



Resume of 1967-1968 Wrestling Season

The season started as usual on November 1 with twenty-five boys reporting for practice. This is less than we expected and after the loss of the usual five that come out for a look we were down to the bare minimum. We had the smallest group of freshmen we have had for the last four years. Since we had a few weights to fill in this year we had to depend on the freshmen to do the job. Fortunately three of them stepped in and did a commendable job.

Our first competition was a scrimmage at Princeton. Princeton won the Ivy League Championship last year and had most of their boys back for this year. We were very pleased with our performance as we won 70% of all the bouts we wrestled.

Next we went to West Point for our usual two-day scrimmage. Again we were pleased with our performance and were looking forward to the start of the season. We had five meets scheduled in the first week and a half.

Appalachian State of North Carolina and Springfield College were making trips through and asked us to schedule them which made it tough on the boys. The worst part about it was that everyone went home on Friday and the wrestling team had to wait around until Tuesday to wrestle Springfield. This turned out to be a mistake. We were flat and with one of our starters out with an injury we lost 16-15. We won five of the nine matches but all on decisions for 15 points while they got two falls and two decisions for 16 points.

The four meets previous to the Springfield meet were won easily: Hartwick 37 to 0, Appalachian 26 to 5, Kutztown 42 to 3, C. W. Post 29 to 7.

Over the Christmas holiday we placed third in the Wilkes Open for the highest finish of any of the colleges entered.

We had two matches in January which we won easily. Hofstra 28 to 3, Mansfield 30 to 2.

The second semester started and the help we expected from veterans Jim McCormack and Joe Kiefer, both injured the first semester, did not come about so we went with what we had. The first meet after the semester break was FDU, which was won 43 to 0.

Millersville was next 28 to 3. Then came our big rival, Lycoming, in our big home meet and we wrestled very well, winning 28 to 5. We then made a trip to New England and wrestled the University of Connecticut on Friday night, winning 44 to 2, and on Saturday afternoon we wrestled University of Massachusetts, winning 51 to 0. The following Wednesday we wrestled our toughest opponent, East Stroudsburg, and although the bouts were close we lost by a big margin, 9 to 20.

We finished up with Ithaca, winning 30 to 3. This was the last meet of the season and we got ready for the Middle Atlantic Tournament at Lebanon Valley College.

I figured it to be a three-team tournament (Temple, West Chester and Wilkes) with the team that got the breaks winning it. As it turned out, Temple got great seedings while Wilkes and West Chester battled it out on the other side of the brackets. We were holding our own until Joe Wiendl, our defending MAC champion and runner-up in the college division of the Nationals, got upset in the quarter finals and never even placed. This took the wind out of our sails and we ended up in third place. Dick Cook won the title at 167, Barry Gold was second at 177, John Marfia was second at 130, and Andy Matriak was second at 123.

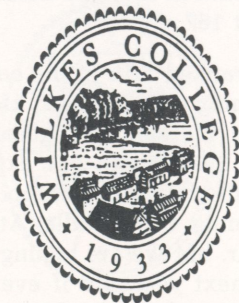
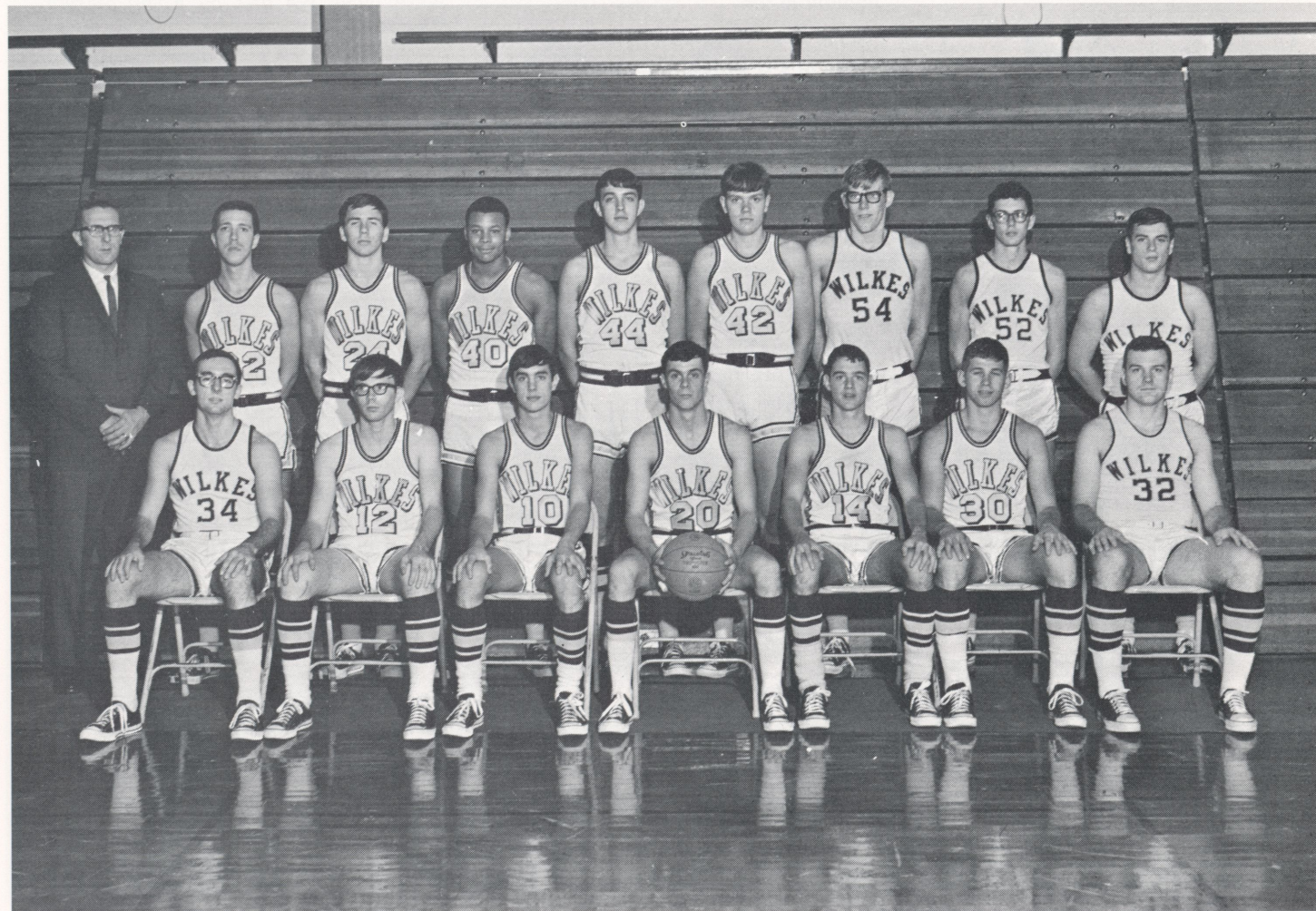
The following week we went to Mankato, Minnesota, for the College Division Nationals. Our boys wrestled well and we finished fifth out of eighty teams and 400 wrestlers. The thing that was most satisfying was that Joe Wiendl came back, after breaking his nose in practice three days before, and won the national championship at 160. He was really great and showed what a tremendous athlete he really is. Andy Matriak took fourth at 115, and John Marfia took fifth at 130, and Dick Cook took sixth at 167.

We were ranked fifth in the country in the beginning of the season and finished fifth at the end, so I guess you can say we lived up to our expectations. Naturally, we were disappointed in not retaining our Middle Atlantic title this year, but we are hoping for a better year next year and if everyone comes along as they should we will have a chance to win back the title.

Wilkes College

BASKETBALL COLONELS

1967-1968



1967-68 COLONELS BASKETBALL TEAM

1st row: — Ken Miller, Billy Grick, Jay Reimel, Bo Ryan, Wally Umbach, Carl Cook, and Phil Howe.

2nd row: — Ron Rainey, coach; Jim Smith, captain; Fred Bauer, Herb Kemp, Rich Davis, Bob Ockenfuss, Bill Klaips, Dave Silberman, and Rich Delvino.

Basketball Round-Up

by Chuck Lengle

Coach Ron Rainey can look back upon the 1967-68 Colonel cage season with mixed emotions. The young Colonel dribblers compiled a respectable 12-11 overall record and a 9-6 log in Middle Atlantic Conference play — good enough for a fifth place tie. However, the Colonels dropped games that should have been victories and their drive for an MAC playoff spot fell three points short.

Before the start of the campaign, Rainey's crew was not expected to improve much on last year's 6-15 record. Four freshmen and three sophomores formed the bulk of the squad and height was at a scarcity — average Colonel height, 6'. Rainey displayed ingenuity and imagination and virtually overwhelmed most of his taller opponents. Game after game, the dwarfed Colonels were forced to battle back in an attempt to gain victory.

Rainey's strategy was fundamental: establish a tight 1-2-2 zone defense, utilize the entire squad, and RUN. The plan proved successful as the self-disciplined and conditioned Colonels knocked 12 opponents to the wayside.

Sophomore forward, Herb Kemp was the team statistical leader in most departments but a superb team effort was responsible for most of the victories. Kemp enjoyed a banner season as the 6'3" native of Glenside, Pennsylvania was afforded the following honors: named to a first team forward position on the seasonal Eastern Collegiate Athletic Conference All-East squad; given an honorable mention in All-MAC balloting; ranked among the top ten rebounders in the nation with an 18.8 average (college division); and also ranked first in the MAC in rebounds with a 19.2 average. Bob Ockenfuss, showing vast improvement from his freshman season, finished second in both the scoring and rebounding derbies with marks of 335 and 251 respectively. Guards Bo Ryan and Bill Grick were the only other Colonels to tally more than 200 points. Grick teamed up with Jay Reimel (former high school teammates at Montrose) to lead the Colonels floor game by piling up a combined total of 306 assists. The "dynamic duo" was devastating on defense and forced countless opponent turnovers that resulted in easy Colonel baskets. Captain Jim Smith suffered an ankle injury early in the season and was used sparingly. Rich Davis, 6'6" center, and Wally Umbach, 5'11" guard, proved invaluable as reserves in their freshman seasons.

The Elizabethtown Blue Jays, with two men towering over the 6'10" mark, offered the Colonels stiff competition in the season's lid-lifter. The mighty Jays were humbled 82-75 as Kemp (23 pts.) and

Ryan (21 pts.) led the onslaught. The visitors from E-town could not adjust to the Colonels' "go-go" offense.

The Colonels had their "cloud nine" knocked right out from under them as they dropped their next four contests. Ithaca trounced the Wilkesmen 83-52 completely dominating both boards; Lycoming whipped the local cagers 86-77 as captain Jim Smith severely injured his ankle; Madison-FDU overwhelmed the Colonels 96-77; and Philadelphia Pharmacy surprised the squad in Philly, 70-63.

The December 14 clash with the University of Scranton proved to be the turning point of the entire season as the Colonels rallied their forces and conquered the mighty Royals in convincing style, 93-83. The host team outrebounded the taller visitors from up north 53-27. The offense began to jell as four men hit double figures in a well-rounded attack: Grick (29), Ryan (21), Ockenfuss (17), and Kemp (16). The upset provided the Colonels with their first victory over Scranton in eight years.

Drew University invaded Wilkes-Barre during the Christmas holidays and were handily defeated 110-61 in a Colonel romp. The fans noticed an air of confidence and a sense of pride as the Colonels displayed a sound defense and an electrifying offense.

During the Christmas vacation, the cagers journeyed to Wilmington, Delaware to participate in the first annual St. Edmond's Holiday Tournament. Other squads seeing action were: Kutztown State College, Pennsylvania Military College, and Drexel Tech. Drexel loomed as the tourney favorites as the Colonels were given no consideration at all.

In opening action, the Dragons defeated Kutztown in an overtime thriller, 64-62. The Colonels rallied from a four-point half time deficit to emerge triumphant over PMC 63-50. The championship stage was set — the undefeated Dragons of Drexel were pitted against an upstart midget crew from Northern Pennsylvania. Sam Cozen's crew had to exert all the energy possible as they won in an overtime squeaker, 69-68.

All was not lost, however, when Bill Grick was named the tourney's outstanding player. The 5'10" speed merchant scored a total of 16 points in the two day affair, but was instrumental in the Colonels pressing game, handing off for numerous assists. It was later announced that Grick, Ryan, and Ockenfuss were named to the all-tourney squad.

The Colonels opened their 1968 edition of the hoop sport with impressive MAC victories over Albright, 80-69, and Lebanon Valley, 71-70. The local squad received a shock at Harpur a few days later when they dropped an 82-78 decision to the up-state New York School.

The Delaware Valley Aggies were next on the Wilkesmen's agenda — a game

which involved the number one and number two teams in the MAC's Northern Division. The game proved to be a nip-an-tuck affair as the lead exchanged hands 17 times. When Herb Kemp sank a field goal with eleven seconds on the clock, the Colonels held an 80-79 edge and an apparent victory. Ken McEntee dribbled the ball to half court and let loose with a desperation heave as the buzzer sounded. At that same moment, official Phil Walsh noticed a Colonel infraction and assessed the home team with a technical foul. With no time showing on the clock, Aggie Tom Wetzel stepped to the charity stripe in an effort to knot the score. The Freshman's conversion attempt fell short and the Colonels were entrenched in first place with a 6-1 record.

The Wilkes winning streak was extended to three games with victories over arch-rival East Stroudsburg State, 96-90, and Rutgers of South Jersey, 88-76. The Colonels' victory express was derailed at Juniata where the upset-minded Indians knocked Rainey's crew into second place with a 74-72 win. Lycoming rang up win number two over the Colonels when they annihilated the cagers, 96-69 in Billport.

The Wilkesmen racked up win number seven and broke their two game losing streak, by conquering the Vikings of Upsala, 69-60. The high flying Seahawks of Wagner College invaded Wilkes-Barre two nights later and thumped the locals, 97-76. The Colonels next faced the Moravian Greyhounds in what amounted to a "must victory." However, the home court advantage and a hot scoring hand by senior Tom Bonstein propelled the Greyhounds to an 88-76 victory.

"Rainey's Raiders" took to the road again and surprised the Crusaders of Susquehanna University, 100-90. Arch-rival Scranton now posed the lone obstacle to a playoff bid, for Rainey's crew. Nat Volpe's squad, playing a slow down game, held the Colonels scoreless for seven minutes and 30 seconds and walked off with a 62-59 victory.

The gallant Colonels returned to their home grounds where they would ring down the curtain on a brilliant, but disappointing note by hosting the Red Devils from Dickinson College. Rainey gave his freshmen the opportunity to display their wares as Wally Umbach, Rich Davis, Billy Grick, and Jay Reimel joined Herb Kemp in the starting line-up. The ingenious move paid dividends as the hustling Colonels breezed to an easy 96-84 victory. The Dickinson conquest concluded a successful season — however, talk circulated the campus, the city, and the Northeastern Pennsylvania Area how the youngsters from Wilkes College finally matured.

Coach Rainey offered the following answers to his team's sudden-found success. "We played a solid defense and beat some good teams with our fast break, — but morale, and pride played the important roles in this year's squad. I'm very proud of all of them."

ALUMNI NEWS . . .

'38

CHARLES MILLARD is a partner in the firm of Whitman, Requardt and Associates. He serves as the head of the architectural-structural department, and is a professional engineer of design of buildings and other structures. Charles and his wife, Grace, live at 803 Shaw Court, Towson, Maryland. They have two children, Jane and Richard.

ROBERT GOSS was recently appointed as secretary of the State Sanitary Water Board. He and his family live at 1291 Lower Road, Camp Hill, Pennsylvania.

'39

SEMINAR REGISTRANTS — Mrs. James Bryson (Margaret Moore)

'40

JAMES B. ROSKI was recently appointed coordinator of telecommunications marketing overseas for ESB Incorporated of Philadelphia. He has been with the company since 1946 and has served as an engineer in the research department, as a chemist and process engineer in the Industrial Division plant, and as a sales-service engineer. He transferred to the International Group in 1960 as assistant technical director. James and his wife, Marian, and their four daughters live at 9735 Beacon Road, Philadelphia, Pennsylvania.

'41

SEMINAR REGISTRANTS — Benjamin Badman

'43

SEMINAR REGISTRANTS — Ruth L. Keats

'47

SEMINAR REGISTRANTS — Dr. Edward M. Dwyer

'48

SEMINAR REGISTRANTS — Joseph Savitz

'49

ANTHONY WIDEMAN, presently on leave of absence from Temple University, returned in March after an extended tour of Antarctica by way of South America. He was among the first of several hundred tourists who have ever visited Antarctica, and was among the first who have ever successfully crossed the Antarctic Circle.

SEMINAR REGISTRANTS — Donald L. Honeywell, Joseph H. Kanner, Dr. Albert J. Stratton.

'50

SEMINAR REGISTRANTS — Robert S. Capin

'51

DANIEL PHILLIPS has been appointed director of personnel in the claims department of the home office of the Liberty Mutual Insurance Company in Boston. Dan has been with Liberty Mutual since 1951.

KEN NORTHROP, Vice-President of Holt, Rinehart & Winston Publishers in New York City, participated in a panel discussion at the Center of Performing Arts at Wilkes College in February. The panel, under the auspices of the senior class, gave students an opportunity to learn what industry expects from college graduates. Other members of the panel were Clyde Barker, Price, Waterhouse and Company, Philadelphia; and Ray Crossier, personnel manager, Owens-Illinois, Inc., Pittston, Pennsylvania.

C. HAYES DREXINGER has been named director of data processing systems at the New York office of the Reuben H. Donnelley Corporation Marketing Division.

'52

EDWARD WHEATLEY was recently promoted to the position of assistant treasurer at the Bank of Delaware, where he was formerly assistant secretary in the commercial loan department. Edward resides at 2204 Brookline Road, Fairfax, Wilmington, Delaware.

ALEXANDER MOLOSH is president of the Pascack Insurance Agency, 252 Pascack Road, Westwood, New Jersey. He and his wife, Lillian, and their four children live at 364 Hickory Street, Westwood, New Jersey.

Marilyn Davis, the former **MARILYN SICKLER**, is an instructor of Home Economics at College of St. Elizabeth, Convent Town, New Jersey. Marilyn and her two sons live at Arlington and Windimere Avenues, Mt. Arlington, New Jersey.

SEMINAR REGISTRANTS — Mrs. Anita Janerich (Anita Piotrowska)

'53

DAVID B. WHITNEY has been awarded the Bagley Scholarship of Teachers College, Columbia University, and a National Defense Student Loan to pursue full time his doctoral study in early childhood education. David resides at 451 West 113 Street, New York City.

'54

Annette Gold, the former **ANNETTE SHALETTE**, is director of health occupations at the Keystone Job Corps Center, In Drums, Pennsylvania. Annette and her husband, Mervin, and their two children live at 122 North Dawes Avenue, Kingston, Pa.

DONALD MARSINKAVAGE is a scientific executive with EG&G, Inc., in Albuquerque, New Mexico. Don and his wife and their two children reside at 7628 Mountain Road, N.E., Albuquerque.

GERALD LEESON received his Ph.D. in Pharmacology in 1967 from the University of Manitoba in Canada. He is now section head with the William S. Merrell Company in Reading, Ohio. Gerald and his wife, Jean, and their four children live at 7495 Joan Drive, West Chester, Ohio.

JOHN WOJNAR was recently promoted to manager of sales administration for the Industrial Chemicals Division of Hooker Chemical Corporation, Niagara Falls, New York.

'55

ARTHUR BOOTE has accepted the position of controller with the Vail-Ballou Press in Binghamton, New York. Arthur and his wife, Marian, and their sons, Robert and Danny, live at 4608 Duke Drive, College Park, Binghamton.

SANDY FUREY recently completed his military service and has opened offices in the Medical Arts Building in Scranton, Pennsylvania, for the practice of internal medicine and cardiology.

JAMES DULL is news coordinator and commentator for WELI. He is also president of the Connecticut Radio-TV News Directors Association, a panelist on "The Fourth Estate" and moderator of "Connecticut Issues" on Connecticut Educational Television. James also teaches political science at Quinnipiac College.

SEMINAR REGISTRANTS — David L. Hoats, Richard P. Ridge.

'56

DONALD McFADDEN has been appointed to serve as counsel of the Wilkes-Barre Redevelopment Authority. He is also a member in the law firm of Flanagan, Doran, Biscontini and Shaffer. The office is located in the IBE Building, 67-69 Public Square in Wilkes-Barre. Don and his family reside at 197 Academy Street, Wilkes-Barre.

JOHN KUSHNERICK is publisher and editor of *Motor /Age* in Philadelphia. John and his wife, Letty, and their two children live at 23 War Trophy Lane, Media, Pennsylvania.

JAMES FERRIS is assistant principal at Wyoming Valley West High School in Kingston, Pennsylvania. James and his wife, Mary Ellen, and their three children live at 117 West Vaughn Street, Kingston.

RONALD BOROFSKI is an electrical engineer in the Rural Electrification Administration of the U.S. Department of Agriculture in Washington, D.C. Ronald and his wife, the former **JOYCE GLANVILLE '62**, and their daughter, Brenda, reside at 5430 Taney Avenue, Alexandria, Virginia.

RALPH WHITMER is an assistant professor at Mansfield State College. He is teaching in the Library Education Department. Ralph and his wife, Eva, and their four children live at 13 King Street, Wellsboro, Pennsylvania.

SEMINAR REGISTRANTS — Thomas R. Price

'57

SHIRLEY RAY is a comptroller with the Commission of Economic Opportunity of Luzerne County. The Commission is located in Wilkes-Barre. Shirley lives at 552 North Vine Street, Hazleton, Pennsylvania.

JOHN COATES has been appointed treasurer of General Felt Industries, Inc., a subsidiary of The Okonite Company. He has been with Okonite since 1957. John and his wife and their two children reside at 152 Whitney Avenue, Pompton Lakes, New Jersey.

JAMES MARK, Ph.D., has been appointed Associate Professor of Chemistry at the University of Michigan, Ann Arbor, Michigan.

JOHN H. DORAN is a member in the law firm of Flanagan, Doran, Biscontini and Shaffer. The office is located in the IBE Building, 67-69 Public Square, Wilkes-Barre. John lives at 95 West St. Mary's Road, Hanover Township, Wilkes-Barre.

ROLAND LEONARD has been named manager of major accounts for the Joy Manufacturing Company's Claremont Division, Claremont, New Hampshire.

DONALD JAIKES was ordained to the Sacred Order of Priests on May 18, at St. Paul's Episcopal Church in Malden, Massachusetts.

SEMINAR REGISTRANTS — Charles R. Abate, Larry Cohen, John Doran, Willard Hughes, William H. Tremayne.

'58

KEITH WILLIAMS is teaching in the Pennsbury School District in Fairless Hills, Pennsylvania. Keith and his wife, Florence, and their two children reside at 48 Cinnamon Road, Levittown, Pennsylvania.

EDMUND KOTULA is secretary and business administrator at Northern Highlands Regional High School in Allendale, New Jersey. He has received his M.E. degree from Montclair State College. Edmund and his wife, Margaret, live at 29 Main Avenue, Wallington, New Jersey.

HILLARD HOFFMAN is Supervisor of Higher Education Statistics with the Pennsylvania Department of Public Instruction in Harrisburg. He and his wife, Ruth, and their three children live at 1169 Pleasant Road, Harrisburg.

ROYAL HAYWARD is Project Programmer with IBM in Raleigh, North Carolina. He and his wife, Adris, and their three children live at 2610 Wells Avenue, Raleigh.

JOHN CARLING has been appointed deputy executive director by the Wilkes-Barre City Redevelopment Authority. John was formerly with the Scranton City Redevelopment Authority.

HARRY MOYLE has been appointed an assistant vice-president of the Northeastern Pennsylvania National Bank & Trust Company. He lives at 99 Main Street, Mountaintop, Pennsylvania.

SEMINAR REGISTRANTS — Mrs. John King (Miriam Thomson)

'59

GERALD GUTTERMAN, D.D.S., is completing two years post graduate residency in endodontics at the University of Pennsylvania Graduate School of Medicine. He also has a part-time practice in Ardmore, Pennsylvania.

ERNEST ASHBRIDGE has been appointed assistant vice-president of the Hanover National Bank in Wilkes-Barre. Ernest is a graduate of the University of Wisconsin Graduate School of Banking. He lives as 90 West Mount Airy Road, Shavertown, Pennsylvania.

CHARLES MUEHLBAUER is a CPA and assistant controller with the Cudahy Company in Phoenix, Arizona. Charles and his wife, the former **JOAN YONAKIS '51**, and their three children reside at 7509 North 12th Avenue, Phoenix, Arizona.

CHARLES BUTLER is a buyer at General Electric in King of Prussia, Pennsylvania. Charles and his wife, Mildred, live at 411 Trimble Boulevard, Brookhaven, with their four children.

ALFRED D'ANCA received his M.D. degree from the University of Amsterdam School of Medicine. In January 1968 he began a four-year residency in Orthopedic Surgery at Geisinger Hospital in Danville, Pennsylvania. Alfred and his wife, Tuula, live at 105 Huntington Avenue, Danville.

ALLAN BALCOMB is teaching history in the South Brunswick High School in New Jersey. He has also been varsity basketball coach there for the past five years. Allan resides at 17 Brainerd Drive, Cranbury, New Jersey.

MARIANNE VAN BLARCOM is teaching art in Fair Lawn Senior High School. She is a candidate for a master's degree in fine arts and fine arts education at Montclair State College.

FREDERICK J. ROBERTS is to be an assistant professor of political science at Illinois State University starting in September.

SEMINAR REGISTRANTS — Mrs. Margaret Morris, Dr. Robert B. Morris.

'60

Carolyn Andron, the former **CAROLYN HOWELLS**, is the librarian at Dundalk Senior High School in Baltimore, Maryland. Carolyn and her husband live at 2905 Dunmore Road, Baltimore, Maryland.

RONALD SIMMS is sales manager and member of the Board of Directors for the Petroleum Service Company in Wilkes-Barre. He is also president and a member of the Board of Directors for the Abernathy Corporation in Kingston, Pennsylvania. Ronald was recently named commanding officer of Battery B, 1st Battalion, 109th Artillery, located at Nanticoke, Pennsylvania. Ron and his wife, Rhea, and their four children live at 116 Butler Street, Kingston, Pennsylvania.

JAMES WALLACE has been elected assistant cashier of the Northeastern National Bank and Trust Company in Wilkes-Barre. James and his wife, Louise, and their four children live at 304 Scott Street in Wilkes-Barre.

WILLIAM PETERS has been appointed minister of music at Latrobe Presbyterian Church in Latrobe, Pennsylvania.

R. DALE WAGNER has been promoted to Division Operations Manager-North Area of the Commonwealth Telephone Company. He will be responsible for commercial traffic and plant operations in the company's Montrose, Towanda, and Wellsboro areas. Dale and his wife, Verna Lee, and their two children will be making their home in Towanda, Pennsylvania.

Dr. **MARTIN F. TANSY** is Associate Professor and Chairman of the Department of Physiology at Temple University Schools of Dentistry, Dental Hygiene, and Pharmacy. He was recently awarded a \$37,206 research grant from the National Advisory Arthritis and Metabolic Diseases Council of the National Institutes of Health for a two-year study.

SEMINAR REGISTRANTS — Mrs. David Skibbs (Patricia Fushek)

'61

CHARLES HUGHES has been appointed director of pharmaceutical product management at Ross Laboratories, a division of Abbot Laboratories, in Columbus, Ohio.

JAMES SKESAVAGE is controller for the Airway Manufacturing Corporation in South Hackensack, New Jersey. Jim and his wife, Mary Lou, and their three children reside at 87 Cleveland Avenue, Hasbrouck Heights, New Jersey.

JOSEPH DROZDOWSKI is an assistant analyst at the Langley Research Center in Hampton, Virginia. Joe and his wife, Kathryn, live at 28 Twin Lakes Circle, Hampton, Virginia.

JACOB ZOOK is retail manager and wholesale representative for Zook's Craft Shops in Paradise, Pennsylvania. Jacob and his wife, Gail, and their son, Charles, reside at 1526 Lincoln Highway East, Lancaster, Pennsylvania.

RAYMOND PIRINO has opened his office for the practice of general dentistry at 3300 South Conway Road in Orlando, Florida.

SEMINAR REGISTRANTS — Mrs. John Chwalek (Ottie Hill), Christopher Loesch, Sally Ann Williams.

'62

KENNETH KRUPINSKI is an associate research chemist with the U.S. Steel Research Center in Monroeville, Pennsylvania. Ken and his wife, Margaret, and their daughter live at 117 Paree Drive, Pittsburgh, Pennsylvania.

JOHN BECK is assistant production coordinator for Johnson & Johnson Baby Products in New Brunswick, New Jersey. John and his wife, Barbara, and their two daughters live at 249 South 8th Avenue, Highland Park, New Jersey.

DAVID EDWARDS is an engineer with the Bethlehem Steel Corporation. Dave and his wife, Esther, and their two children live at 1812 Cloverdale Road, Bethlehem, Pennsylvania.

LEONARD REESE has been promoted to manager of the internal audit department of the Crouse-Hinds Company of Syracuse, New York. Formerly, Leonard was a senior auditor with Peat, Marwick, Mitchell and Company, public accountants. He and his wife, Betty Lou, and their two daughters live at 108 Eloise Terrace, Syracuse.

BENJAMIN WEAVER is assistant vice-president and controller with Liberty Life Insurance Company, King of Prussia, Pennsylvania. Ben and his wife and their three children reside at 342 Cricket Avenue, North Hills, Pennsylvania.

MURRAY DAVIS has been assigned flight surgeon duties at the U.S. Naval Air Station in Pensacola, Florida.

PAUL AQUILINO, lieutenant in the U.S. Navy, is a weapons officer on a destroyer homeported in Mayport, Florida. He lives at 173-35 Rosa Lee Way, North Redington Beach, Florida.

RALPH PINSKEY was conferred the degree of Juris Doctor by the University of Tulsa College of Law. He resides at 4929 South Boston, Tulsa, Oklahoma, with his wife, Mary Ann, and his two sons, David and Stephen.

STEPHEN SCHWARTZ has been promoted to assistant professor of English at Marietta College. He and his wife, the former **BEVERLY MAJOR '62**, reside at 109 Sunnyhill, Marietta, Ohio.

GERALD BURKHARDT has been appointed registrar at Millersville State College.

SEMINAR REGISTRANTS — Mark Adelson, W. Peter Greenberg, Howard Hall, Joseph C. Shambe.

'63

THOMAS COWELL is assistant operating manager with Allstate Insurance in Roanoke, Virginia. Tom and his wife, Kay, and their daughter, Anne, live at 2139 Catlett Drive, Salem, Roanoke, Virginia.

Myra Marsh, the former **MYRA SCHWARTZ**, is teaching at the Children's Center, Los Angeles City School District. Myra and her husband, Harry, reside at 6702 Hillpark Drive, Hollywood, California.

ROBERT AINSWORTH is export and government sales manager (USA) for Uni Royal International, New York City. Bob and his wife, Brenda, and their two children live at 155 Berkeley Avenue, Bloomfield, New Jersey.

PAUL BATTISTI has joined the Commonwealth Telephone Company of Pennsylvania as a commercial representative. He received his Master's degree in Business Administration in the spring of 1967. Paul and his wife, Patricia, and their son live at 191 Church Street, Dallas, Pennsylvania.

DANIEL ZEROKA is assistant professor of chemistry at Lehigh University. He has his Ph.D. in chemistry from the University of Pennsylvania. Dan and his wife, Alexandra, reside at 1952-C Valley Park East, Bethlehem, Pennsylvania.

Anne Rupe, the former **ANNE LIGETI**, is teaching at the Fullerton Elementary School, Fullerton, California. Anne and her husband, William, live at 154 South Yale, Fullerton.

WILLIAM MENELEY, Navy lieutenant, is commander of an attack helicopter squadron in Vietnam. He has been awarded 17 Air Medals, Vietnamese Service Medal and Vietnamese Campaign Medal for meritorious achievement in aerial flight against the Viet Cong.

STEVEN L. PANKEN has been promoted to captain in the U.S. Air Force. Steve is a communications officer at Blytheville AFB, Arkansas, and is a member of the Air Force Communications Service.

SEMINAR REGISTRANTS — Mrs. Douglas Bennington (Sandra Egen), Robert P. Bomboy, Mrs. Hilton Button (Eleanor Phillips), Alex Pawlenok.

'64

MIMI WILSON has been appointed Director of Public Relations at Wyoming Seminary in Kingston, Pennsylvania. Mimi lives at 72 Franklin Street, Dallas, Pennsylvania.

DOUGLAS BENNINGTON is teacher and department chairman of the Social Studies Department at Bergenfield High School. Doug and his wife, the former **SANDRA EGGEN**, live at 294 South Washington Avenue, Bergenfield, New Jersey.

RICHARD BURNS graduated from Brooklyn Law School in June 1967. He passed the New York State Bar Examination and was admitted to practice law in New York in December 1967. Richard is associated with the law firm of Clue and O'Brien, Esqs., in Mineola, New York. He and his wife, Lynda, live at 110 Brooklyn, Freeport, New York.

RONALD BALDWIN is studying for his master's degree at the Yale University School of Music. He gave a degree recital on May 10, at Sprague Memorial Hall.

NICHOLAS STCHUR has been promoted to the rank of first lieutenant at McChord Air Force Base, Tacoma, Washington. Nicholas and his wife, Salley, reside at Rt. 2, Box 2742-B, Spanway, Washington.

DAVID THOMAS is area sales manager for Lever Brothers Company in Cleveland. David and his wife, Marilyn, and their two sons live at 4742 Fleharty Road, North Olmsted, Ohio.

Patricia Geyer, the former **PATRICIA WOLFE**, is Bacteriology Department head at St. Agnes Hospital in White Plains, New York. Pat and her husband, Barry, live at 125 North Washington Avenue, Hartsdale, New York.

VINCENT McHALE, a doctoral candidate in political science at Pennsylvania State University, has been awarded a Woodrow Wilson Dissertation Fellowship. He is the first Penn State graduate student to receive this award. The fellowship will assist him in conducting field research in France. Vincent and his wife, the former **ANN COTNER**, '61' and their son, Patrick James, reside at Apt. 9-E, Graduate Circle, University Park, Pennsylvania.

HARRY VOGT has been named head wrestling coach at Meyers High School in Wilkes-Barre. He is also a teacher in the city school system.

Rachel Dziak, the former **RACHEL PHILLIPS**, is teaching at the Jefferson Elementary School in Binghamton, New York. Rachel and her husband, Michael, live at Building 1-A, Apt. 6, 200 Rano Boulevard, Vestal, New York.

MALCOLM PEARLMAN is Credit Department analyst with the Standard Equity Corporation in Wilkes-Barre. He lives at 71 West River Street, in Wilkes-Barre.

RAYMOND NUTAITIS is instructor of music at the University of Illinois. Ray and his wife, Rosalie, live at 404 East Green, Apt. 203, Urbana, Illinois.

JEFFRY GALLET was graduated from Brooklyn Law School in June 1967, and was admitted to the New York Bar in December. He is now associated with the law firm of Gallet, Hecht & Fingerit, 211 East 43rd Street, New York, New York.

LLOYD WRUBLE received his Doctor of Dental Surgery degree from the University of Tennessee Medical Units in December 1967. He plans to specialize in the field of oral surgery and has accepted an internship at the Jackson Memorial Hospital in Miami, Florida.

HARRIS TOBIAS has been appointed publicity assistant for Mutual of New York. Prior to joining MONY Harris was a public relations writer for the R. L. Bern Company and house organ editor for the Ford Instrument Company. He has also served with the Peace Corps in Guatemala.

NELSON SNYDER II recently passed the CPA examination. He is associated with the firm of Laventhol, Krekstein, Horwath & Horwath. Nelson and his wife, Dolores, reside at 125 Carey Avenue in Wilkes-Barre.

NEIL DOUGHERTY is a captain in the Third Air Force Headquarters in London. He is in the Munitions Evaluation Division. Neil lives at 95 Marsh Lane, London, N.W. 7, England.

MICHAEL LANDESMAN is a second lieutenant in the U. S. Army in Vietnam.

'64 (Continued)

BROOKE YEAGER is teaching general science in a junior high school in Valley Stream, New York. He is now completing work on his masters degree at Columbia University. Brooke lives at 125 East Dover Street, Valley Stream, New York.

SEMINAR REGISTRANTS — Mrs. Marvin Adler (Sylvia Schrader), Douglas Bennington, Franklin T. Smith, William B. Yeager III.

'65

EDWARD REESE is a counselor for the state of New York Narcotic Rehabilitation Center in Buffalo. Edward and his wife, the former **ARLENE SIANO '65**, reside at 421 East Oak Orchard Street, Medina, New York.

JOSEPH CZARNECKI is teaching at Wyoming Valley West School District in Plymouth, Pennsylvania. Joe resides at 143 Cemetery Street, Ashley, Pennsylvania.

JOHN DUCCESCHI is an assistant engineer at the Bendix Corporation in South Montrose, Pennsylvania. John and his wife, Joan, live at 69 State Street, Nicholson, Pennsylvania.

DIANE SMITH has received her M.A. degree from Pennsylvania State University.

Carolyn Carozzoni, the former **CAROLYN WUJCIK**, is a business teacher at Wyoming Valley West School District in Plymouth, Pennsylvania. Carolyn and her husband, Anthony, live at 839 West Main Street, Plymouth.

JACK BARNES has been promoted to account manager with Campbell Sales Company. Jack and his wife, the former **ANDREA CIEBIEN '65**, live at 4417-A Rosemont Avenue, Drexel Hill, Pennsylvania.

DALE EDWARDS has been appointed head football coach at Catasauqua High School where he also teaches social studies. He and his wife, Shirley, and their daughter live at 1042 Seventh Street, Catasauqua, Pennsylvania.

JOHN NORK has been named a methods analyst in the systems and methods department at The Travelers, Hartford, Connecticut. John and his wife live at 435 Newfield Street, Middletown, Connecticut.

ROBERT VINCENTI, JR., received his master's degree from Fordham University in 1967. He is a case worker with the Wyoming Valley Family Service Association. Vincent and his wife, Ann, live at 163 Courtright Street, Plainsville, Pennsylvania.

SEMINAR REGISTRANTS — John B. Hall, Craig M. Houliston.

'66

DONALD DAVIS was recently promoted to the rank of first lieutenant while serving with the U.S. Army in Vietnam. He is a supply officer at Vung Tau, Vietnam.

ROBERT GREENE is CPA and senior accountant with Stephan Zneimer & Company in Wilkes-Barre. Bob and his wife, Mary Ann, live at 39 North Franklin Street, Wilkes-Barre.

EVAN EVANS has accepted a position as a programmer in the Computer Department of the General Electric Company at Phoenix, Arizona. Prior to this he was with the U.S. Government as a programmer in Fairborn, Ohio.

JAY REICH is a sales representative with Hunt-Wesson Food in Middletown, Connecticut. Jay and his wife, Arlene, and their two children reside at 182 Rose Circle, Middletown.

ROBERT ROEBUCK received his M.A. degree from Western Michigan University in December 1967. He is associated with Pennhurst State School and Mental Hospital in Spring City, Pennsylvania. He lives at Erdenheim Farm, Chestnut Hill, Pennsylvania.

WALTER LINE, III, has been promoted to Army first lieutenant while serving with the 2nd Armored Division at Ft. Hood, Texas. He is an adjutant with Headquarters Company, 2nd Battalion of the division's 67th Armor.

ERNEST KRUTE is an accountant with the firm of Peat, Marwick, Mitchell and Company in Pittsburgh, Pennsylvania. Ernest and his wife, Vallie, live at 818 Broadway, East McKeesport, Pennsylvania.

F. CHARLES PETRILLO has attained one of the highest honors at the Dickinson School of Law by being named editor-in-chief of the Dickinson Law Review. He also serves as a field representative for the Community Legal Services of Dauphin County.

'67

FRANK SZUMILO is a member of a team of researchers in the Business Economics Center at Lehigh University. After receiving his master's degree at Lehigh, he will enter the Ph.D. program. He is presently a teaching assistant at the university. Frank and his wife, Angela, and their two sons live at 1139-D Garfield Street, Bethlehem,

NORMAN KRESGE is studying for his master's degree at the State University of New York at Binghamton.

KENNETH MALONEY is doing graduate work at Penn State University. He lives at 327 Atherton Hall, University Park, Pennsylvania.

MARGUERITE YEVITZ is a doctoral candidate in chemistry at Pennsylvania State University. She is the recipient of a fellowship and is doing research in inorganic chemistry. Marguerite is living at Holiday Towers, State College, Pennsylvania.

ALLAN SAIDMAN was graduated recently from a VISTA training program in El Paso, Texas. Al will spend one year working in El Paso with Project Bravo.

ROBERT ARMBRUSTER is a graduate student at Rensselaer Polytechnic Institute. Bob and his wife, Claire, reside at Bryckwyck Sunset Terrace, Apt. E-21, Rensselaer Polytechnic Institute, Troy, New York.

HERMAN GEORGE, JR., is presently studying for his M.A. degree at Middlebury Spanish School in Madrid, Spain.

STERLING BONAWITS, Navy lieutenant, has been assigned to the Guam Naval Hospital in the Marianas Islands.

JAMES MASON is teaching mathematics at Deposit Central School in Deposit, New York.

ALAN CARNEY is a junior programmer with IBM in Kingston, New York. He and his wife, Linda, and their son, Lee Alan, live at Sunset Garden Apartments, Kingston, New York.

BARRY MILLER was an honor graduate of the U.S. Army Finance School, Ft. Benjamin Harrison, Indiana. Presently he is stationed at Ft. Meade, Maryland.

NELSON SEAGREN has been commissioned a second lieutenant in the Air Force upon graduation from OTS at Lackland AFB, Texas.

STEWART SWETT is a statistician with the Keystone Insurance Company in Philadelphia. He and his wife, Margaret, and their son reside at 3041 West Chester Pike, Broomall, Pennsylvania.

Darlene Van Meter, the former **DARLENE BORDA**, is teaching speech and English at Fairmont Senior High School. Darlene and her husband, William, who is a graduate of Asbury College, reside at 713 Gaston Avenue, Fairmont, West Virginia.

Darlene Roth, the former **DARLENE MOLL**, is teaching English at Marist Prep School in Massachusetts. Darlene and her husband, Robin, live at Riveridge Road, R. F. D. #1, North Billerica, Massachusetts.

ANTIONETTE SUPCHAK is teaching at Casey Park School, Auburn, New York. She lives at 7 South Street in Auburn.

SHARYN YANOSHAK is a junior programmer in the programming in time sharing systems division of IBM in Kingston, New York. Sharyn resides at 1 Calamar Lane, Woodstock, New York.

RENALD DAVENPORT of Daytona Beach, Florida, received his Commercial Pilot Certificate on April 7, 1968, from the Embry Riddle Aeronautical Institute in Daytona Beach.

SEMINAR REGISTRANTS — Marvin Adler. Mrs. Madeline R. Finneran, Andrea Gallet.

'68

SEMINAR REGISTRANTS — Ralph Murdock, Michael Worth, Mrs. Michael Worth (Helen Dugan).



Down The Aisle

'60

VIRGINIA LYONS became the bride of Nicholas Hoesl last November. Virginia is an engineering associate with the American Telephone and Telegraph Company in Cincinnati. Her husband is a graduate of the University of Cincinnati College of Pharmacy.

THOMAS HURLEY, JR., was married to Betty Armstrong in December 1967. Tom is a guidance counselor at Neptune Junior High School in New Jersey. They live at 301 Sunset Avenue, Asbury Park, New Jersey.

'62

MURRAY DAVIS, III, was married to Mary Elizabeth McGovern in March.

'63

MICHAEL SCHWEFEL was married to Toby Felder in December. Michael has received degrees from Brooklyn Law School and the New York University Graduate School of Law. Michael and Toby are living in Manhattan.

KENNETH G. FRANTZ was married to Alberta Havas. Ken is an art director at Suburban Publishers, Inc. in West Pittston, Pennsylvania. They are living at 218 Franklin Street, West Pittston.

'64

JEFFRY GALLEY was married to Jill Marks in March. They are living at 40-26 215 Street, Bayside, New York.

MICHAEL MUCCINO was married to Phyllis Ann Noto. Michael is teaching mathematics in Englewood Cliffs, New Jersey, and is studying for his master's degree at Seton Hall University. Phyllis is a graduate of Fairleigh Dickinson University and teaches in Fort Lee, New Jersey. They are residing in Fairview, New Jersey.

RICHARD BURNS was married to Lynda Birnbaum, a graduate of Boston University. They are residing at 110 Brooklyn Avenue, Freeport, New York.

'65

RUTH ANN ARLASKAS became the bride of Kenneth Roinos. Ruth is an instructor of nursing at Mountainside Hospital, Montclair, New Jersey. Kenneth is a graduate of Delaware Valley College.

'66

MARTIN YENCHA and **MARY KALAFUT** were married in May. Mary is a supervisor in the unemployment office of New Jersey in Plainfield. Martin is associated with the Lockheed Corporation in Plainfield.

IRENE SCHEIHING became the bride of John Hinrichsen in December 1966. Irene is a registered medical technologist at the Haverford General Hospital, Havertown, Pennsylvania. Irene and her husband will reside at 31-4 Revere Road, Drexel Hill, Pennsylvania.

'67

WALTER NARCUM and **RUTH PARTILLA '66** were married recently. They are residing at 408 Waverly Avenue, Clarks Summit, Pennsylvania.

JOSEPH SETTINERI was married to Marilyn Karp last December. Marilyn is a graduate of Adelphi University. They are both teaching in the South Huntington school system, New York. They are living in Kings Point, New York.

MARY WISCHAK became the bride of Gary Woods. Mary is teaching English at the Wyoming Area Senior High School, Wyoming, Pennsylvania.

MARGERLY WHOLAN became the bride of Edgar Berube in September 1967. Edgar is a graduate of Bradford Durfee Institute of Technology and the University of Connecticut. Margery and her husband, who is with the Army, are now living in Panama City, Panama.



This Bright New World

'56

a son, Jimmy, to Mr. and Mrs. James Ferris on July 23, 1967. They live at 117 West Vaughn Street, Kingston, Pennsylvania.

'58

a son, James, on August 16, 1967, to Mr. and Mrs. James C. Smith. Mrs. Smith is the former **HARRIETTE DAVIS**. They reside at 463 St. John's Circle, Phoenixville, Pennsylvania.

a son, Eric Bruce, to Mr. and Mrs. Bruce Borgersen on March 23, 1968. Mrs. Borgersen is the former **MARY MATTEY**. They reside at 19 Decker Drive, Chapel Hill, Newark, Delaware.

'60

a daughter, Bonnie Jane, on February 14, 1967, to Mr. and Mrs. Basil Smith. They live at 1009 Arnold Avenue, Raritan, New Jersey.

a daughter, Jacqueline, to Mr. and Mrs. Carl Havira on January 10, 1968. They live at 224 New Mallory Place in Wilkes-Barre.

a daughter, Emma Lynn, to Mr. and Mrs. Ronald Simms on October 12, 1967. They live at 116 Butler Street, Kingston, Pennsylvania.

'61

a son, Douglas, on March 24, 1968, to Mr. and Mrs. John Turner. They live at 25 Wallingford Avenue, Wallingford, Pennsylvania.

'62

a son, Leonard Joseph, to Mr. and Mrs. Leonard Snyder on July 30, 1967. Mrs. Snyder is the former **MARILYN KRACKENFELS**. They reside at 216 South Franklin Street, Wilkes-Barre.

'63

a daughter, Carol Ann, to Mr. and Mrs. William Space on January 30, 1968. They live at 335 Ash Street, Laurel Bay, South Carolina.

'64

a daughter, Dawn Ann, on September 25, 1967, to Mr. and Mrs. Donald Fine. They reside at 127 East Hamilton Avenue, State College, Pennsylvania.

'65

a son, Jackie, to Mr. and Mrs. Jack Barnes, Jr., on May 14, 1967. Mrs. Barnes is the former **ANDREA CIEBIEN**. They live at 4417-A Rosemont Avenue, Drexel Hill, Pennsylvania.

a daughter, Dina Joell, on October 13, 1967, to Mr. and Mrs. James H. Goodwin. Mrs. Goodwin is the former **L. KAY McNALLY**. They live at 188 Kay Street, Newport, Rhode Island.

a daughter, Suzanne, on September 26, 1967, to Mr. and Mrs. Robert Pritchard. Robert is a lieutenant (j.g.) in the U.S. Coast Guard. Their permanent mailing address is 11 Harris Hill Road, Trucksville, Pennsylvania.

a daughter, Carolyn Leslie, on August 29, 1967, to Mr. and Mrs. Leonard Koerner. Mrs. Koerner is the former **SUZANNE STICA**. They live at 107-10 Shore Front Parkway, Rockaway Park, New York.

'66

a son, Thomas Wesley, to Mr. and Mrs. Thomas Creedon on May 10, 1967. Mrs. Creedon is the former **SUSAN MAURY**. They live at 913 Prescott Avenue, Scranton, Pennsylvania.

a son, Richard Lewis, on March 21, 1968, to Mr. and Mrs. Stewart Swett. They live at 3041 West Chester Pike, Broomall, Pennsylvania.

'67

a son, Lee Alan, on February 12, 1968, to Mr. and Mrs. Alan Carney. They reside at Apt. 2-B, Sunset Garden Apts., Kingston, New York.

In Memoriam

JACK (Karnofsky) KARN, '39

Jack (Karnofsky) Karn '39, died in October 1967 after an illness of several months at the age of 51. He was an active worker in the community despite his affliction with Cerebral Palsy.

Jack received his education through high school from private tutors and received his high school diploma through an examination at Wilkes College. He was a graduate of Wilkes-Barre Business College and later attended Wilkes College where he took part in its Drama Club. He was also a feature columnist for the "Beacon" while a student and contributed many articles afterwards. In 1948 he became Wilkes-Barre's first foreign film exhibitor and became a State licensed theatrical agent.

Jack later founded the Cerebral Palsy Group in Wilkes-Barre, becoming its first president. The Group was affiliated with the United Cerebral Palsy national organization. He was a member of the Group's Board of Directors at his death. He wrote for the Cerebral Palsy national magazine, "The Cerebral Palsy Review," and the "Cerebral Palsy Crusader."

Jack was an active member of the Drama Guild of the Jewish Community Center and the Little Theatre of Wilkes-Barre. He was a Democratic committeeman and was an active member of the Wilkes-Barre City Democratic Club. He was also a member of the Wilkes-Barre Elks Lodge, Temple Israel, and other Hebrew organizations.

Jack is survived by his mother, Mrs. Max Karnofsky.

JAMES R. STOCKER, '57

James R. Stocker died at the United States Health Service Hospital, Baltimore, Maryland, where he had been a patient.

Jim graduated from West Pittston High School in 1948 and from Wilkes College in 1957 with a B.S. degree. He was a veteran of the Korean War and served as a corporal with the Army. He had been employed by the Aetna Insurance Company in Newark, New Jersey.

In addition to his mother, Mrs. Mildred Taft Stocker of West Pittston, he is survived by a brother, Charles, of Swartwood, New Jersey, and a sister, Alberta, of Elizabeth, New Jersey.

DONALD J. SNYDER, '49

Donald J. Snyder of Pleasantville, New Jersey, died in Shore Memorial Hospital at Somers Point after a long illness.

Donald graduated from Jermyn High School. He resided in Forty Fort for a number of years and graduated from Wilkes College in 1949 with a B.S. degree. He was a veteran of World War II and was employed by the Atlantic City Light Company in the accounting department.

He is survived by his wife, the former Peggy Weir of Forty Fort, a son, James, and his father, Milton Snyder.

WHAT'S YOUR LINE?

THE CLASS NEWS that you have been reading has come from this questionnaire. There will continue to be class notes as long as you continue to send this back to us with information concerning you and your eventful lives.

1. NAME (LAST) (FIRST) (MIDDLE)
 MAIDEN NAME
 Street
 City State Zip Code
 Telephones: Home Business
 2. WILKES DEGREE Curriculum Year Graduated
 Withdrew Transferred to
 Degree Date
 3. ADVANCED DEGREES Source Date

 4. PLACE OF EMPLOYMENT Title
 Business Address
 Duties

 5. MARRIED ☐ SINGLE ☐
 Spouse (Name) Wilkes Graduate?
 Children: Name Date of Birth

 6. LAST POSITION HELD: Title Employer
 7. PERMANENT REFERENCE ADDRESS (NAME) (PHONE)
 (STREET) (CITY) (STATE) (ZIP CODE)

WILKES COLLEGE
ALUMNUS

Volume 24, No. 1

August, 1970

NEW
PRESIDENT
OF
WILKES COLLEGE
ASSUMES OFFICE

WILKES COLLEGE ALUMNUS

PRESIDENT TALKS TO NEWS MEDIA

(Initial statement by Dr. Francis J. Michelini, former Dean of Academic Affairs, upon assuming his newly-elected office as President of Wilkes College on Wednesday, July 1, 1970.)

I would like to thank all of you for participating in this, my first press conference as President of Wilkes College. Education is of great interest and concern to all Americans and I hope to be available to you on future occasions to discuss matters of importance to higher education and our community in the years ahead.

Since April 17, when my appointment as the second President of Wilkes College was first announced, the response and congratulations of friends, faculty, and students have been most kind. I will make every effort to justify their confidence in me.

As I indicated on April 17, I am indeed fortunate in assuming the presidential responsibilities following a man like Dr. Farley. His outstanding leadership and sound administration have built a strong, well-balanced institution. I have much to work with, and in trying to continue this progress, much to work for. His continued efforts on behalf of Wilkes as Chancellor, will be very important to me in my efforts as President.

It is natural to look forward to continued growth and change within the College. Today we hear much in the press about dialogue with students, faculty, and community. It has been a tradition that such dialogue has always been part of the operations of Wilkes College, and I intend to increase the input of information and ideas from student, faculty and community sources as well as expand such input from another important resource, our Alumni. Ideas and opinions will be incorporated directly into our administrative operations.

I plan to implement two new divisions in the college structure: a Division of Humanities and a Division of the Social Sciences. These will complete the divisional organization begun in recent years when the Division of Natural Sciences and Mathematics was created. New responsibilities have been defined for these organizational units and these will be reviewed with the department heads and the faculty in the Fall. A number of such administrative modifications are inevitable as Wilkes grows.

My primary concern as President will be the continued pursuit of quality by both faculty and students. This has been the strength of Wilkes in the past, and it must continue to be in the future. Our private colleges must be strong in our society as constant challenges to our public institutions. This is the strength of our pluralistic American society in which public and private resources combine to better serve our people. This system is envied throughout the world, and we must keep it healthy. One of our many challenges during this exciting period in education is to make our public understand the values of freedom necessary in institutions of higher education if this nation is to continue its great history of commitment to education as one of its guarantees of opportunity for all.

Wilkes College and Dr. Farley have been major instruments of change in this community for the past thirty-four years. I intend to devote my efforts to maintaining this role for the college as a significant and constructive instrument for social and economic change in our community.

BOARD OF TRUSTEES

Admiral Harold R. Stark
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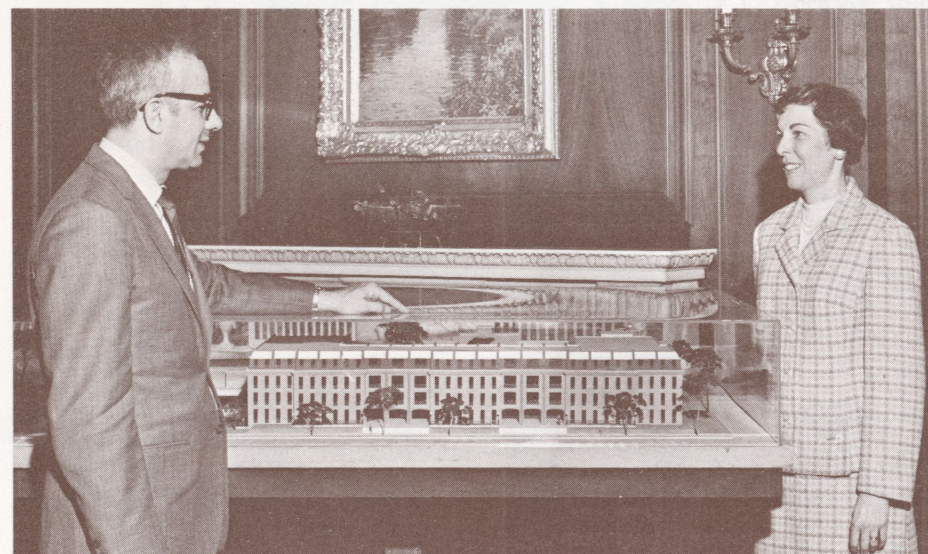
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Dr. Michelini New President of Wilkes College



Dr. Francis J. Michelini, new president of Wilkes College, and his wife, Anne Marie, look ahead as they inspect the model of the proposed \$4-million addition to Stark Hall, which is on display at Weckesser Hall.

Twenty-three years after receiving its charter as an independent institution, Wilkes College welcomed its second president on July 1 when Dr. Francis J. Michelini, former Dean of Academic Affairs, was officially designated as the president and chief executive officer of the college.

Dr. Michelini filled a position vacated by the retirement of Dr. Eugene S. Farley, who had served for 34 years, beginning with the early days of Bucknell University Junior College.

The new president, who will be inaugurated at official ceremonies this Fall, has been associated with Wilkes College for the past 15 years.

He received his Bachelor of Science Degree from Seton Hall University, his Master of Science Degree from the University of Delaware and his Ph.D. from the University of Pennsylvania.

A veteran of World War II, Dr. Michelini assumes the leadership of a college with a full time enrollment of 2,500 students and an equal number of part time and evening students.

He will oversee an institution with an operating budget of \$50-million with tangible assets of more than \$20-million. The campus now has 54 buildings and plans are being finalized through "Operation Forward Thrust" for a \$4-million addition to Stark Hall.

Dr. Michelini is extremely active in community affairs and various civic and governmental groups.

He is married to the former Anne Marie Sterner of Lansford. The couple has three daughters, Michelle, Lisa and Lucia.

Inaugural Planning Underway

The first meeting of key personnel who will handle the arrangements for the inauguration in November of Dr. Francis J. Michelini as the second president of Wilkes College was held recently in the Board Room at Weckesser Hall.

General chairman of the inauguration is Thomas Kiley, vice president of the Board of Trustees, and co-chairman is Dr. Ralph Rozelle.

The inauguration will mark the ceremonial installation of Dr. Michelini as the president, filling a vacancy left by the retirement as of June 30 of Dr. Eugene S. Farley, who guided the college for 34 years.

Dr. Farley immediately upon stepping down from the presidency became the first chancellor of the college.

The committee working on the ceremony includes representatives from the Board of Trustees, college administration and faculty, and the student body.

Although only preliminary discussion was conducted at the first meeting opened by Atty. Louis Shaffer, chairman of the Board of Trustees, plans were made by frequent additional meetings and assignment of committees to handle the many vital functions which will contribute to the inauguration of the new president.

A committee to select an appropriate speaker for the occasion will be announced shortly and wide-spread publicity will be attached to the event.

It is anticipated that the ceremony will be held sometime during November, although this

date has not as yet been finalized, pending selection and availability of a speaker.

Those attending the meeting were: Mrs. Eberhard Faber, Thomas Kiley, Atty. Louis Shaffer, Dr. Michelini, Dr. Charlotte Lord, Dr. Hugo V. Mailey, Dr. Charles B. Reif, John Chwalek, Misses Sally Donoho and Maureen Klaproth, Drew Gubanich, Aldo Farnati and Mrs. Mickey Stella.



Members of the committee who are forming plans for the inauguration of Dr. Francis J. Michelini as the second president of Wilkes College are shown during a recent planning luncheon. Left to right, seated—Mrs. Eberhard Faber, member of the Board of Trustees; Thomas Kiley, vice chairman of the Board and chairman of the Inaugural Committee; Mrs. Mickey Stella, administrative aide; Atty. Louis Shaffer, president of the Board; Dr. Michelini; Maureen Klaproth, co-editor of the campus student newspaper.

Standing—Aldo Farnati, president of Student Government; Dr. Charlotte Lord, Dr. Hugo V. Mailey, John Chwalek, Dr. Charles B. Reif, Drew Gubanich, president of the student Inter-Dormitory Council; and Sally Donoho, co-editor of the campus newspaper.

Dr. Eugene S. Farley Becomes College's First Chancellor

History was made at Wilkes College on July 1 when the title of chancellor was added to the upper echelon of administrative officers.

Dr. Eugene S. Farley, who retired on June 30 as president of Wilkes College after 34 years as the leader of the educational institution, became the first chancellor in response to an invitation from the Board of Trustees that he continue his vital services to the college.

In his new position, Dr. Farley will devote his time to the responsibilities of all external matters pertaining to the present, and future, welfare of the college. With Dr. Francis J. Michelini, the new president, handling the internal problems of the administration of the school, Dr. Farley will be free to do the long-range planning.

It was pointed out that while the two roles will be somewhat related, both men will be working in different capacities for the continued development and success of Wilkes College.

Dr. Farley's new role follows 34 years as president of the college — 11 of which were as president of Bucknell Junior College, the forerunner to Wilkes.

During the more than three decades as the leader of the institution, Dr. Farley has guided the growth of the college from a one classroom building and less than 200 students to its present status of 54 buildings and a total of 5,000 day and evening students.

Under his leadership, the remarkable growth and success of the college and the achievements of its alumni have won it respect academically and athletically.

Dr. Farley's guidance has kept the college constantly on the course on which it was founded — a liberal arts college, open to all serious students, regardless of race or creed. These same policies accompanied the academic expansion into other areas which followed during its 34 years under his direction.

While much of the inspiration behind Wilkes lies with Dr. Farley, he is quick to credit the success of the institution to the many who supported him — names like Admiral Harold Stark and those now deceased, Dr. Arnaud C. Marts, Atty. Charles B. Waller, Miss Annette Evans, Gilbert McClintock, Mrs. Dorothy Darte, and countless others.

These powerful, community-minded individuals supported the president when many people in the region tended to discredit his dream of providing higher education to what at the time was a depressed area.



In the field of education, the role of chancellor is an old and respected one, carrying equally important roles in the fields of government and religion.

The reaction from the campus to the community to Dr. Farley's acceptance of the new position has been extremely enthusiastic.

Typical of the comments was this editorial published in a Wilkes-Barre newspaper. It said in part:

"After 34 years of devoted service, he was more than willing to retire and enjoy the leisure that he had earned. But the board of trustees hesitated about severing all existing ties for obvious reasons and created the chancellorship especially for him.

"Since he grew up with Wilkes, he is the outstanding authority on its past and, important, on its future.

"Freed of routine duties, he will be the ideal contact with colleagues in education, community leaders, and the alumni. It would be a shame to waste all this talent at a time when higher institutions of learning need guidance and experience, such as he is able to make available in his new capacity."

Biology Majors Fight Regional Problems

Photographs of bearded troublemakers parading for numerous and vague causes has become an all too frequent image of the "typical" college student of late.

The Wilkes College Biology Department has gone a long way to dispel this inaccurate picture.

Two professors — Dr. Thomas Mizianty and Dr. Donald Tappa — have contributed greatly to the presentation of the college student as one who is deeply concerned with putting to work the education and training he has received at Wilkes.

Their efforts right here in the college community stand as evidence. The results have added up to an enthusiastic community involvement by the senior biology students.

It all began five years ago when Mizianty and Tappa changed the format of the senior biology seminar class. It was their aim to make the subject matter relevant to the community.

Dr. Tappa put it this way: "Dr. Mizianty and I felt that the class, as seniors, should be ready to 'put into action' some of the training they had received during their four years in the major."

To that end, each student was expected to participate in some active project within the area. They pitched in with enthusiasm — each choosing an area of involvement within his personal realm of interest.

It might be pointed out that long before ecology became a popular preoccupation, Wilkes students were out lobbying for anti-pollution bills.

The results have been outstanding. The students infiltrated the Wyoming Valley area, bringing fresh ideas and facts concerning biology to the attention of high school students, faculties, the press and the public.

It was not long before 20 area



Five members of the Senior class who worked on the environmental project are, left to right, kneeling — Bernie Holleran, Wilkes-Barre; Dave Roberts, Kingston. Standing — Jay Goldstein, Kingston; Jack Blannett, Wilkes-Barre; and Dan Kopen, Forty Fort.

high schools were featuring college students in biology and chemistry classes. Some students made reports to Harrisburg on pollution and conservation.

Others attended town meetings in nearby Tunkhannock to discuss a proposed nuclear plant. Many students with literary inclination inundated national magazines with letters and articles, and some investigated matters of vital importance to Wyoming Valley — such as the effects of miner's asthma and the burning culm banks.

Much of the success of the involvement program can be understood through the type individual who eagerly participated.

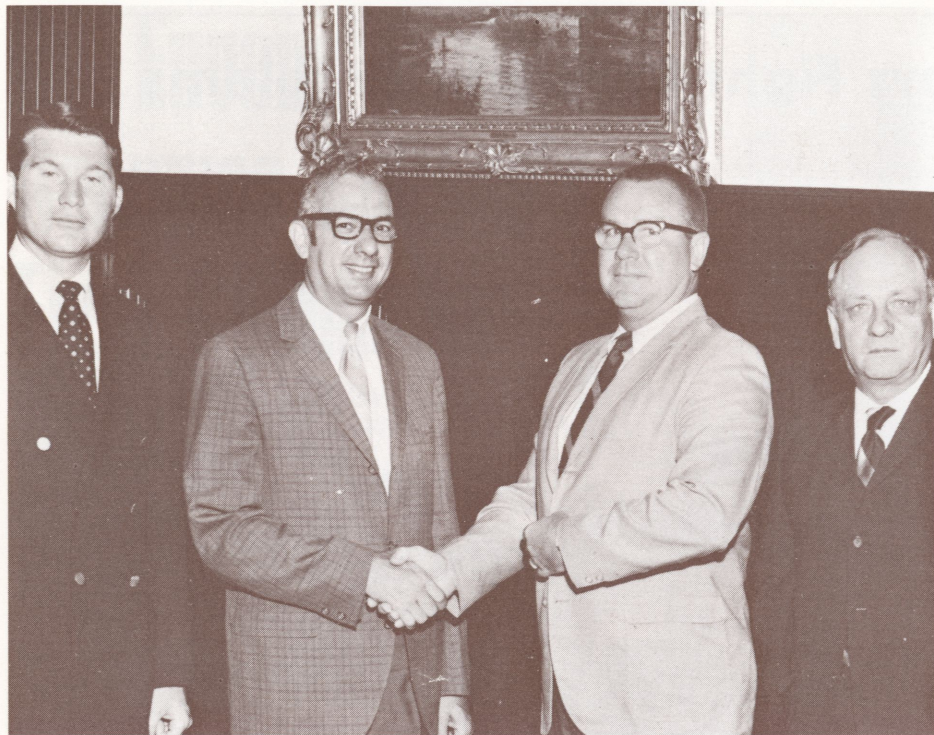
There is Jack Blannett, a recently graduated biology major from Wilkes-Barre, who was instrumental in organizing Earth Day locally.

The tall, intense young man's areas of involvement have not remained confined to his major field. Directing a school Reach-Out Project for area orphans occupied a great deal of his time during the school year.

Blannett was only one of the many who took part, but he is typical of the type individual who wants to become involved for the benefit of others.

His efforts and the efforts of others pointed up an unplanned, but satisfying result of the seminar. Students pursued their interests with a dedication that did not seem to end with the final grade from a professor.

Once involved, the students tended to follow-up their interests. The influence was felt in many ways.



Congratulations were in order for the new president of Wilkes College recently when James Shaughnessy, assistant superintendent of schools in Groton, Conn., (second from right) renewed acquaintances with Dr. Francis J. Michelini. Flanking the two are, on the left, Robert Strouse, principal of a Groton junior high school. On the right is John Chwalek, placement director for Wilkes College. (Photo by Paramount Studio)

GROTON HAS A LIKING FOR WILKES EDUCATION GRADUATES

To James Shaughnessy — assistant superintendent of schools in Groton, Connecticut — a visit to Wyoming Valley means a chance to play some golf on the fine local courses, an opportunity to exchange pleasantries with old friends and a search for teaching talent at Wilkes College.

Shaughnessy has a special liking for people who gained their training in education at Wilkes for a very simple reason — they have proven to be well-qualified in all respects and they "fit" the educational system at Groton.

To prove his point, Shaughnessy did a quick mental recount on the number of Wilkes students who have been plucked from the local campus and signed on as faculty members at Groton.

"In the past 10 years," Shaughnessy said, "we have hired about 150 Wilkes education graduates. This year we are taking eight from the 1970 graduating class."

Robert Strouse, who accompanied Shaughnessy on the trip, is principal of the West Side Junior High School in Groton.

Strouse reminded Shaughnessy that percentage-wise Wilkes ranks rather heavily when it comes to teaching jobs at Groton.

This caused Shaughnessy to make another estimate — figuring roughly that of the 550 teachers in

the Groton school system, slightly more than 50 are graduates of Wilkes College.

"That must be some kind of record," according to John Chwalek, Wilkes placement director and personal friend and golfing partner of Shaughnessy's.

The assistant superintendent of the New England school said he first came in contact with Wilkes College "about 11 years ago" while making a tour of the northeastern part of the country for teaching talent.

Reflecting for a few seconds, Shaughnessy's face suddenly glowed with a satisfied grin as he said, "I can even remember the first person we hired. Her name was Sandra Feldman."

Since then it has been simply a case of Shaughnessy thinking in terms of Wilkes College when it came to looking for replacements.

During this most recent trip, Shaughnessy made it a point to pay a special visit to Weckesser Hall — "just to say hello again to Dr. (Francis) Michelini and congratulate him on his recent move up to the presidency."

As further proof that Shaughnessy is well satisfied with the way educational training is provided at Wilkes, he informed Dr. Michelini that he will have a personal representative on the campus for the next four years.

"My daughter is enrolled in the freshman class which begins in September," he explained.



Going over some of the recommendations made by Wyoming Valley alumni for creating a stronger campus chapter are three people who are vitally concerned with the success of alumni development. Left to right are: Walter Mohr, director of development; Art Hoover, director of alumni affairs; and Thomas J. Moran, president of the Alumni Association.

HOMEFRONT ALUMNI GATHER TO FORM STRONGER CAMPUS CHAPTER

In an effort to revitalize what was at one time the strongest chapter of the Wilkes College Alumni Association — the one which included graduates living in Greater Wyoming Valley — a special meeting of those who have been interested in the college's efforts was held on July 23 at the College Dining Hall.

The purpose was to reactivate the campus chapter as a nucleus around which events might be planned and developed for the overall benefit of alumni living elsewhere and to provide a working body to handle assignments on the "homefront" for special events to which those living out-of-town would be invited.

In his initial announcement, Arthur J. Hoover, director of alumni relations wrote:

"Among the many activities with which our alumni should become more involved are: Homecoming, the Seminar program and the establishment of a local alumni chapter. The thinking and planning which go into these activities will determine, to a great extent, the effectiveness and the success of the programs.

"With the thought in mind that we must work together to improve existing programs and to initiate new programs, we are asking you to join with a group of local alumni for this purpose."

Asked to attend the meeting and lend assistance and guidance were:

James Ferris '56, David R. Badman '67, Carl Havira '60, Atty. Eugene Roth '57, Atty. Gifford Cappellini '45, Donald Honeywell '49, Carl Zoolkoski '59, William Acorneley '59, Patrick J. Burke '69, Ruth Kackauskas '67, Jerome Lawrence '62, Sterling Bonawitz '67, Mr. and Mrs. Richard Myers '60, '57, Dr. John Hosage '62, Mr. and Mrs. James Winebrake '64, '62, Atty. and Mrs. John Fine '64, '63, Mr. Raymond Frey '66.

Mr. Russell H. Williams '50, Mrs. Paul W. Merrill '55, Mr. and Mrs. Ellis R. Myers '65, '65, Miss Marilyn Obaza '63, Miss Sandra Walters '70, Miss Carol Rhines '63, Dr. Carl Urbanski '57, Thomas J. Moran '49, Donald E. Stein '60, George Siles '57, George Pawlusch '69, Mary L. Poremba '69, Edward Burke '70.

Mr. and Mrs. John N. Shoemaker '50, '51, Edward R. Davis '54, Marvin Antinnes '61, Yorath D. Evans '62, Lynn Johnson '69, Mrs. Richard Muzwka '69, Elva Costello '70, Karen Kelly '70, Mr. and Mrs. James Kozemchak '68, '69, W. Clark Line, III '66, George J. Tensa '62, Joseph Shambe '62, Atty. Florie Petrillo '66, Dr. Jerome Guterman '59.

Atty. Donald McFadden '56, Joseph Gries '51, Joseph Parsnik '59, William Schwab '65, Brooke Yeager '64, William Close '63, Melvin W. Farkas '55, William Roberts '67, Timothy McGinley '68, Mrs. Martha Wagner Ostrowski '58, Thomas Rokita '68.

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START MAKING PLANS NOW . . . CALL YOUR OLD COLLEGE FRIENDS AND MAKE UP A PARTY!

College Holds Theater Workshop



A few of the participants in the Wilkes College Summer Theater Workshop enjoy a moment of relaxation between chores on the balcony of the Center for the Performing Arts. Left to right are—Mr. and Mrs. William Harman, Beverly Harmon, student from Canton; Charlene Bryant, student from Boothwyn; and Mr. and Mrs. Eugene Bryant.

The days were busy and hectic. At night the lights burned late as the 22 participants in the Wilkes College Summer Theater Workshop became acquainted with all phases of the stage at the Center for the Performing Arts.

The program, designed for high school junior and senior students, undergraduate and graduate students, ran from early July into the first week of August.

The workshop provided total theater experiences in production, lighting, directing and acting for the eager group. The program allowed high school students to gain the instruction of professionals in all aspects of theater production. They were involved in the building of sets and rehearsing and production of scenes.

The project also gave graduate and undergraduate students an opportunity to work with the high school students. The students worked under the supervision of Richard Fox, Easton Area High School, who served as technical director. The college students were responsible for directing the scenes.

Also supervising the workshop were: Al Groh, Wilkes College; Miss Myvfanwy Williams, Wilkes College; Jean McClay, Easton Area High School, production consultant; Murray Popky, costume director; David Frey, technical director; Mary Ellen Neiman, wardrobe mistress; Joel Fischman, stage manager; Michael Gallagher, faculty

assistant; and Kathi Rifkin, properties and makeup.

Formerly the Workshop was funded by the Pennsylvania Department of Education, but this year was conducted on an independent basis.

High School students who participated in the program were: Carl Anderson, West Wyoming; Gary Kessler, Kingston; Michael B. Libenson, Ann Marie Brisk, Maria Csala, Regina Engel, Shari Garber, Gloria Maksimik and Ann Mermelstein, Wilkes-Barre.

Anthony Nardella, Jr., Dunmore; Chris Peterson, Exeter; Margaret C. Brown, Hickory; Charlene Bryant, Boothwyn; Beverly Harman, Canton; Lee Rachel Nemchek, Plymouth Meeting; Holly Phillips and Kathryn Anne Vernon, Trucksville; Sharon Stanek, Ashley; Margaret S. Trotzky, Forty Fort; Karol Namutka, West Pittston; and Debbie Pool, Kingston.

Graduate and undergraduate students enrolled were: Douglas E. Abretman and Martin M. Boylan, Scranton; Nancy Karp, Lansdale; Judith Panzini, Easton; Anne Richey, Harrisburg; Grace Perkind and Elliot Rosenbaum, Kingston.

New Graduate Plan Underway in Mathematics

A graduate program leading to a Master of Science Degree in Mathematics Education at Wilkes College was initiated recently under the departmental chairmanship of Dr. Bing K. Wong.

The program differs from the usual Master of Science Education Degree in that it is strongly subject-oriented.

Of the 30 graduate credits required for the degree, 18 credits must be taken in mathematics. This is the first time that graduate courses in mathematics have been made available in Northeastern Pennsylvania.

There are over 30 graduate students presently enrolled in the program. Many of these are high school teachers of mathematics in the area.

Classes Scheduled Late

Classes are held during the academic year in the late afternoon and early evening to enable teachers to pursue these graduate studies.

Plans for a parallel M.A. in Mathematics at Wilkes have been completed recently. It is hoped that students interested in pursuing a degree wholly in mathematics will have the opportunity available within a year.

Dr. Wong also announced that Dr. John Wasileski, a native of Nanticoke, will join the department in September.

Following his graduation from Nanticoke High School in 1961, Dr. Wasileski attended Wilkes College and was granted a B.A. degree in mathematics in 1965. He then went to Penn State for his doctorate. His father, Professor Stanley Wasileski has been a Wilkes faculty member since 1945 and is still teaching mathematics on a part-time basis following his retirement last February.

HOMECOMING 1970

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CAMPUS HAPPENINGS...

(This page called, for the want of anything more original, "Campus Happenings" is being presented in somewhat of a trial fashion. Its main purpose is a form of response to many alumni who have expressed a strong desire to hear more about the "grass-roots" side of the college, its student and faculty families and what is taking place in the everyday, casual routine of keeping our educational institution going. If you like it, please let us know. If you feel it has no place in your Alumnus, such knowledge would also be welcome.)

Under ordinary circumstances this item would be listed under the special "In Memoriam" part of the Alumnus at the end of the publication.

But this seems to call for more of a tribute to one of the all-time football greats at Wilkes College, who passed away after a lingering illness in late June.

It was with sad hearts that the campus family, many former lettermen and the local sports world in general heard of the death in the Veterans Administration Hospital of Jack Feeney, '51, a former All-Scholastic end at Kingston High School and a four-year letterman at Wilkes College, where he gained national fame for his performance as one of the greatest ever to play for the Colonels.

Many of the 7,000 alumni of Wilkes College can still participate in "Operation Forward Thrust" — the campaign to raise \$4,000,000 for the construction of an addition to Stark Hall as a replacement for Conyngham Hall, which was destroyed by fire in 1968.

Walter Mohr, director of development, has made a special plea to all those who have not as yet sent in contributions. "We realize that many of our alumni cannot give gigantic gifts," he explained, "but our problem is in trying to make each one realize that even a small contribution is most welcome."

Dr. Eugene S. Farley, new chancellor of the college after retiring as president on June 30, finally found time for a vacation — a trip into New England and even a chance to stop off at the hotel and art center conducted by Wilkes faculty member Phil Richards . . . Members

of the 1970 graduating class, who received their diplomas in the gymnasium with the temperature in the 90's, are voicing approval of an editorial in **The Beacon**, campus newspaper, that some thought be given to holding the 1971 commencement outdoors at Ralston Field.

Wilkes Placement Director John Chwalek and his staff are compiling figures on members of the recent class who have made employment connections as a direct result of interviews held on campus . . . 41 juniors and seniors from area high schools are enjoying the Wilkes campus this Summer as part of the Upward Bound program . . . Also visiting the campus for educational benefits were some 50 high school teachers of biology from schools in 17 states, who attended the annual Summer Institute, sponsored by the National Science Foundation.

New college President Francis J. Michelini, who is still referred to affectionately as "Dr. Mike," had his first joust with the news media on July 1 and came off very well.

To a question from one member of the press concerning the financial state of the small private colleges, the new president laughed and said, "Please wait until I have time to fully acquaint myself with the budget!"

Charlotte Lord, who has for many years been not only one of the most capable members of the English Department, but also one of the best liked, became Dr. Charlotte Lord recently when she received her Ph.D. in English and Comparative Literature from the University of Pennsylvania.

Many graduates have expressed a desire to maintain a closer tie with Wilkes College and what is happening here on a week-to-week basis. It was with this thought in mind that **The Beacon**, campus student newspaper, has made plans to offer subscriptions to former students at the rate of \$4 for the regular school year. All one has to do is send a check or money order along with his name and address and **The Beacon** will be mailed each week.

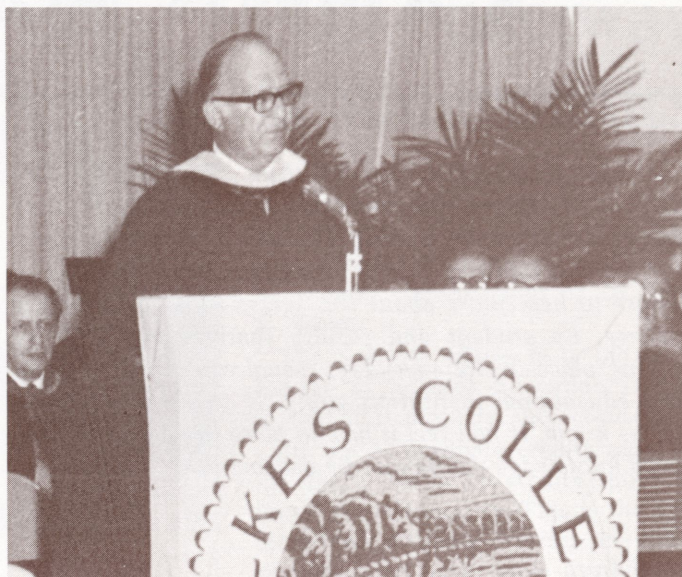
1970's -- The Quality of Life ...

(The following is the complete text of an address given before the graduates and their guests at the 1970 Wilkes College Commencement by Kenneth G. Northrop, president of Holt, Rinehart and Winston, New York publishing firm.)

I am pleased and honored to have been asked to speak to you on this occasion acknowledging the accomplishments of the 513 graduates of Wilkes College. I am especially pleased to have been asked by Dr. Farley to speak to you. I might say parenthetically that it is hard to say no to Dr. Farley. This is the second commencement address that has been given by an alumnus of the college, and I hope that in the years ahead many graduates will return to address themselves to the individuals in the graduating class.

Tonight I am going to spend more of my time on the future, the years ahead, and try to give you some of my thoughts about the quality of life that we, as individuals, that Wilkes, as an institution of higher learning, and that our country, as a free people, might anticipate. The one force that is equally important for survival for all three, whether individual, institution, or nation, is for us to be able to cope with, plan for, and be successful at dealing with and managing change. Change is a very interesting concept. It has many facets and some advocates that have complicated the understanding of the simple fact that nothing stays the same, that change is inevitable, that it may be one of life's only constants, that it has a velocity, and, in different eras, moves at different speeds. It is the velocity of the change we now are witnessing that is of such great concern to the nation, its institutions, and to us, as individuals living in these troubled times when tranquillity is not the order of the day. It is not enough for us to react to change; we must shape our future with imaginative ideas and practical action.

This class of 1970, I am certain, is one of the best, if not the best, educated class to graduate from Wilkes College. There are some today who doubt that education at all levels, whether elementary, high school, or college, is what it should be, or, perhaps more precisely, what it used to be. But, from where I sit, today's student at every level is the recipient of a better education and is a much better critical thinker than yesterday's student. As we move forward in time, the goals and objectives of education



have changed rather dramatically. Today it is of little value to fill minds with facts that soon are discovered not to be facts — more information was accumulated in the last ten years than in all the rest of recorded history — to survey and trace the span of history, and, as we look back to history, we find only that historians agree to disagree, that each interprets history differently, and that in their conflicting interpretations, the only sensible thing to ask of students today is: Who do they think was right? What meaning does history have to me today? What lessons can be learned from the past?

Education today is a life-long process. We define our business as "the cradle to the grave" — the railroad analogy: pre-kindergarten, elementary, high school, college, four or five different careers. Education is, in reality, an investment much like land, our great unreproducible asset.

It has always been an odd phenomenon to me that in the zero years we stop to examine the past and make predictions about the future after gliding through the one-to-nine years. For the class of '70 there is today much information in every sort of format making predictions about the years ahead, especially the 1970's, and ten years is about the span for which most long-range planners are willing to stand up and be counted.

The characteristics of the 1970's are, in my judgment, going to be much different from the recent '60's and '50's. The last twenty years could be characterized by their relative stability, their predictability, and change was a rather evolutionary process. Today, after only five months in the new decade, the characteristics of change in the '70's can only be de-

scribed as radical and revolutionary. The science and technology of the Western world have put man on the moon, everyone is living longer and is in better health and yet we are only now discovering new words and new forces that pose for civilization real concerns for our survival: environmental control, the urban problem, pollution, over-population, and the other concerns that describe man's long and careless abuse of the world in which we all must live. The real danger however is man himself. We must solve these problems of our environment and rediscover ourselves in time to make certain that we begin to devise plans and active programs so that in 1980, when we stop again to review the accomplishments of the '70's, the record will show that we have improved our performance as individuals in shaping our future.

This rediscovery of ourselves and our society will not be an easy task and will not be accomplished unless the gaps — the generation gap, the communications gap, the gaps within generations, and the listening gap are greatly reduced. Human intelligence must be applied to the solution of our social problems, and we must find ways for individuals and institutions to be capable of continuous change, continuous responsiveness, and the self-renewal of the kind that John W. Gardner, one of the country's wisest men, has written about so eloquently. Mr. Gardner's recent experience in Illinois when the Illinois Constitutional Convention would not let him deliver a speech he had been invited to prepare has some interesting aspects. The first, I believe, is that his speech was given wide treatment in all the media because he was not allowed to deliver it. If it had been delivered, I doubt whether many of us would ever have had the benefit of his wisdom and insights into our social problems. I would like to quote for you:

Virtually all of us have failed our duty as Americans. The failure goes to every level and every phase of American life: drug addiction in the slums and corruption in high places; crime in the streets and corporate fraud; personal immorality and betrayals of public trust.

I think all of you will find it hard to believe that these are not the words of John W. Gardner, but the words of Abraham Lincoln in his farewell address at Springfield as he departed for Washington in February of 1861. What Lincoln said 109 years ago showed evidence of the same social disintegration that Mr. Gardner meant when he wrote in his undelivered speech:

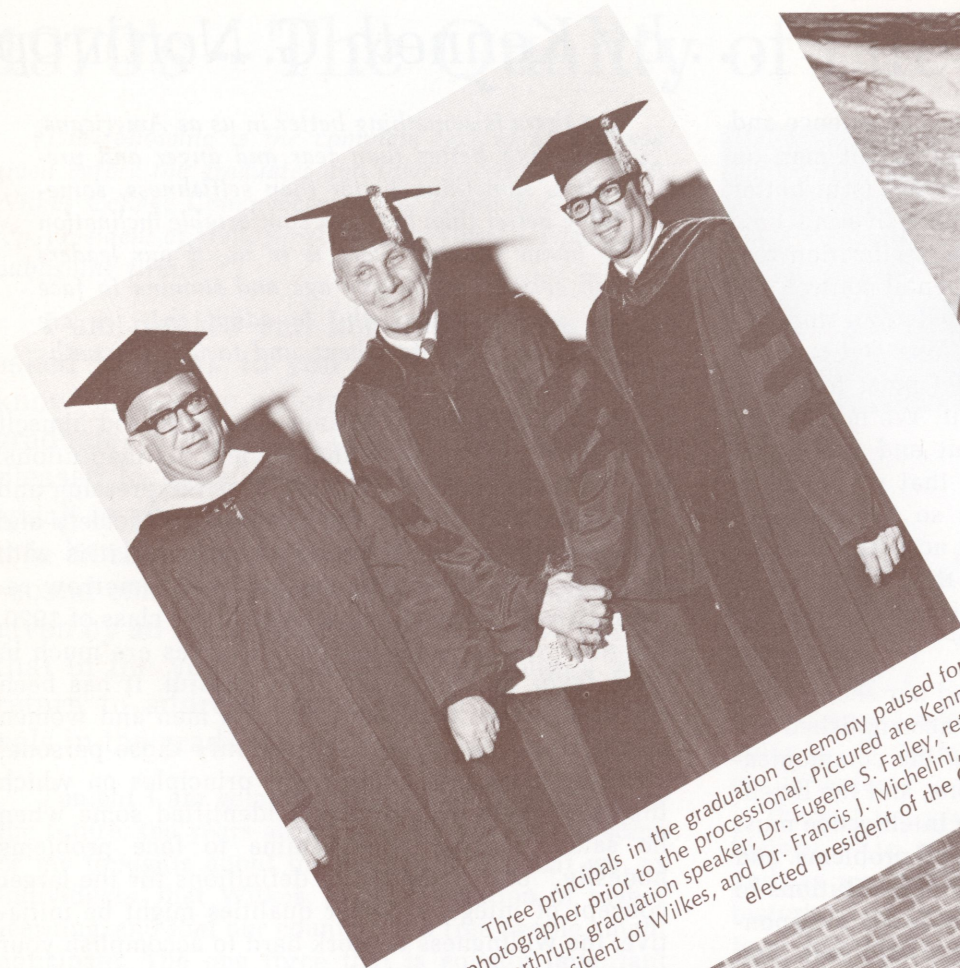
... by Kenneth G. Northrop

But there is something better in us as Americans, something better than fear and anger and prejudice, something better than selfishness, something better than the lazy, comfortable inclination to blame others. There is in us, if our leaders will ask for it, the courage and stamina to face our problems honestly, to admit that we are partly to blame for them, and to identify paths of constructive action.

In this case, John Gardner has addressed himself to some of the qualities that society, its institutions, and its individuals need to reach self-expression and self-realization. But, in the last analysis, society and its institutions are really individuals, and it is with you, the individual, that the hope for tomorrow resides. If you, the men and women in the class of 1970, are determined to succeed, the chances are much in your favor that you will be successful. It has been my observation that the successful men and women in the world can isolate and identify those personal characteristics that become the principles on which they live their lives. Gardner identified some when he said, "courage and stamina to face problems honestly," one of the better definitions for the larger concept of integrity. Other qualities might be initiative, the willingness to work hard to accomplish your goal. In my judgment, American corporations have been successful because of one basic reason: they do a better job of planning where they want to go and how they are going to get there than any other nation's corporations. Planning is a way of life. American institutions will have to do a better job of planning for their future than they have in the past. We should redesign many of our institutions to meet the needs of tomorrow. Individuals, too, must have a plan, a dream, of where he wants to go and what he wants to do with his life. He, too, must deal with change.

There are many high school guidance counselors who will tell you rather positively that it is not difficult to predict the students who will succeed in higher education and at whatever vocation they choose in life. They characterize them as the "achievers." Why do they achieve? Why are they successful? Most will say it is because the achiever has applied his intelligence; he is committed to what he does; he has the willingness to work for what he wants. But, most of all, he combines all of these qualities in an orchestrated effort that results in achievement. It may be trite to say, but I believe it to be true: excellence is just a little bit better than good. It is sometimes only the next step, but it must be taken. Get

(continued on page 22)

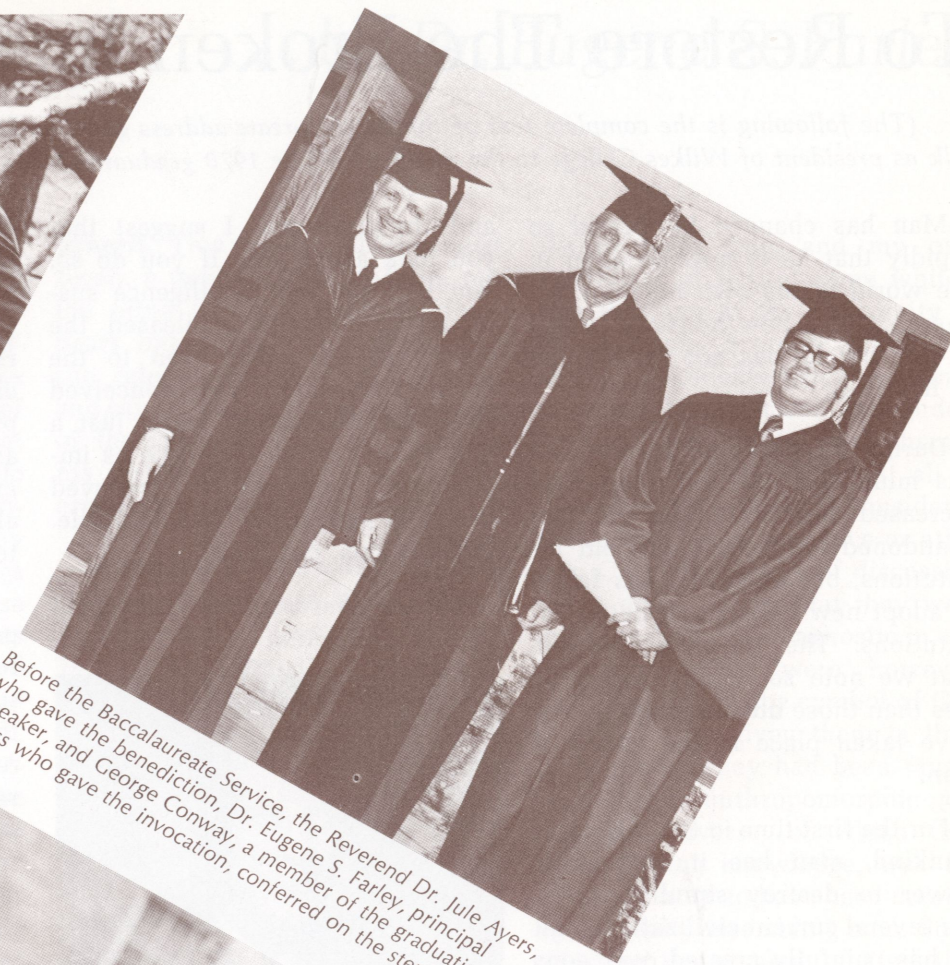


Three principals in the graduation ceremony paused for a photograph prior to the processional. Pictured are Kenneth Northrup, graduation speaker, Dr. Eugene S. Farley, retiring president of Wilkes, and Dr. Francis J. Michelini, newly elected president of the College.

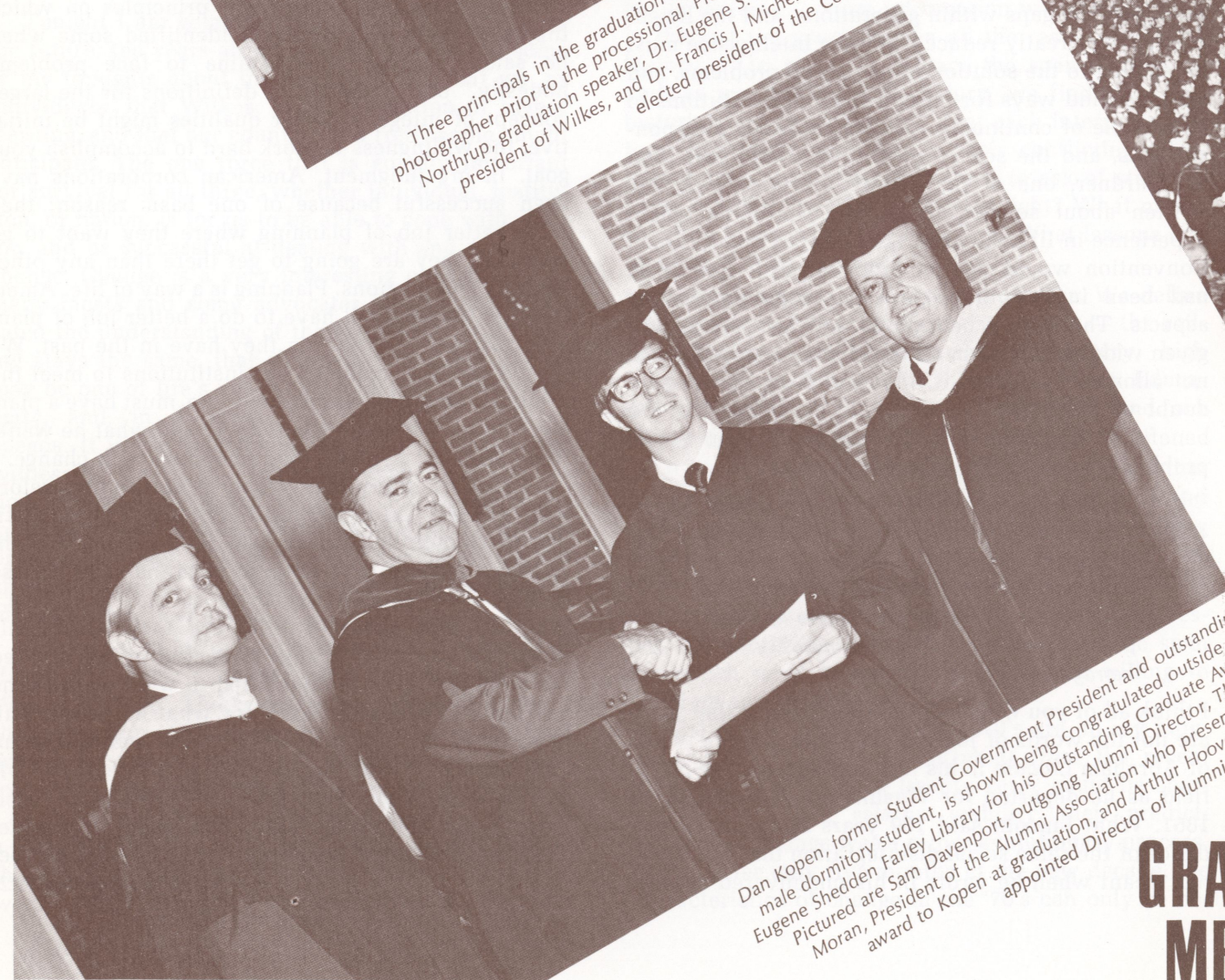


Six graduates and their guests pause outside the Treadway Inn before entering the semi-formal dinner-dance. Enjoying the Spring setting were: Ed Roke, Jeanie Melick, Frank Zini, Judy Martin, Gloria Dobrowalski and Mike Dobrowalski.

Members of the graduating class, their families and guests are shown seated in the gym as the Baccalaureate Service began, May 31.



Before the Baccalaureate Service, the Reverend Dr. Jule Ayers, who gave the benediction, Dr. Eugene S. Farley, principal speaker, and George Conway, a member of the graduating class who gave the invocation, conferred on the steps of the gym.



Dan Kopen, former Student Government President and outstanding male dormitory student, is shown being congratulated outside the male dormitory by Sam Davenport, outgoing Alumni Director, Thomas Moran, President of the Alumni Association who presented the award to Kopen at graduation, and Arthur Hoover, newly appointed Director of Alumni Relations.



In addition to Bachelor of Arts and Science degrees, Masters Degrees were awarded in Biology, Chemistry, and Physics to nine students. Several of them gathered on the steps of Weckesser Hall prior to the graduation ceremony.

GRADUATION MEMORIES

To Restore The Broken Image . . .

(The following is the complete text of the Baccalaureate address given by Dr. Eugene S. Farley as his last official talk as president of Wilkes College to the members of the 1970 graduating class and their guests.)

Man has changed his world so rapidly that he is now an alien in the world of his own creation. He has created a new house in which to live but he has not yet learned to live in it.

During the past half century, he has multiplied his knowledge and increased his confusion. He has abandoned old beliefs and old institutions, but as yet he has failed to adopt new beliefs and better institutions. The physical changes, that we note so readily, affect us less than those **unseen** changes that have taken place in the minds of men.

For the first time in the history of mankind, man has it within his power to destroy simultaneously, the several current civilizations that he has painfully created over eons of time. We are faced with the need to make critical decisions for which few of us are prepared intellectually. If we opt for the survival of our civilization, we face the necessity of acting with intelligence and of sustaining this intelligence with faith. Our need for clarity of vision and an informed intelligence should be apparent to all thoughtful persons.

In the midst of our current dilemma — with nation opposing nation, neighbor clashing with neighbor, and ideology discrediting ideology — we need a clarity of vision that will penetrate the animosities of groups. To sustain ourselves, we require a clarity of vision that will enable us to analyze and evaluate the competitive efforts of governments and groups to control the minds of men.

If this union of a visionary intelligence and a sustaining faith seems to require a union of the rational

and the irrational, I suggest that you look about you. If you do so, you will see that intelligence sustained by faith has released the atom and has taken men to the moon. The men who conceived these great advances were, just a few years ago, looked upon as impractical visionaries who believed that the impossible was possible. What is this, but faith?

We are confused and threatened by the conflicting forces that sur-



DR. EUGENE S. FARLEY
Chancellor

round us, and our consciousness is hammered by the daily reports of conflicts and tensions. If we are to resolve this confusion, we must understand its causes and its nature. It may help if we accept the fact that this **confusion is a product of ignorance multiplied by intelligence**. Ignorance sustains prejudice and bigotry; it closes the minds of men to the nature of the threats that confront them and to the possibilities of a new world that can be theirs for the choosing. But this

choosing requires great intelligence, massive information, difficult decisions, and great self-discipline. It is possible that mankind is as yet unready to make such critical decisions or to adopt essential disciplines. In 1970, it may still be true, as it was in the 1920's, when Somerset Maugham wrote, "man has always found it easier to die than to learn the multiplication tables."

In this age of contradiction and paradox, man still finds it difficult to recognize and accept the alternatives that lie before him. In spite of the growing evidence that surrounds him, he may still be unready to accept those ideas and alternatives that will enable him to reconcile his conflicts so that he may unite in a common effort to humanize mankind.

To attain this unity, man must restore meaning to his life and regain confidence in himself. And, to accomplish these complementary goals, I suspect he must first acknowledge that **there can be a purpose to life and that man can create this purpose**. By adopting constructive goals, he can give purpose to his life and can motivate his own efforts. By involving himself in constructive effort, he may resolve both his personal and social crises and avoid the great abyss that yawns before humanity at this point in its immense journey.

There is always the danger that we will oversimplify our problems in the hope that we can avoid those prolonged uncertainties and intense efforts that are required for the resolution of these problems. There is also a danger that we will permit the complexity of our problems to confuse and paralyze us.

Today, as I meet with you for the last time, I am risking oversimplifi-

cation of our condition. I do so, however, in the hope that it will encourage you to encompass the infinite complexities of modern society in a concept that may enable you to equate the contradictions of our times. By so doing, I hope that you may be prepared to participate in and to resolve the human problems that confront us. — And, by human problems, I mean all things that affect the lives of men. These may be such personal problems as fear, prejudice, inner conflicts, and alienation; or they may be social problems created by technology, pollution, overpopulation, or cultural lag. **If we are to resolve these varied problems, we must relate them to the welfare of man; and then, as some contemporary thinkers suggest, we must painstakingly create a society that is worthy of man, a society that will enable man to attain the stature and condition that can be his if he will but use his knowledge and mind to envision and create such a society.**

The creation of a society designed to enhance and enrich the lives of men is visionary, utopian, and possibly impracticable. It is just possible, however, that such visionary thinking is required if science and technology are to save man rather than destroy him. **We may be living in a day when the inconceivable must be conceived and the impossible must become the commonplace.** If this in itself sounds impossible, I remind you that this has happened time and again during this century. Surely, **if the impossible has already been accomplished, the impossible can again be made possible.**

And now, may I suggest to you that **the first task to be undertaken is the restoration of man's image of**

himself. This means that he must regain a new measure of faith, not the blind acceptance of his forebears but a belief that man, who can release the force of the atom and can journey into the vast spaces of the universe, can also cultivate his greatest resource, "the unsovereigned beaches of the mind".

Never again are we likely to conceive of ourselves as being created in the image of God, but we may yet recognize that the resources of man's mind and spirit are our greatest assets. We must remind ourselves of the immense journey man has made during his many millenia on this globe. We must remember that the human mind and spirit have raised man beyond the level of other animals. But we must also remember that if we are to attain the full stature of which human beings are capable, it is essential that we first be healthy organisms. A healthy mind and a vital spirit are our only means of shaping our future in freedom. Only these two things, mind and spirit, differentiate us from the other species of the animal world. It is, therefore, the mind and spirit that we must cultivate.

Sometimes the rational mind finds itself in conflict with irrational belief. When this happens, the rational mind must examine belief to determine its validity. As Kierkegaard noted, this can be a disturbing experience, for there is a tendency of the mind to reject any fact or truth that cannot be fitted into a system of belief. To accept such an alien fact causes the whole system of belief to crumble. Therefore, the untrained or the regimented mind rejects the truth in order to retain the belief. The principle of rejection enunciated by Kierkegaard has

always been true, and my own awareness of it first came while I was teaching at the University of Pennsylvania. A group of able and idealistic students often remained after the formal class had ended. As I became familiar with them, I was surprised to learn that all of these fine young people considered themselves to be agnostics or atheists. Only after hours of discussion did it dawn on me that they were neither atheistic nor agnostic in any true sense. They were, however, unable to accept the symbol of God that had been given them in their early years. They had been taught to accept an anthropomorphic god, but the universe, of which they were gaining knowledge, was too great an entity to have been created by any deity resembling man. So in rejecting the symbol of God that had been given them, they thought they were rejecting all belief in a divine power.

Thirty years after this experience, a Christian Scientist visiting the University of Moscow was asked by students how he could believe in God. His answer was very different from the symbol that equated man with God, but it was acceptable to the convinced atheists. To their question he replied, God is a creative force that pervades the universe and is present in every man. After a few moments of thoughtful silence, the predetermined atheists replied, "If that is your concept of God, we can believe with you."

Possibly these two examples illustrate the dilemma of man. For long centuries he thought of himself as a human replica of God. It was, of course, a grandiose concept, for who can conceive of man as God? Yet grandiose as it was, it

... by Dr. Eugene S. Farley

gave man a sense of significance, and for centuries this concept sustained men. But, as science revealed the vastness and diversity of the universe and the infinite smallness and complexity of the atom, the concept of a God resembling man could hardly be accepted by the informed mind. Unhappily, as man lost his sense of relatedness to God, he failed to develop a new concept of man or God that could sustain him. He failed to recognize that unless he possessed a faith in something greater than self, he lost faith in himself. And, **it may be that this loss of faith is the major cause of our present confusion and conflict.**

It is one of the many paradoxes of our times that as man's knowledge increases, his sense of significance diminishes. His inquiring mind has revealed natural laws that have been hidden from man for countless eons. And amazingly—or perhaps inevitably—his growing knowledge of his universe and of himself seemed to isolate him from his neighbors. He is so overwhelmed by his growing knowledge that he is unable to unify this body of knowledge so that he may relate it to himself and to his institutions. So it is that when confronted by a threat resulting from his own genius, he fails to apply this same intelligence to his own survival. We are fortunate, however, that a few men of genius now strive to unify this growing pool of knowledge and to relate it to the welfare of mankind. They endeavor to cultivate an understanding that will enable man to rediscover his place in a world that, although **infinitely old**, is **very new to man**. They anticipate that as he rediscovers his place in this new world, he may rediscover himself and lose that sense of alienation which today creates inner strife and external conflict.

You will recall that I earlier remarked that I was groping for a simplistic answer that would encompass some of the complexities of our time. In attempting to arrive

at such an answer, unacceptable though it must be, **it may help to consider briefly a few of those great advances in knowledge which have both enlightened and confused mankind.**

Gravity is one of the phenomena that all of us take for granted. Prior to Newton's publication at the end of the seventeenth century, man had no comprehension as to the nature of gravity. In our period of impatient haste, it is worth noting that Newton delayed publication of his conclusions because an error in measurement obstructed the proof of his conclusions. In consequence, his publication was delayed for twenty years until more accurate data were obtained.

Newton's studies of gravitation opened new vistas to man's mind and suggested new lines of investigation. His conclusions also encouraged the non-scientist to make assumptions which could not be sustained by fact. Among these was the concept that the universe functioned as a machine without change or devotion. And unhappily, in later centuries, sociologists and psychologists drew upon this concept to create the image of a mechanical man.

Two centuries after Newton, the studies and theories of Charles Darwin suggested that life on this globe had evolved over eons of time. His explanation of man's probable origins clashed with long-accepted belief, and the resultant strife was bitter, prolonged, and irrational. Those who refused even to consider Darwin's facts and theories naturally rejected all his accumulated evidence. Those who were willing to consider his theory examined his facts and added to them. In consequence of continual inquiry and fact finding, the concept of evolution is now widely accepted and the evidences that support it go back for billions of years.

A few years after Darwin, Sigmund Freud began his studies and,

again, his findings and ideas collided with accepted belief. For centuries, those who had conceived of man as being created in the image of God had endeavored to suppress the sexual instincts that assured man's survival. In the effort to deify man, sex had been looked upon as an evil that had to be suppressed. Unfortunately, this suppression brought culture into conflict with nature—to the detriment of mankind. By revealing the inner conflicts and emotional disturbances created by man's attempt to suppress one of nature's fundamental drives, Freud also opened a Pandora's box.

For more than half a century, the Victorian concepts of morality clashed with the findings and revelations of psychoanalysts. And, unhappily, in the clashing of opinions, emotions again submerged rational inquiry, and extreme positions were taken by both the Freudians and the anti-Freudians. Although much has been gained, and will be gained, from Freud's findings, it is only in the last two decades that reason has modified, corrected, and improved some of his findings and his methods.

The total impact of these accumulative findings and theories demonstrates the power of man's mind and should enhance his self-image. They have not done so, however, for these findings and theories create a temporary conflict between man's conscious mind and his subconscious mind. The results are traumatic, for they destroy the irrational image of man without creating a new and more realistic image. In destroying the irrational image, they create a conflict within the minds of those whose beliefs are nurtured by the subconscious. By so doing, they add to man's problems. Man has always found it easier to deal with that which is familiar than with that which is unrecognized and unknown.

But, man's image was to be still further undermined. Pavlov's ex-

periments with dogs led psychologists to explain man's character and behavior in terms of **stimuli and response**. This concept was grasped so firmly and was so widely accepted in the 1920's that John B. Watson, a leading determinist of his time, abandoned the study of psychology to enter the field of advertising. From this vantage point, he apparently hoped to manipulate and control the lives of men. (And who can say today that we are not manipulated by advertising?)

So we observe that man's self-image has been, for several centuries, battered and bruised by the findings of scientists and the conjectures of intellectuals. It appears now that, at long last, we are reaching a point where additional information and new thinking suggest that man is neither a mechanical machine nor a predetermined animal. There is growing evidence that he can, in some measure, determine his own life and govern his own actions. He is more than a machine; he is more than an animal; he has within him a mind that can give him a measure of freedom—if he will but use it to that end.

Eric Fromm, some years ago, suggested that although man's freedom is limited by environmental and social influences, he can gain a measure of freedom by creating his own alternatives. His ability to choose from these alternatives is the measure of his freedom to influence his own destiny. Only where he has a choice is he free. Without alternatives, his thinking is predetermined and he is entirely the creature of his environment.

In each age, those who have faith in man's ability to improve his lot have cultivated the great concepts upon which freedom must depend.

They have sensed that freedom must be based upon respect for others, a willingness to accept and evaluate new ideas, equality of opportunity, and faith in man's ability to improve himself. To support these principles, men have developed political and social institutions which are designed to protect the individual from the oppression of the masses, while simultaneously protecting the masses from the depredations of individuals. To be sure, we have not succeeded in attaining these goals, and we never will, for they will ever be beyond us.

Man's quest for identity, for significance, and for freedom has never been easy. Those who believe in the creative capabilities of man have always been challenged and deterred by the doubters and the disbelievers. This is true today as it has always been. However, the irony in today's situation is that progress in human affairs has thrown a brilliant light upon our faults while obscuring the causes of our dissatisfaction. And paradoxically, it is the gains that we have made which accentuate our faults. Today, racism is considered a blight, whereas, in 1850, slavery was accepted. There are still areas where poverty and ignorance are accepted as a matter of course rather than as a matter for social concern. Justice before our courts is the ideal, but we still see it denied those who cannot demand it. And, the social significance of education is just gaining popular acceptance, so that education is now as available to the able, as in the past it was available to the privileged.

Today, we are aware of the gap that separates our condition from our aspirations. And, we are no longer willing to accept this dis-

parity. This is the consequence of our search for better ways of dealing with one another. We have discovered alternatives to long accepted practices and beliefs but we have yet to demonstrate our willingness to accept a choice that will unite us. In consequence, we live in the midst of tension which is the inevitable concomitant of uncertainty.

Man always seeks for a sense of certainty even though this certainty clashes with his sense of justice and violates his own ideals. It is tension that gives man an incentive to move ahead, but it is also tension that leads to alienation, encourages violence, and creates instability. Tension, in proper quantities, is a great motivator; in excess, it destroys reason.

Today, physical, social, and ideological changes engulf us. They destroy our sense of security; they undermine our confidence; they destroy our image of man as a rational and reasonable human being. Without some assurance of his significance, the thoughtful man flounders in uncertainty and acquires a sense of importance and futility. It is ironic that his sense of purpose and significance diminishes as he expands his knowledge of the universe, of society, and of himself.

If man is to restore his image, he must involve himself in a constructive cause that is greater than self. By such involvement and by relating himself to a Creative Power, he will be sustained in moments of doubt.

In the remaining years of this century, I hope that you may create a self-image that will challenge you to create a society in which man may attain a stature that will enable him to relate rationally to his universe, his brothers, and himself.

HOME COMING 1970 • OCTOBER 17

START MAKING PLANS NOW . . . CALL YOUR OLD COLLEGE FRIENDS AND MAKE UP A PARTY!

S P O R T S

Fall Outlook

Football fever is right around the corner as the Wilkes Grid Colonels are rapidly approaching their 25th year of pigskin activity at the college. Coach Roland Schmidt, who has seen his teams glide through the last five years winning 37 of 40 games, would like nothing better than to see his upcoming edition enter the 1970's with the same "pride and poise" shown in the glorious 1960's.

The 1970 season should indeed be very interesting for all Colonel followers. On September 1, Coach Schmidt anticipates the arrival of 100 hopefuls, which would be the largest turnout in Wilkes history. Returning are 31 lettermen, including 15 who saw starting duty in 1969.

The most critical areas of concern of the Blue and Gold coaching staff will come at the offense — both on the line where graduation has taken Ed Burke, Les Loveland, and George Conway and at the quarterback slot which will find the name of Joe Zakowski missing after four record breaking campaigns.

It will be a mad scramble for his vacant position by no less than seven candidates. When the smoke does finally clear the new Colonel signal-caller will have the surname of either Barski, Brew, Giberson, Morgan, Payer, Rischman, or Ross.

Brighter Side

The brighter side of the ledger will find the defensive alignment back almost intact. The addition of several outstanding freshmen from last year should add the spice to what may be the premier defense of Wilkes annals. Offensively, the Colonels should move with fullback Bob Gennaro (446 yards, 7 TD's in 1969) and mini-mite Ted Yeager (1331 yards from 1968-69) running out of the stables. A passing game will find the likes of Jack Clarke, Bill Lazor, Jim Marascio, and Neil Langdon out-dueling opponents in the sky.

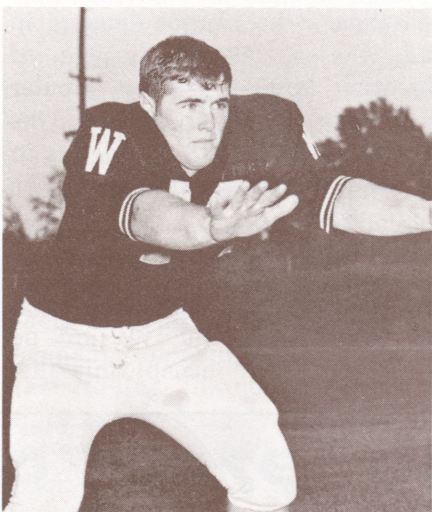
Nothing but optimism precedes the 1970 coming of the "Golden Horde" but football is a funny game and the prudent fan will realize there is often little difference between an 8-0 team and one with an 0-8 misfortune.

The season officially starts at home on September 26 with Lycoming providing the opposition and ends seven weeks later with Muskingum at the same locale. Brand new foes on the 1970 card include Alfred, Central Connecticut, and Muskingum while East Stroudsburg returns to the fold after a four-year lapse. Seniors Harry Hoover and Jim Loveland have been chosen by fellow teammates to co-captain the Blue and Gold. The complete schedule includes:

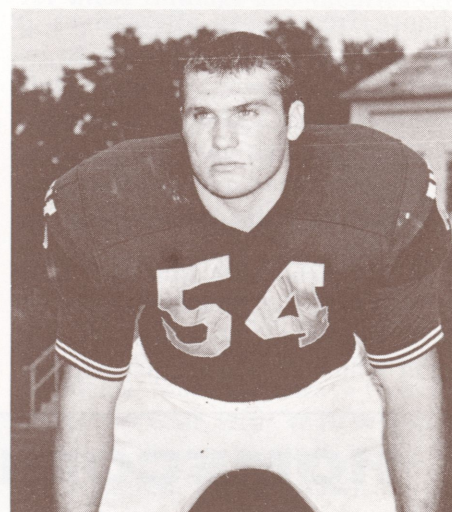
September 26 — Lycoming	(H)
October 3 — Moravian	(A)
October 10 — Delaware Valley	(A)
October 17 — Ithaca (Homecoming)	(A)
October 24 — Alfred	(H)
October 31 — E. Stroudsburg	(A)
November 7 — So. Connecticut	(A)
November 14 — Muskingum	(H)

Another Fall sport which has gained increased fan appeal is the Wilkes soccer team. The soccermen have been perennial winners and the upcoming season does likewise look very bright. Equipped with a new coach Thomas Rokita, the Wilkes soccermen will lift the lid on a new campaign on September 19 with an exhibition match with the Alumni and include 12 matches ending on November 14. The 1970 schedule:

September 25 — Upsala	(H)
September 29 — Moravian	(A)
October 3 — Phila. Textile	(A)
October 7 — Muhlenberg	(A)
October 10 — Lycoming	(H)
October 13 — Scranton	(H)
October 17 — Stevens	(A)
October 23 — Wagner	(A)
October 28 — Harpur	(H)
October 31 — Madison FDU	(A)
November 7 — Susquehanna	(H)
November 14 — Elizabethtown	(A)



Co-captains of the 1970 Wilkes College Colonels grid squad
HARRY HOOVER



JIM LOVELAND

Spring Results

Wilkes College Spring athletic squads closed out one of their most successful schedules in history, combining for a 26-17 record. The baseball and golf teams, both under the tutelage of first year mentors, led the pack with 11-6 and 8-3 records respectively.

The diamondmen of Gene Domzalski stayed in the thick of the MAC pennant race until two late season losses to Ursinus and Philadelphia Textile knocked them out of competition. For the second year in a row, the Colonels finished runner-up to Upsala for the Northern Division title. The Wilkesmen did receive some consolation with an early season 6-3 win over the Vikings, which snapped a 24-game winning streak.

Roland Schmidt, rookie golf coach better known for his gridiron teams, wasted little time in putting the Wilkes duffers back on the golf map as he guided his linksters to a 8-3 finish. Marty Monaghan, the only senior on the entire squad was the surprise of the year as he posted a 9-1-1 dual record in addition to a second place tie in the Middle Atlantic Conference Tournament.

Another first year coach, Ron Rainey, directed the Wilkes tennis team to a 5-5 record. The future also looks bright for the netmen with Doug Valenteen and Jon Schiffman, both Juniors coming through with 7-3 logs.

The lacrosse team in their initial year of intercollegiate competition, fought to a 2-3 tally. Senior defensemen Dave Bogusko led the charges of Jon Hobrock in the scoring department with 10 points.

HOMEcoming 1970 OCTOBER 17

ALUMNI NEWS...

'37

Ann Steward, the former **ANN GRIFFITHS**, received her bachelor's degree in speech pathology from the University of Colorado in June. Ann resides at 2129 Grove Street, Boulder, Colorado.

DAVID MORGAN is chief engineer with Dunham-Bush, Incorporated, in Harrisonburg, Virginia. He and his wife, the former **RUTH GIBBONS**, '36, reside at 2006 Edgewood-Asaby Heights, Harrisonburg, Virginia.

'46

Gloria Fierverker, the former **GLORIA FARKAS**, received her bachelor of arts degree in English education from Wilkes College. Gloria began her college career at Bucknell Junior College in 1944 pursuing a degree in journalism. She resides at 54 South Dawes Avenue, Kingston, Pennsylvania, with her husband and children.

'49

THOMAS J. MORAN recently became assistant professor of journalism at Wilkes College. Tom, a veteran of 20 years in the newspaper field, was formerly managing editor of the Sunday Independent. He resides at 113 West River Street, Wilkes-Barre, Pennsylvania.

'50

EARL A. WOLFE was the guest speaker at a luncheon of the Wyoming Valley Association of Life Underwriters at the Towne House Restaurant in Kingston. He resides in Cooperstown, New York, with his wife, Marian, and a son, Casey.

'51

NORMAN CROMACK is a professor at Trenton State College. He is teaching a variety of courses in mathematics in the lower division of the college, but his primary assignment is teaching a "Methods Course" for prospective secondary school math teachers. He resides with his wife and children at 37 Meadow Lane, Flemington, New Jersey.

'55

J. HAROLD FLANNERY is director of litigation for Harvard University Center for Law and Education. In his capacity, he supervises preparation and trial of lawsuits. He resides with his wife, Barbara, at 287 Harvard Street, Cambridge, Massachusetts.

'56

JOHN KUSHNERICK is editor and publisher of Motor Age Magazine for the Chilton Company of Philadelphia. He was recently appointed to the Board of Directors of Chilton Company and elected president of Certified Automotive Repairmen's Society, a non profit subsidiary of Chilton Company. He resides with his wife and children at 23 War Trophy Lane, Media, Pennsylvania.

'57

ROLAND LEONARD is general manager of mining and construction for Canadian Ingersoll Rand Company in Quebec, Canada. He resides with his wife, Darlene, and their five children at 227 Loxley Avenue, Beaconsfield, Quebec, Canada.

'58

JEROME LUFT received his master's degree in education from Rutgers University in June. Jerome resides at 807 Youngs Road, Phillipsburg, New Jersey.

'59

RICHARD ROBERTS is a guidance counselor for Council Rock Schools and recently received his master's degree from Trenton State. He resides at 543 Centre Avenue, Newtown, Pennsylvania.

CHARLES MUSTINSKI was appointed as instrumental music instructor and band director by the North Warren Regional Board of Education. Charles has been a music teacher for 40 years. A former member of the New York University Symphonic Orchestra, he conducted a 400-voice chorus at the New York World's Fair and sang with a 600-member chorus directed by Leopold Stokowski. A junior high school band that he developed became champions of the Ted Mack program and performed at Madison Square Garden.

'60

ROBERT WASHBURN is assistant controller of Ted Bates & Company, Incorporated. Bob is responsible for direction and coordination of all phases of client accounting in addition to certain special responsibilities in the area of cost, financial planning and computer adaptation. He resides with his wife, Patricia, and their two children at 3 Honeysuckle Lane, Kings Park, New York.

'61

JEAN HENDERSHOT received her bachelor of science degree in The Bible from Philadelphia College of the Bible in May. Jean was a member of the teaching staff at Williamsport Hospital for three years before entering PCB.

'62

WILBUR DOTTER received his master's degree from Rutgers University in June. Wilbur resides at 662 Northampton Drive, Silver Spring, Maryland.

RONALD YATES is project engineer for Eastern Airlines, Inc. He resides with his wife, Ann, at 9868 North Kendall Drive, Miami, Florida.

'63

STUART LAWSON, JR. is president of Halsey, Stuart Co., Inc. of New York. He resides with his wife, Shelley, and their new daughter at 418 Ridgfield Road, Wilton, Connecticut.

ROBERT WILLIAMS received his master's degree in education from Rutgers University in June. Robert resides at R.D. 2, Sunset Drive, Carlisle, Penna.

'64

Patricia Trask, the former **PATRICIA CHAPRACKI**, will begin her law studies at Catholic University in Washington, D. C. in the fall. She resides with her husband and their daughter at 10311 Cherry Tree Lane, Silver Spring, Maryland.

ROBERT KRESSLY is supervisor of American Brands in Mountaintop, Pennsylvania. Bob resides with his wife, Barbara, and their son at 242 Academy Street, Wilkes-Barre, Pennsylvania.

'65

FRANCIS J. MENAPACE, JR. received his medical degree from Temple University in June. Dr. Menapace will do his internship at Temple University Hospital, Philadelphia, Pennsylvania.

CAROLYN GORAL received her master's degree in guidance and personnel administration from Seton Hall University, South Orange, New Jersey. She is presently employed on the staff of the emergency room of the Middlesex General Hospital, New Brunswick, New Jersey. Carol resides in Somerset, New Jersey.

Marianne Golden, the former **MARIANNE EVANCHO**, is teaching in the Brayton Grade School in Summit, New Jersey. She and her husband, Robert, reside at 1275 Rock Avenue, North Plainfield, N. J.

ROBERT PRITCHARD is chief of the Third Coast Guard District Reserve Training Program on Governors Island, New York. He and his wife, Judith, and their two children reside at QTRS 950-C, Governors Island, New York, New York.

BENJAMIN GRELLA received his medical degree from the University of Pennsylvania in May. He is presently doing his internship at the Hospital of the University of Pennsylvania. He and his wife, the former **DORIS WOODY**, '66, reside at 3600 Chestnut Street, Philadelphia.

'66

ANTHONY J. ROSS is a medical student at Temple University. His wife, the former **MARIA SUPKO**, '66, received her medical degree from the Woman's Medical College of Pennsylvania in June. Maria will begin her internship at Hospital of the Woman's Medical College in the near future. They reside at 7950 Henry Avenue, Philadelphia, Pennsylvania.

DAVID W. GREENWALD graduated with honors from Temple University Medical School in June. He has begun his internship in internal medicine at Mt. Sinai Hospital, New York City. He and his wife, Carol, reside at 1249 Park Avenue, New York.

'66 (Continued)

STEPHEN COTTRELL received his doctor of philosophy degree from Rutgers University in June. Steve resides at 912 Sea Girt Avenue, Wall Township, New Jersey.

WILLIAM F. VANHORN, JR., a science chairman in the Groton Public School System, will undertake a long-range pilot study of the Thames River for the Southeastern New England section of Marine Technology Society. Bill has instructed Earth Science and Biology in Groton for the past four years. He will receive an M.A. in biology and oceanography from Wesleyan University in Middletown, Connecticut, this summer and is a member of numerous local and national organizations.

TIMOTHY SWANSON received his master of science degree from the University of Scranton in June. Tim is teaching at the Wyoming Seminary Day School in Forty Fort. He resides with his wife, Carol, and their daughter at Wyoming Seminary, Kingston, Pennsylvania.

'67

JOSEPH ADOMIAK received his master's degree in elementary education from the State University of New York at Cortland in May. Joe resides at P. O. Box 516, Newark Valley, New York.

RONALD KRUPINSKI is a research engineer at the University of Wisconsin and is working on his M.S. in Urban Water Resources Engineering at the University. He resides with his wife, Jean, at 3451 North Cramer Street, Milwaukee, Wisconsin.

'68

GLORIA BREZA is director of Media Research for WNEW Radio an affiliate of Metromedia, Inc. She resides at 418 East 83rd Street, New York, N. Y.

BEVERLY BRATOSZ is an instructor at the Hartford Hospital in Connecticut. Beverly teaches medical-surgical nursing to junior and senior diploma nursing students. She also received her master's degree in guidance from the Central Connecticut State College in May. She resides at Apt. 44-A Salem Court, Glastonbury, Connecticut.

FREDERICK BROWN is a science teacher at the Jefferson Elementary School in Pottstown, Pennsylvania. He resides with his wife, Linda, at 1980 N. Farmington Avenue, Pottstown.

Dorothy Rodzvilla, the former **DOROTHY DE LONG**, is a medical technician at the Thomas Jefferson University Hospital. She and her husband, John, reside at 1000 Walnut Street, Philadelphia, Pa.

'69

STEPHEN FARRAR is an accountant with Peat, Marwick, Mitchell, and Company. He and his wife, Colleen, reside at 3505 Palm Court, Raleigh, North Carolina.

SHEILA SCHMALTZ is a caseworker with the Clarks Summit State Hospital. She resides at 57 Center Street, Pittston, Pennsylvania.

ANDREA PETRASEK is the girls' program director at the YMCA in Wilkes-Barre. She resides at 80 Eley Street, Kingston, Pennsylvania.

THERESA ELLIS is an intelligence research analyst for the National Security Agency in Maryland. She resides at Fountain Green Apartments, 3532 Leslie Way, Laurel, Maryland.

Janice Davenhall, the former **JANICE GOODFELLOW**, is a teacher in the Branchburg Township School District. She resides with her husband, Ronald, at 70 J.F.K. Boulevard, Apt. 22-L, Somerset, N. J.

'70

DALE RESUE is a student at the University of Pennsylvania. His wife, the former **BONITA JEAN RENSA**, '69, is a secretary and laboratory assistant at the Hospital of the University of Pennsylvania. They reside at 109 South 43rd Street, Philadelphia.

HOMECOMING 1970 OCTOBER 17

Down The Aisle



'63

JOSEPH WEINKLE was married to Phyllis E. Goodman. Joe is employed as a transportation industry analyst with the Civil Aeronautics Board in Washington, D. C. They reside at 2801 Quebec Street, NW Apt. 633, Washington, D. C.

'65

SANDRA SAUNDERS became the bride of Robert A. Keator. Sandra is employed as a consultant for Princess House, Inc. Her husband is a recruiter for the U. S. Army. They reside at 333 Spruce Avenue, Maple Shade, New Jersey.

'66

ANNETTA LONG became the bride of Charles Cheek. Annetta is currently working towards her Ph.D. in archaeology at the University of Arizona.

DR. PAUL WESELEY was married on March 22, 1970. Paul is an intern at the Long Island College Hospital. Paul and his wife, Maxine, reside at 94 Amity Street, Brooklyn, New York.

'68

MICHAEL J. ROMEO, JR. was married to Lana Rice. Mike is presently teaching math at Jefferson High School. They reside at 216 Lakeside Avenue, Lake Hopatcong, New Jersey.

VIRGINIA STECKEL became the bride of John Valentine. Virginia is an instructor in maternal-child nursing at Massachusetts General Hospital in Boston. Her husband is presently serving with the Marine Corps.

SHARON STRZELCZYK became the bride of George Robinson, Jr. Sharon is teaching Business Education at the Wallenpaupack High School. They reside at Tafton, Pennsylvania.

'69

BRUCE COMSTOCK and **MARILYN MOFFATT** were married recently. Bruce is employed as a marketing representative for IBM Corporation, Buffalo, New York. They reside in Cheektowaga, New York.

MARY JEZIEWSKI became the bride of Bernard Poremba. Mary is an elementary teacher in the Wyoming Valley West School District. Her husband is currently attending Wilkes. They reside at 115 Edison Street, Wilkes-Barre, Pennsylvania.

JOSEPH WIENDL and **MARY ANN JANKOWSKI** were married recently. Joe is presently serving a two-year military obligation at West Point, New York, where he is assistant wrestling coach at the Military Academy. He also assists with the football and baseball programs. Mary Ann will be teaching in the West Point Elementary School. They reside in Cornwall, New York.

JAYNE WESTAWSKI became the bride of Richard Muzyka. Jayne is employed by the Crestwood School District as a reading instructor. They reside in Virginia Beach.

JUDITH SHENESKY became the bride of Richard Yost. Judy is employed in the bacteriology department of the Allentown General Hospital. They reside at 328 North 16th Street, Allentown, Penna.

'70

SANDRA STREVELL became the bride of James Miller. Sandra will be teaching mathematics in Longview in September. They will reside in Longview, Texas.

GEORGE PAPADEMETRIOU and **SIGRID BEHNKE** were married recently. Sigrid is employed with the Stanhope Board of Education. Both George and Sigrid will attend the University of Maryland in College Park to complete graduate work.

MARYANN POLOCKO became the bride of James Hovan.

This Bright New World



'51

a son, Piers Philip, born on May 6, 1970, to the Rev. and Mrs. Willard Prater. Mrs. Prater is the former **PHYLLIS DEISHER** '54. They reside at R.D. 1, Bellefontaine, Ohio.

'61

a daughter, Kara, born on March 17, 1970, to Dr. and Mrs. Richard Schell. Mrs. Schell is the former **TRUDY MURPHY**. They reside at 54 Newport Street, Glen Lyon, Pennsylvania.

'62

a daughter, Maura, born on April 6, 1970, to Mr. and Mrs. **VITO J. FLORIMONTE**. They reside at 1402 Linn Street, State College, Pennsylvania.

a son, Mark, born on May 13, 1970, to Mr. and Mrs. Donald Harris. Mrs. Harris is the former **MARION RIPPLE**. They reside at 3480 Gila Drive, San Jose, California.

a son, Donald, born on May 1, 1970, to Mr. and Mrs. Donald Hopkins. Mrs. Hopkins is the former **MARYANN FOLEY**. They reside at R.D. 1, Dallas, Pa.

'63

a daughter, Sarah, born on May 2, 1970, to Mr. and Mrs. **STUART LAWSON, JR.** They reside at 418 Ridgefield Road, Wilton, Connecticut.

'64

a daughter, Pamela, born on April 22, 1970, to Mr. and Mrs. Edward Turchin. Mrs. Turchin is the former **BONNIE LEWIS**. They reside at 719 East Federal Street, Allentown, Pennsylvania.

a son, Robert, born on December 24, 1969, to Mr. and Mrs. **ROBERT KRESSLY**. They reside at 242 Academy Street, Wilkes-Barre, Pennsylvania.

'66

a daughter, Elizabeth, born on November 26, 1969, to Mr. and Mrs. Martin O'Connor. Mrs. O'Connor is the former **CAROLE VERCUSKY**. They reside at 201 Evergreen Street, Vestal, New York.

a son, Joseph, Jr., born on April 11, 1970, to Mr. and Mrs. **JOSEPH CRANE**. They reside at 1937 B Mather Way, Elkins Park, Pennsylvania.

'67

a daughter, Rosanne, born on May 28, 1970, to Mr. and Mrs. Albert Kvortek. Mrs. Kvortek is the former **MARTHA THOMPSON**. They reside at 11 Mansfield Avenue, East Brunswick, New Jersey.

'68

a son, Joseph, born on June 23, 1970, to Mr. and Mrs. Robert Campbell. Mrs. Campbell is the former **KATHERINE SMITH**. They reside at 13449 Locksley Lane, Silver Spring, Maryland.

a son, Jeffrey, born on May 30, 1970, to Mr. and Mrs. Louis Thibault. Mrs. Thibault is the former **LEILANI HALL**. They reside at 345 William Street, Piscataway, New Jersey.

a daughter, Laralyn, born on April 15, 1970, to Mr. and Mrs. John A. Doran. Mrs. Doran is the former **BERNICE LUCKENBACH**. They reside at Skyles Way, Apt. 102, Springfield, Virginia.

In Memoriam

DR. ARNAUD C. MARTS — Wilkes College Trustee

Dr. Arnaud C. Marts, honorary member of the Board of Trustees, former president of Bucknell University, Lewisburg, and of Bucknell Junior College, later to become Wilkes College, died July 10 in New York at the age of 81.

Dr. Marts was president of Bucknell University from 1938 until 1945, and served the previous three years as acting president. During his administration, he was instrumental in acquiring the first three buildings for Bucknell Junior College, and served as junior college president until the appointment of Dr. Farley.

In 1961, he was among the speakers at a testimonial dinner in Wilkes-Barre honoring Dr. Farley. In 1963, on his 75th birthday anniversary, a gift of a \$25,000 scholarship to Wilkes College was made by Marts and Lundy, Inc., New York, in honor of Dr. Marts, then chairman of that firm's board and vice chairman of the Board of Trustees of Wilkes College.

DOUGLAS P. SAKIN, '68 — Gaithersburg, Maryland

Douglas P. Sakin, 23, of Gaithersburg, Maryland, formerly of Wilkes-Barre, was killed on June 27 when the private plane he was piloting crashed into Crystal Lake Reservoir, Bear Creek Township, Pennsylvania.

Doug, a 1964 graduate of GAR High School, who majored in physics at Wilkes College, spent one year as a physics instructor at Rutgers University before joining the Bureau of Standards in Washington, D. C.

He is survived by his parents, Mr. and Mrs. William G. Sakin.

PAUL WALTON, '35 — Pitman, New Jersey

Paul, who received a terminal degree in Chemical Engineering from Bucknell Junior College in 1935, died on November 10, 1969.

After graduation from Wilkes, Paul went on to receive his B.S. degree from Bucknell University in 1937. He was a native of Kingston, Pennsylvania.

MARIE KOPICKI, '37 — Long Island, New York

Marie, a former resident of Forest Hills, Long Island, New York, died on December 8, 1969.

She received her associate degree in Commerce and Finance from Bucknell Junior College in 1937, and then went on to Columbia University where she graduated with a B.S. degree in Business in 1939. Marie had been employed as a secretary for the International Division of Avco Manufacturing Corporation.

(continued from page 11)

to know yourself, be true to yourself, and identify in you these human qualities that you will need to succeed.

The individual in the '70's must be more daring and courageous than the previous generation. He must learn to fail intelligently if he has to in an attempt to find newer and better ways of doing things. He must direct more of his interests and efforts at providing a better future for society. Your society will not be labeled as an "industrialized society." You are entering a world that can only be characterized as a "learning society." In the role of dominance will be the service sectors of our society: education, the professions, government, and non-profit institutions. It will not be, as in the past, the industrial sector. I hope that colleges will adopt the Princeton Plan and that in the last two weeks in October some college students will take an active involvement in our election of public officials. As a nation we have been far too apathetic about our politics and politicians. We must, I believe, vastly improve both if we are to change for the better many of our national political and social problems, because their solutions call for new federal legislation and more federal funds. These will not come about unless our elected representatives in Washington rethink our problems, restructure the government, and reallocate our taxes. What better experience would there be in our politics than an active part in a political election.

In last month's Fortune Magazine there is a very interesting article written by Louis Banks, the Managing Editor of that magazine. He was the recipient of the Nieman Research Fellowship at Harvard and spent last year on campus there. The central theme of his article is that today's graduate, because of the unresolved conflict between science and technology and business,

"is the first generation in American history to graduate into adult life without optimism."

I don't agree with this premise presented by Mr. Banks. In 1792 Edmund Burke said:

"To complain of the age we live, to murmur at the present possessors of power, to lament the past, to conceive extravagant hopes of the future are the common dispositions of the greatest part of mankind."

Certainly, thirty-four years ago, when Eugene and Eleanor Farley came to Wilkes-Barre in the middle of a so-called "Great Depression" to start a college in three rented rooms to provide an education for the sons and daughters of mostly poverty-stricken coal miners, that, too, could have been considered a generation without much hope. If ever there was a living testimonial to how one dedicated man and

woman can shape an institution, and, indeed, a region, its culture, and the lives of the several thousand graduates of Wilkes College, it is in the task performed so brilliantly over more than three decades by our beloved and retiring president. It is the individual, in the last analysis, that shapes our institutions and our nation. In your careers in business there will be no room for the so-called "organization man." What is needed is the non-organization man. Whether or not you can shape the policy of your institutions as well as its operations will depend on you and your commitment and dedication.

There is much written today in the folklore of management about what makes one corporation or business organization, whether profit-making or non-profit, better than its competitors and outstanding in its field. In my judgment, it is not money and the capital it takes to run an enterprise. It is not really the effective and efficient use of time. Nearly all organizations have about equal amounts of money and time. The real determiner of success of an enterprise is the human effort. What do I mean by human effort? Quite simply, I believe that the forces that motivate and drive people in an organization toward its pre-determined objectives are its pride, its spirit, its self-respect, and a sense of real accomplishment in the realization that that organization is using its knowledge and information more successfully than its competitors. Of course, pride, spirit, self-respect, and a sense of accomplishment are only words unless there is a leader who is directing the human effort and managing the resources of the organization. Dr. Eugene S. Farley has built this institution from the three rooms into the vital, strong, growing college it is today and will be tomorrow under the dedicated leadership of our new President Dr. Francis Michelini. And, for the qualities of leadership in both of these men, we take great comfort and pride.

I must confess that last February, when Dr. Farley asked me to talk to you, I was rather surprised. And it is with a real sense of humility that I have approached this task. The events of April and May make February seem a long time ago. At the time he asked me, I said to myself, who made the speech at my graduation ceremonies here in 1951. I confess to you I do not know, and I think that nineteen years from now few, if any of you will remember who spoke to you at your commencement ceremony. And that is really not important.

What is really important, and I hope you will always remember it, is that as you go through life you will do many things in your professional and personal careers. Do them well. You are and always will be a self-directing individual. The freedoms we enjoy as Americans living in a free society began with the individual. It must not end there.

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Enclosed is for Wilkes College chair(s) checked below.

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- ☐ 342-218 Arm Chair, Cherry Arms @ 43.50
- ☐ 341-214 Side Chair @ 26.25
- ☐ 183-214 Boston Rocker @ 34.75

Name

Address

Town Z/C

We are very sorry but, we cannot guarantee Christmas delivery on orders received after November 24, 1967. — (Express is collect from Gardner, Mass.)

**KEEP
IN
TOUCH!**

Someone, somewhere at some time has wondered where you are, what you are doing and maybe even how to get in touch with you. You have probably experienced the same thought at one time or another. Why not do something about it? Right now, while the idea is still fresh. Fill in the form below and send it to the Alumni Office, Wilkes College, Wilkes-Barre, Pa. 18702.

1. NAME
(LAST) (FIRST) (MIDDLE)
MAIDEN NAME
Street
City State Zip Code
Telephones: Home Business
2. WILKES DEGREE Curriculum Year Graduated
Withdrew Transferred to
Degree Date
3. ADVANCED DEGREES Source Date
.....
.....
4. PLACE OF EMPLOYMENT Title
Business Address
Duties
.....
5. MARRIED ☐ SINGLE ☐
Spouse (Name) Wilkes Graduate?
Children: Name Date of Birth
.....
.....
.....
6. LAST POSITION HELD: Title Employer
7. PERMANENT REFERENCE ADDRESS
(NAME) (PHONE)
.....
(STREET) (CITY) (STATE) (ZIP CODE)

1911-1912
1913-1914
1915-1916
1917-1918
1919-1920