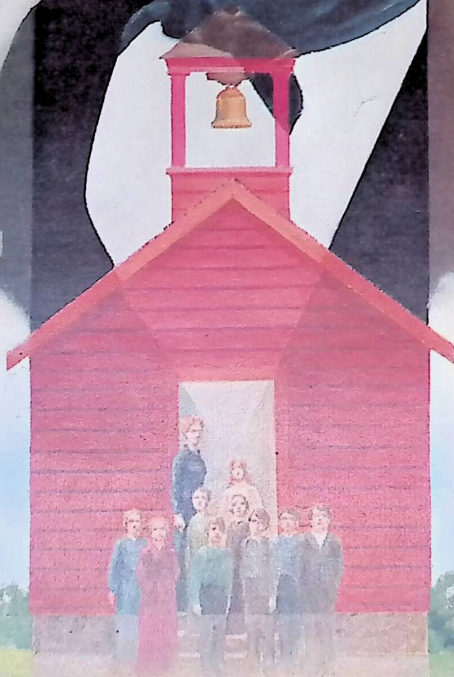
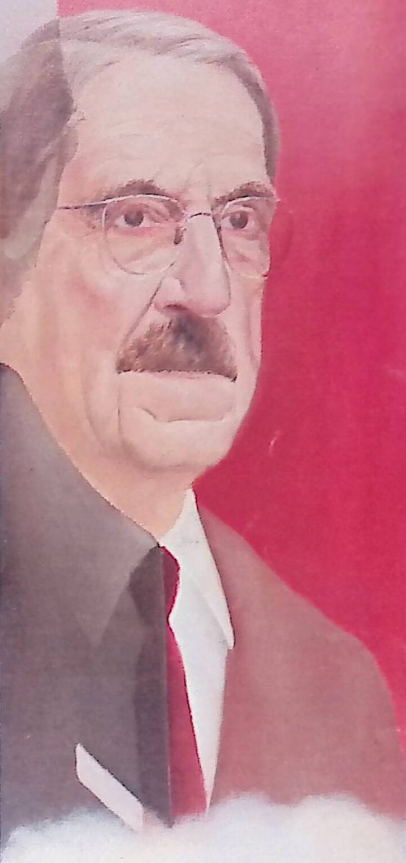


SUMMER 1978

WILKES COLLEGE QUARTERLY





SUMMER 1978

Volume 2, Number 2

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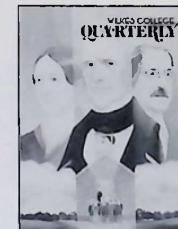
ON THE COVER:

Modern America's legacy is three hundred years of progress which has built the greatest educational system the world has ever known.

Basic education for all through high school is nearly universal. Higher education is within reach of almost every young person in the nation. And, education beyond the collegiate level has become commonplace with the increasing availability of funds for graduate study.

Throughout the years American education has prospered because of the leadership of outstanding men and women who had the vision of what public education could do for this nation. Three of these American educational leaders are shown on the cover of this issue of the WILKES COLLEGE QUARTERLY, which was designed by artist Ron Beck. The educators, from left, are Dorothea Dix, Horace Mann, and John Dewey.

Nearing the end of this century we see our schools facing new and different problems. But this has characterized our history. Under the leadership of great educators we can expect that American Education will continue to set the pace for all nations.



The Seeds of Time

An address by Joseph J. Pinola '49

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collegechronicle



**CHAIRMAN OF THE BOARD,
BENJAMIN BADMAN**

Benjamin Badman, president and chief executive officer of the Wyoming Valley Hospital, Wilkes-Barre, assumed the chairmanship of the Wilkes College Board of Trustees on June 1.

Badman, a 1941 alumnus of the college when the institution was known as Bucknell University Junior College, succeeds Atty. Joseph J. Savitz, '48 who completed three consecutive terms as chairman.

Other board officers, elected at a recent meeting of the trustees, include Mrs. Walter M. Diener, vice chairman; Hon. Edwin M. Kosik, '49 vice chairman; Mrs. Edward Darling, secretary; and Mrs. William Davidowitz, treasurer.

The new Wilkes College board chairman is a native of Plymouth, Pa. Following completion of studies at Bucknell University Junior College, Badman attained his B.A. degree at Wesleyan University.

A veteran of the World War II European Theater, Badman served as bombardier-navigator in the U. S. Army Air Corps, flying 35 missions over Germany. He was awarded the Distinguished Flying Cross and Air Medal with three Oak Leaf Clusters.

Badman assumed the presidency of the Wyoming Valley Hospital in

1949 and has been a member of its board of trustees since 1959. His professional affiliations include the American Hospital Association, Hospital Association of Pennsylvania, and the American College of Hospital Administrators.

He has been chairman of the Political Action Committee, Hospital Association of Pennsylvania and a member of the House of Delegates, American Hospital Association.

Active in local civic and service organizations, the Wilkes board chairman served as president of the Wilkes-Barre Kiwanis Club, president of the Greater Wilkes-Barre Chamber of Commerce, board chairman of the American Red Cross, and acting campaign chairman of the Wyoming Valley United Way.

Badman also serves or has served on the boards of the NPW Medical Center, Salvation Army, Boy Scouts of America, and the Visiting Nurse Association.

Badman has been a member of the Wilkes College board of trustees since 1972. Recently, he served as chairman of the Goals Committee of the College, composed of trustees, faculty, students, and community Alumni leaders, which made an extensive in-depth study of the long range objectives of Wilkes College.

Badman has also chaired the College's 1966 Capital Fund Campaign, the 1968 Scholarship Campaign, and is presently chairman of the Special Gifts Phase of the College's "Alpha" capital campaign.

YOU ARE THERE!

The Wilkes/Hahnemann Telecommunications System, linking five hospitals and Wilkes College in Northeastern Pennsylvania with Hahnemann Medical College and Hospital in Philadelphia, gives both students and physicians in Northeastern Pennsylvania instant access to faculty and case studies at the Philadelphia teaching hospital.

Whether for teaching or consultations, the system brings the expertise of the instructors and super-specialists as close as the T.V. monitor. The savings in time and money when comparing costs of physically bringing the experts to the outreach region are significant.

The Wilkes/Hahnemann Telecommunications System, which officially opened June 21, was developed to reinforce a six-year program for training family doctors for Northeastern Pennsylvania. The number of aging, general physicians was dwindling and eager young replacements were not appearing out of the local woods. The philosophy behind the Wilkes/Hahnemann Program is to recruit potential family/primary care physicians from the areas that need them. The search is made for bright high school students with a humanistic approach who are interested in the sciences and medicine and who enjoy the life-style of their own area.

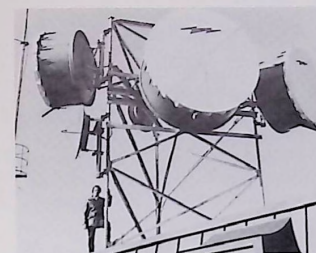
Each year, nearly one hundred students are recruited into the Wilkes/Hahnemann Program to begin their studies at Wilkes College in Wilkes-Barre. After two years at Wilkes studying a curriculum designed to integrate with rather than duplicate Hahnemann's curriculum, the pool is narrowed to a maximum of 25 qualified students who go 115 miles south to Hahnemann for their first three years of medical school.

The students return to the Wilkes-Barre/Scranton region for their last clinical year of medicine. The theory is that an early introduction to the medical community will help reinforce their stated desires to remain and serve in that community or nearby.

The Wilkes/Hahnemann T.V. System makes use of sophisticated cameras, microwave transmission equipment, and switching systems. The picture is transmitted in color, allowing patient-demonstrations of operations and many other

color-significant symptoms — as well as color-coded test results.

Although the Wilkes/Hahnemann System is designed primarily for providing medical education (undergraduate and continuing education courses for medical professionals) and diagnostic consultations, there are other uses for the sophisticated



**MICROWAVE UNITS ATOP
THE STARK LEARNING CENTER**

two-way T.V. system. Administrative conferences among the affiliate hospitals and Hahnemann are as easy as the relevant participants meeting in their respective studios. Trouble-shooting for any shared institutional problem from supply shortages to bad batches of medications is facilitated. Any time the statement "What to look for is . . ." can be made, a two-way telecommunications system will help make that statement more effectively.

A PROMISE FOR TOMORROW

Wilkes College's Academic Skills Center offers a useful service to the area.

Located at Ross Hall, 251 South River Street, the Skills Center houses a number of educational and volunteer programs that attract people of all ages and backgrounds.

The young and energetic staff of the Reading Center, located on the first floor of the old but stately structure, is comprised of Jean Gavlick, head teacher; Joan McGuiness, psychometrician; Donna Lee, Diane Sherman, and Pat Kozick, tutors. The director is Dr. J. George Siles, and Janie Stricker is the secretary. Both serve as director and secretary for the other programs in the Center.

The primary goal of the Center is to improve the reading skills and related language arts and study skills of elementary, secondary, and post-secondary students. Upon entering the program each student is

given a series of reading, auditory, and visual acuity and perceptual tests, which will be used to develop each student's individual program. The Center is designed to attempt to correct known deficiencies and generally strengthen each student's reading ability.

All of the activities are developed and applied by staff instructors under the supervision of the Wilkes College faculty, and each instructor is assigned no more than three students during the session.

The Act 101 Operation Phoenix Program is housed on the second floor of the building. This program allows educationally underprepared students the opportunity to improve their skills in verbal and written communication, reading comprehension, mathematics and problem solving. Operation Phoenix reaches out to those people who sincerely want to better themselves and further their education by attending college but who may feel their high school grades are not good enough, the costs of college may be too high, or they might need special help and assistance to succeed.

A sincere and friendly staff, comprised of Rosemary Marchese, social service position/counselor, and Mary Kane, tutor coordinator, makes available individual and group counseling to aid students in developing self-confidence, coping with any problems and anxieties that may arise, and planning a course of action.

Trained tutors are provided for each course a student takes, and they assist them in developing good study habits. Also, special instruction is provided to help each student take full advantage of all available financial assistance.

On the third floor is a small, simply furnished room which serves as the office for both Volunteers for Literacy (V.F.L.) and E.S.O.L. (English to Speakers of Other Languages). These organizations are operated strictly on a volunteer basis. Students are chosen, usually under the Cooperative Education Program, to organize these Adult Basic Education programs. The Cooperative Education Program is designed to give students practical experience in their major area of study. Linda Lombardo and Sharon Zavatski, two Wilkes College Community Service majors, are in charge of these programs.

The V.F.L. Program is designed to help non-literate adults learn to read and write, whereas the goal of

the E.S.O.L. Program is to help foreign speaking adults to read, write, and speak English. Both programs thrive on the volunteers who give of themselves so that others may experience and enjoy the many daily things which those who are literate in English often take for granted.

The volunteers may be as young as sixteen years of age. The only requirements of the program are that they be high school graduates and capable of reading, speaking, and writing English. They must also be willing to tutor on a regular basis about three hours a week. Prior to their responsibilities as a volunteer, they are subject to a training period in which they are instructed to use the available materials and utilize instructional methods. The humane and invaluable services offered by these volunteers are important both to the progress of our society and the development of our nation.

Although their roles may vary, all of the people involved in the various programs at the Wilkes College Academic Skills Center are working toward a common goal. The director, organizers, staff, and participating members are all a part of a movement toward the betterment of themselves, of others, and of our society in general.

NEW PART FOR ART



Arthur J. Hoover, a veteran member of the "Wilkes College Family," and Director of Alumni Relations at Wilkes College since 1970, has been appointed associate dean of student affairs at the College as of August 1.

Since joining the college in 1955, Hoover has served in a variety of

(cont'd on page 8)

"The Seeds of Time"

I can't tell you what a pleasure it is for me to be your speaker on this occasion, honoring the 1978 graduating class of Wilkes College. Somehow I feel that I am the most honored person here today.

It is very difficult for me to realize that almost 30 years have gone by since I sat, as you are now sitting, listening to someone else up here giving my class its "hail and farewell."

You must imagine all that went through my mind as I thought about what I should say to you today. Nostalgia? Of course. It shall be with me during my entire stay here in Wyoming Valley. It has been with me since I put these words together.

Thirty years ago I sat where you are, wondering what was going to happen to me. Now I know: not what will happen, but what has happened. Today you are sitting where I was then, wondering the same thing: what's going to happen to you. And I don't know the answer to that question any better than you do.

Then I remembered some lines from Macbeth. You know them, too. You know, I took the title of my talk today from Shakespeare. With Macbeth is Banquo, who is soon to become his mortal enemy. They come upon the three witches, who cry out:

"All Hail, Macbeth, that shalt be king thereafter." Banquo asks, "What about me?"

"If you can look into the seeds of time

And say which grain will grow
and which will not,

Speak then to me, who neither
beg nor fear

Your favors nor your hate."

When I was sitting out there where you are, I'd have given everything I had, which wasn't much, if I could have run into just one old witch who could tell my fortune. I bet a lot of you feel this same way today. Yet, as Shakespeare has the witches say later on, sometimes it's better not to know.

As I sat through my graduation in 1949, I was conscious of having very mixed feelings. First of all, and I won't try to kid you about this, I was glad to be getting out. I enjoyed my years here but I felt it was time to move on.

An address by Joseph J. Pinola '49, Chairman of the Board and Chief Executive Officer of the Western Bancorporation, Los Angeles, Calif.

There was an air of unrest prevalent at that time. The economy was in a recession. The United States had played the major role in winning the Second World War, yet it didn't seem to have its act together. To make matters worse, there seemed to be little peace throughout the world.

What it all added up to was a great deal of uncertainty in my mind. It was an uncertainty I shared with most of my classmates. Half the members of my graduating class were married. Many had already started families. We needed jobs but unemployment was up, and jobs were hard to come by. John Kenneth Galbraith was on the scene, but the affluent society had not yet occurred.

We weren't cynical, we were apprehensive. We didn't protest. Many of us knew from experience what strikes and lockouts meant.

Relationships between men and women in our class were rather different from those today. For one thing, the question of having women live in the men's dormitory, or vice versa, never came up because none of us could afford to live in a dorm.

Our education was pragmatic because we lived in a pragmatic world. We were willing to try anything that worked, anything that might work. We had grown up in the Depression. Except for another war, the last thing we wanted in our lives was the personal and social devastation that comes with a falling economy.

Our sights were not very high, and now that I think of it, our goals were not very lofty. We wanted world peace and the recognition of the dignity of every individual. But those were largely abstractions. What we wanted most was our place in the sun.

I think it safe to say that life was relatively simple then. It is my guess that if you drew a line on the rate of acquisition of new technical knowledge from the day of the caveman right up to the day of my

graduation, it would almost be a flat line. Then, all of a sudden, it would leap right off the chart. That is a change of a kind we never encountered. Your education is a product of that change. Your education is without a doubt a better education. But your world is far more complex and more is required of you to enter it on equal footing.

So, if you are entering your world with apprehension, join the crowd. You have lots of company. Your world is going to be full of uncertainty and danger, just as ours was. I suspect that you are facing it with a mixture of confidence and apprehension, just as we did.

And if that's true, we've found a common ground, our two generations, and that's just great. For we seem always to be suspicious of each other and often antagonistic toward one another. We spend so much time and invest so much energy wondering what's wrong with you that we forget you put a lot of time and energy into the question of what's wrong with us.

Maybe we don't need to do that. Maybe we can just accept each other. We'd better, because you're here now, and I'm still around, too.

We have much more that separates us than age. We have much more that separates us than the superficial differences some critics of youth like to harp on.

For example, you are coming directly from academia, from the intellectual world. I come to you from the business world. We have a lot of mutual suspicions on that account alone. We in business are often criticized for being too practical and too profit-oriented, while we look upon intellectuals as being too removed from reality and too idealistic. Yet our very existence depends upon the dedicated efforts of all of us. We cannot lose sight of the fact that our responsibilities to each other are complex and interrelated.

As John W. Gardner stated:

"An excellent plumber is infinitely more admirable than an incompetent philosopher. The society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water."

One of our serious problems today is related, to some extent, to the attitude Gardner is criticizing. We often forget that we need the diverse talents of all our people. We need expert craftsmen and we need expert academicians.

Thirty years ago one of the primary aims of our society was to eliminate the indignity of physical labor. And we have done a great job. We've developed machines that take the physical labor out of almost everything we do. Now we face the indignity of jobs that consist of sitting and watching those machines perform the labor. It's a real problem, a problem of our time, one that stems from the rapid development of technology. We spend a lot of time wrestling with the concept of meaningful work. Yet we are nowhere near a resolution.

Concepts are indeed changing. In fact, our only constant seems to be change. Change is fascinating and useful. But it's also difficult and frustrating. One of the reasons you can't be sure what the world is going to be like for you is that you have to keep up with change. Whether you're ready or not. It's not a cold, cruel world. But it is a tough one.

What I hope is that the stress of change will not generate rancor between us. Attitudes must change with realities.

There is a great call for understanding. I don't believe, for example, that we have yet understood the fact that our standards are changing also. And just as fast. I say this because all too often I see new standards applied to performance when performance deserves a much less critical judgment.

Requirements for performance today are much higher than they were just a few years ago. Change, maneuvering in our achieving society, calls for rising standards, and that's good. That's the way it should be. But trouble develops because the public is not aware of just how rapidly it is raising its standards. The public believes that its standards are constant, unchanging. So, despite rising standards of business accomplishment, the public tends to rate business performance as very poor.

I say not so! People in business are neither more moral nor more immoral than people in any other activity. No large segment of society, whether it be business, academia, or government, is either more moral or more immoral than the others. I make the argument because I believe it one of the least recognized concepts of change. It is an argument against rigidity, for understanding. As the world changes, we — who are part of that world — must change with it. We must decide for ourselves which attitudes to modify, which to be stubborn about. It's up to us to provide the understanding that must come with change. It's up to us to set fair standards upon which to measure the success or failure of performance.

My generation has accomplished many fine things in the three decades since I sat where you are. And although I don't mean to imply that we are ready to relinquish the driver's seat, it's important to add that I believe your generation will accomplish still more.

When you're where I am now, I'll be over the hill. But if I'm around, I'm still going to care what you have made of yourselves — and of the world. The world judges us and evaluates us as it goes along. It gives some of us more — and some of us less — of its worldly rewards, not necessarily according to our virtues.

Eventually each of us, you and I, will judge and evaluate ourselves. We will judge whether, like Macbeth, we snatched at the crown and wound up our brief sojourn on earth croaking, " 'Tis a tale told by an idiot, full of sound and fury, signifying nothing." or whether we followed the admonition of Banquo, who remained a humble, honest man and became the father of kings.

Each of us will determine whether, in our individual ways, we have taken the gifts of instruction from our learned teachers and translated them into workable solutions to the problems that confront our society. Because each member of this graduating class has been given the advantage of education, we shall look to you to make a difference in a world that may be largely indifferent. You must care — for you and the thousands of young people like you are the future.

My time is up. I leave you with a few thoughts that I hope will make a mark upon you. — The first one uses the business of banking to make its point:

"If you had a bank account that credited your account each morning with \$86,400, that carried over no balance from day to day and allowed you to keep no cash in your account and every evening cancelled whatever part of the amount you had failed to use during the day, what would you do? Draw out every cent, of course.

"Well, you have such a bank, and its name is 'Time.' Every morning it credits you with 86,400 seconds. Every night it rules off, as lost, whatever of this you have failed to invest to good purpose. It carries over no balances. It allows no overdrafts.

"Each day it opens a new account with you. Each night it burns the records of the day. If you fail to use the day's deposits the loss is yours. There is no going back. There is no drawing against the 'tomorrow.' You must live in the present — on today's deposits. Invest it so as to get from it the utmost in health, happiness, and success!" And finally, I leave you with this most meaningful thought taken from the Optimist Creed:

God said, "Build a better world" and I said "How? The world is such a cold dark place and so complicated now,

And I so young and useless, there's nothing I can do. "But God in all his wisdom said, "Just build a better you!"

Editor's note: The above address was delivered by Joseph J. Pinola '49, Chairman of the Board and Chief Executive Officer of The Western Bancorporation, Los Angeles, Calif., at Wilkes College's 31st annual Commencement exercises, conducted Sunday, May 21, at Ralston Field.



capacities including business education faculty member, director of financial aid, director of student activities, director of housing, and most recently, director of alumni relations and community affairs.

"Art has expressed a strong interest in returning to the area of student personnel administration," stated President Capin. "He has made an outstanding contribution to our local and national alumni program over the past eight years, and we express appreciation for Art's efforts in enlarging the relationship of the College with its alumni."

Wilkes College currently boasts an alumni roll of nearly 13,000 with graduates throughout the United States and the world.

President Capin noted that a special committee, comprised of alumni, faculty, and administration has been formed to assist in the selection of a capable director of alumni relations. Hoover will continue to direct alumni relations until a successor is named.

"I thoroughly enjoyed my tenure in alumni and community relations," explained Dean Hoover. "My academic background and interest lie in student affairs and I am extremely pleased to be given the opportunity to work in this area of college administration on a full-time basis."

"I will be working directly with students to enable them to make the most of their educational experience at Wilkes and, in a sense, I will be helping to shape future alumni of the College," he added.

In returning to the dean's office, where he served from 1962 to 1970, Hoover will rejoin George Ralston, the dean of student affairs, and Jane Lampe-Groh, the associate dean of student affairs. Hoover replaces Edward Baltruchitis, formerly assistant dean of student affairs, who recently resigned to accept a position with an institution of higher learning in South Carolina.

A native of Glen Lyon, Hoover received his B.S. in business education from Wilkes College and a M.Ed. from Penn State University. He has earned additional graduate credit at Lehigh University and Penn State.

At the College he is the advisor to the annual yearbook, "Amnicola," and Commuter Council. Hoover is

the assistant secretary of the Board of Trustees and served as secretary of the Goals of the College Steering Committee.

He is a member of the Council for Advancement and Support of Education (CASE), American Personnel and Guidance Association, Pennsylvania College Personnel and Guidance Association, and secretary/treasurer of the Wilkes College Grapplers Club. Other professional affiliations include Delta Pi Epsilon, the business education fraternity, and Iota Alpha Delta, the guidance fraternity.

HISTORY REPEATED

A huge boulder on River Street, Forty Fort, between Wyoming Avenue and Cayuga Place, bears an inscription plaque which reads, "Forty Fort, built on this site in 1770 and named for the first forty pioneers. Enlarged in 1777, it protected the inhabitants when the British and Indians invaded the settlement in June, 1778..."

What it does not tell the reader is that the fort did not, after all, protect the settlers, because they decided to leave and meet the enemy. The untrained outnumbered settlers were no match for their British and Indian foes. Away from the safety of the fort, in the quiet forest, near what is now known as Monument Street, the bloody Wyoming Massacre occurred.

A grant from the F. M. Kirby Foundation to Wilkes College Dorothy Dickson Darte Center for the Performing Arts enabled Alfred Groh, director of cultural activities, to bring the residents of Wyoming Valley on July 1 a factual reenactment of these events.



A replica of the fort was constructed in Kirby Park and served as the setting for the performance. Members of the First Continental Regiment, Lansdale; Butler's Rangers, Owego, N.Y.; Independence Fyfe and Drum Corps, Broomall; and the Wilkes College Theater utilized a nearby meadow and dike area to reenact the battle and massacre which took place on July

1, 1777. Nearly 6000 Wyoming Valley residents turned out to view the event.

LEARNING WEEKEND BY WEEKEND

Wilkes College and Keystone Junior College unveiled a joint program on June 8 which will provide Northeastern Pennsylvania adults with a four-year college degree program to be offered on weekends beginning in September.

President Robert S. Capin, Wilkes College, and President John B. Hibbard, Keystone Junior College, announced that the two institutions of higher learning will cooperate for the purpose of offering a four-year, weekend college program in which Keystone, a two-year institution, will provide the courses, curricula, faculty, and administrative support services for the first two years of the undergraduate program, and Wilkes, a four-year institution, will provide the same for the final two years of the undergraduate program.

According to President Capin, the purpose of the joint venture is to provide students who complete a two-year program of study with the opportunity of going on to fulfill the requirements of the baccalaureate degree on weekends.

"Wilkes College will provide well-developed programs in business administration, psychology, and sociology as initial offerings in the upper division weekend studies," he said.

The Wilkes executive added that Wilkes College will provide a residential weekend program on the LaPlume campus of Keystone Junior College in order to allow qualified graduates of any two-year program the opportunity to fulfill the requirements for the bachelor's degree by attending classes every third weekend. Applicants must meet the standard requirements for any students desiring to transfer to Wilkes College.

Keystone will provide the physical facilities such as classrooms, office space, and residential accommodations on its suburban campus, and Wilkes College will provide course offerings, faculty, and administrative services for the upper division of the weekend program.

President Hibbard traced the success of Keystone's current two-year program, which was instituted in the Fall of 1975. "Since Keystone initiated its adult degree

'Weekender' program, it has become conscious of the needs for the graduates of the program to advance toward the baccalaureate degree in a degree-oriented program.

"Surveys which we have taken show that 82 percent of those students enrolled in Keystone's weekend program desire to attain the baccalaureate degree," he said.

The weekend adult degree concept is being expanded to the junior and senior levels because students attending the program are either reluctant or unable to attend any other kind of college program.

"Some 75 percent of Keystone 'Weekenders' have indicated that a weekend schedule fits both their professional and personal lives. There is a definite need for a program of study in this area, and for the need to go unserved would be an injustice to the adult student," the Keystone president added.

The cooperative agreement between the two colleges would be limited to the weekend college program. "There will be mutual planning of courses offered to adult students in order to provide an orderly transfer from Keystone to Wilkes," President Capin said.

COMMENCEMENT REVIEW

Joseph J. Pinola, a 1949 alumnus and chairman of the board and chief executive officer of the Western Bancorporation, Los Angeles, California, was the principal speaker at Wilkes College's 31st Commencement exercises at Ralston Field on May 21.

Also addressing the graduates were Dr. Charlotte V. Lord, Professor Emerita, English Department, who represented the faculty; and David Palanzo, a biology student and president of the graduating class.

Key commencement participants are shown prior to the start of exercises which saw 531 students receive graduate and baccalaureate



degrees. Pictured from left, Dr. Richard P. Soter, provost; President Robert S. Capin; Joseph J. Pinola, commencement speaker; Atty.

Joseph J. Savitz, chairman of the Wilkes College Board of Trustees; and Benjamin Badman, vice chairman of the Wilkes College Board of Trustees, who assumed the chairmanship of the board on June 1.

The "Alumni Award for Leadership" was shared by two graduating seniors — David W. Evans and Carl Holsberger, Jr. The award is presented annually by the Wilkes College Alumni Association to a member or members of the graduating class considered by a special committee to have made the strongest contribution to student life and the student activities program at the College.



The recipients are shown, from left (Photo b): Carl Holsberger, Jr., Arthur J. Hoover, director of alumni relations, and David W. Evans.

NEW CHALLENGES FOR WUORI AND WHITBY

President Robert S. Capin recently announced the administrative appointments of John Whitby as Dean of Special Programs and Dr. Gerald Wuori as Dean of Admissions and Freshman Studies.

"I am confident that these appointments will strengthen our admissions procedures and enable the college to attract qualified students for our special and general programs of study," expressed President Capin.

Whitby, a member of the Wilkes College Family since 1947, will assume responsibility for recruitment of students for the Wilkes/Hahnemann Program.

"We are endeavoring to maintain and attract the most qualified students to our growing special programs," added President Capin. "Dean Whitby, during 25 years of service in admissions work, has attracted many qualified students to Wilkes College. His experience will be directed toward the recruitment of students for the special programs."

Whitby, who started at Wilkes as a member of the accounting faculty, has served as dean of admissions at the college since 1952. He earned his

baccalaureate degree at Bloomsburg State College and holds a masters degree from Columbia University.

Dr. Wuori, a member of the Wilkes Philosophy Department faculty, will assume responsibility of the admissions office and for the implementation of a freshman studies program, which will become effective in August, 1979.

A native of DeKalb, Illinois, Dr. Wuori joined the Wilkes College faculty in 1975. He attained his B.A. degree from Northern Illinois University and advanced degrees from Purdue University where he won the Dean Marbury Ogle Literary Award and was a David Ross Research Fellow in 1973. Dr. Wuori was instrumental in formulating the freshman college concept at Wilkes College.

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It's Not Too Early To Start Planning For The 31st Annual Alumni HOMECOMING

Friday, Saturday, Sunday
October 13, 14, 15, 1978

Wilkes College admits students of any race, color and national or ethnic origin.

ATTENTION PARENTS!

If this magazine is addressed to your son or daughter who no longer maintains a permanent address at your home, please clip off the address label on back cover and return it with the correct address to the Alumni Office at Wilkes College. Thank you for helping us update our records.

Dr. Robert Werner

faculty abstract



by Noreen Corbett

The "Pope of Parrish Hall" is located in a large rambling office on the top floor of the building at 16 South River Street.

"The Pope," more affectionately known to his students as Dr. Werner, is a multi-faceted man who has been a member of the Wilkes College faculty for 23 years. A man who loves his profession, Dr. Werner notes, "the longer I teach the better I like students; in my years of teaching I feel students are improving in both ability and demeanor."

The educator also feels "the majority of students today respect professors who live up to their expectations in both honesty and ability." With sincere devotion to his students, Dr. Werner humorously mentions that "between semesters I'm like a firehorse without a fire."

In a more serious tone, he comments, "I believe that college teaching is an honorable commitment. In this field, one must be wholly dedicated to his work. Also, I believe the major responsibility of the college professor is to make his field relevant to the student. That is, he must integrate his subject into the whole life picture of the student. This is not a challenge to the individual teacher; rather, it is part and parcel of his job. Furthermore, I believe it is fundamental that the teacher like students. If he does, sharing his knowledge with students will flow naturally."

Seated behind his desk, Dr. Werner continues to talk solemnly about "the supreme importance of a liberal arts education in today's world." He believes that a specialized background and a liberal arts background are highly compatible, in that the combination allows one to apply specialized knowledge in various areas of a liberal arts

background. Dr. Werner feels that a liberal arts background has been of enormous support in his specified area of economics.

His respect and admiration for his students are obviously mutual, as Dr. Werner's office now bears many mementos given to him by former admiring students. One of the more eye-catching souvenirs is a red leather kneeler with "The Pope" embedded on it in studs. A group of his M.B.A. students made the kneeler for him to place in front of his desk to complete the image bestowed upon him by his nickname. The gesture was well received, for Dr. Werner promptly placed the kneeler in its intended spot.

An energetic and versatile man, Dr. Werner has many hobbies to fill his time when he is not teaching. Such pastimes as sailing, boat building, painting, and collecting hats, artifacts, and relics from all over the world keep him busy. Dr. Werner is presently involved in making a Viking battle-axe for his infant grandson. He explains that "it is an old Viking tradition that the grandfather make an item by hand for the grandson. Hopefully, I'll have it completed when he is old enough to lift it," he joked.

Dr. Werner earned his bachelor's degree from the University of Illinois and Roosevelt University, and earned both his master's and doctorate in labor economics at the University of Wisconsin. He also has doctoral minors in psychology and sociology.

In all, Dr. Werner — the "Pope of Parrish Hall" — is a prime example of an educated man: versatile, energetic, dedicated, and genuinely concerned for his fellow man.

Update on Alpha

TURNING TO THE NATIONAL ALUMNI

The emphasis of the "Alpha" Capital Gifts Campaign for Wilkes College will be directed toward alumni throughout the nation during the upcoming year. Regional alumni campaigns are in the planning stages and a major effort is scheduled for the Fall and Spring of 1978-1979.

Alpha Campaign Chairman Atty. Andrew Hourigan, a member of the board of trustees at the College, reports that as of Sept. 1 nearly \$1.4 million has been pledged during the first nine months of the three-year campaign.



The Educational Aid Committee of RCA recently presented a check to the "alpha capital campaign" designated for scholarships. Pictured at Weckesser Hall were, from left, President Robert S. Capin; John E. Mainzer, director of power manufacturing operations at the RCA plant, Mountaintop; and Joseph Spoon, director of industrial relations, RCA plant, Mountaintop.

"We are encouraged with the progress of the campaign to date," states Wilkes College President Robert S. Capin, "but our momentum must be maintained to secure required resources for the College and its students."

"The Wyoming Valley community has responded enthusiastically to our needs. The community which Wilkes College serves is actually a testing ground for the values and validity of the College's educational mission. The Wilkes-Barre Area alumni have also been generous with their support. Alumni are the real extension of a college. Their education has a great bearing on the quality of decisions which they make. Support of local alumni has been gratifying throughout the first year of the campaign."

The "Alpha" Campaign is directed toward three necessary goals: (1) scholarship support (\$900,000); (2) enlarging the endowment to support faculty salaries (\$700,000); and (3) reconstruction of existing college properties (\$800,000).

Some fruits of the "Alpha" Campaign will soon be seen on campus with the reconstruction of a college facility, located on the property given to Wilkes College by the Conyngham family. Plans call for the creation of a Student Union Building and President Capin reports that \$150,000 has been pledged toward this purpose.

"Other priorities in the past have forced us to take only temporary measures in providing a suitable centralized gathering place for students," the president stresses. "We cannot delay this much-needed project any longer. A satisfactory and permanent student union facility is essential to the education of our students." When completed, the new student union will provide the students with adequate meeting and recreational areas, offices, and a food service area to accommodate the needs of commuter and residence students, who may wish to get together between classes for conversation, group study, or student activities.

Throughout the past year many alumni have participated in various phases of the campaign and they have given or pledged \$175,000 to the College. Alumni in the Greater Wilkes-Barre Area were solicited during the "Wyoming Valley Alumni General Appeal" in April and May. An attempt was made to solicit each local alumnus on a person-to-person basis. Concluding the drive was a telethon wrap-up, "which," according to Art Hoover, director of alumni relations, "exceeded our expectations."

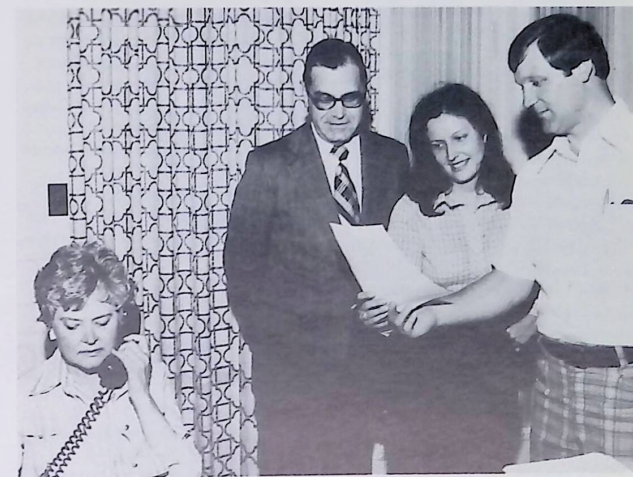
Using Weckesser Hall as the base of operations, alumni volunteers made several hundred telephone calls during four successive evenings in June and netted an additional \$8,893 for the campaign. A record of \$3,036 was pledged on the final night of the telethon. "Our telephone approach proved highly successful," adds Hoover. "I am appreciative to Rick Simonson, chairman of the Wyoming Valley Alumni General Appeal, and to a hard working group of local alumni who worked diligently toward making this

phase of our effort spirited and productive."

The College continues to seek support from foundations, corporations, and government agencies and looks for a favorable response from them throughout the coming year.

Preparation has already started for "Alpha II," the second thrust in the \$2.4 million drive, which is aimed at (1) conducting regional alumni campaigns in areas of the nation with concentrations of 200 or more alumni, (2) contacting alumni throughout the nation to seek their participation in the campaign, and (3) conducting a \$150,000 Wilkes-Barre Area campaign to solicit friends and alumni who either were not contacted last year or elected to make a one-year pledge.

"The 'Alpha' Campaign is progressing," concludes President Capin, "and I am looking to the alumni to make the difference between mediocrity and excellence as we continue to seek the resources necessary to better serve our students and our region."



A successful telethon concluded the Greater Wilkes-Barre General Alumni Appeal. Pictured at one of 12 stations at Weckesser Hall were, from left, Loretta Farris '44, John Pisano '40, Marietta Bednar '73, and Richard Simonson '69, appeal chairman.

A woman for all Seasons

by Jane Manganello



When Dr. Charlotte Lord addressed the degree candidates, in May, she said, in part, "In the theater, when a show arrives at the second or seventy-second performance, the actor must create the illusion of the 'first time.' Only in this way can he pass the divine spark of performance to his audience."

Those who know Dr. Lord will recognize, in this statement, a basic philosophy for living. Both old friends and new acquaintances find her enthusiasm and zest for life easily apparent and very contagious.

There is a poem that begins, "Oh world, I cannot hold thee close enough . . ." Charlotte says, without saying it, much the same thing. "I've never been really bored," she says, "My life has been and is full, a series of doors opening, one after another, leading to new interests." Whether in a classroom, at a social gathering, or in the quiet of her own home there is an atmosphere she generates, her own "divine spark." "Two drives have made life, for me, a meaningful, vital commitment. They are love of beauty and joy in living," she states.

When interviewing Charlotte, you find yourself discussing so many things — theater, art, teaching, yoga, decorating, books. All subjects are

apparently of immeasurable interest to her. The challenge in the interview is staying on the original subject . . . Charlotte Lord.

For some, the mere mention of the word "interview" is often enough to wrap the personality in a kind of cocoon, preventing the best part of that personality from coming to the surface. Not so with Charlotte; she is gracious, at ease, spontaneous. Dr. Charles Reif, a long-time friend and colleague, says in tribute, "She pays attention to people." That sincere, innate interest in others is very obvious and perhaps the basis for her success in dealing with people.

Charlotte Virginia Lord, the daughter of J. P. and Elizabeth Wagner Lord, was born in Dorranceton, Pa. Her father was a prominent attorney, and for a short time she too toyed with the idea of becoming a lawyer. At that point, however, because so few women were "liberated" and law was considered a male pursuit, she chose teaching as a career.

From the beginning of that career, standing in front of her first class, she knew she had made the right decision. "I knew it was a life-long commitment; I was young, as my students were young, and I loved it."

She received her baccalaureate degree in English and dramatic arts at New York University, M.A. in English from Bucknell, M.A. in Italian from Middlebury College in Vermont, and a Ph.D. in English from the University of Pennsylvania. Subsequently, she taught in the Wilkes-Barre city schools, Philadelphia area schools, and as a Fulbright exchange professor, at the Università di Roma, before coming to teach permanently at Wilkes in 1962. Throughout the years, and while teaching full time, she managed to continue to enrich all aspects of her chosen field. She attended McGill University, for French; Università di Firenze, Ecole Berlitz, for French and Italian; Università di Siena, (Fulbright grant) for Italian Literature; Barnard-NBC Television Institute, and Columbia University for English and Italian.

When asked about her obvious interest in Italian, she confessed "it was an Italian who initially created the interest." Smiling, she says, "I met

and fell in love with an Italian writer, and to better understand his background and interests I decided to study the language." The romance did not work out, but her fondness for the language and customs is constant.

When the United States entered World War II, the young teacher's instinct to do something in that effort was strong, "and so in 1943, I enlisted in the Navy"; she beams as she remembers. "It was marvelous, you see, because I had the chance to do something meaningful." She served until 1946, and attained the rank of Lieutenant (jg). Even in the military she gravitated toward teaching and in 1945 was appointed District Educational Services Officer in Philadelphia.



Charlotte Lord in "Pygmalion"

An abiding love in Charlotte's life is the theater. She is entirely familiar with all aspects of it and has extensive training and experience. She has appeared in summer stock in Rockport, Massachusetts; Penn State Players; Macinac Island Players, Michigan; and the Allenbury Playhouse. She was an active performer for several years in the "Little Theater" in Wilkes-Barre. Alfred Groh, director of cultural activities at the College, who worked with Charlotte in many of the plays at the "Little Theater," says of her, "She is an accomplished actress, and very professional."

Groh smiled as he recalled a sequence in the play "Birthday Party" when they appeared opposite each other. In one scene, they were to dance a samba. Charlotte was seated in a chair as Al approached and they were spontaneously to go into the dance. "Neither of us were accomplished dancers and Charlotte wanted it to be absolutely perfect. We rehearsed and rehearsed and rehearsed, long, long hours. Eventually, we did get it down to perfection but," he says, laughing, "the standing joke is, if we had to dance that samba today, in order to make it look right, we would need script, chair, cues, etc., and have to begin from exactly that point."

Dr. Reif also talks about another scene from the same play, in which Charlotte had to fall forward, from a rather high platform, into the arms of several dancers. "Most leading ladies would do this only for the actual performance, but she insisted on doing it at each rehearsal. This," he states, "will give you some insight into that enthusiasm, and I never once saw her that she did not project that same joie de vivre."

To list all of Dr. Lord's pursuits in teaching, theater, and cultural areas would take several pages, but she is so much more than statistically impressive. Whether you talk to faculty or students, invariably the adjectives used to describe her are "warm," "vital," "caring." Recently a student said, "Even when I didn't do well in a test, she would note, under the poor grade, something positive. The one thing I did right she took time to tell me about. She has a way of emphasizing the good while still making you look at the bad. I guess, because she never made me feel like a failure, I always tried harder the next time."

In her closing remarks at graduation exercises, she quoted from Fra Giovanni's letter to the Countess della Aldobrandeschi, "I beseech you to look. Life is so full of meaning and purpose, so full of beauty beneath its covering . . ." Charlotte Lord has not only looked and found the beauty, she has enabled countless others to discover the ability, within themselves, to do the same.

First Thoughts on Admissions . . . An Unspoken Address On Decline And Fall of The S.A.T.

by Dr. G. K. Wuori

Dean of Admissions and Freshman Studies



As the recently appointed Dean of Admissions at Wilkes College, I have been bemused — in this highly visible and highly public new role — by a rather odd tone in some of the questions directed toward me: a sympathetic tone, a concerned one, even rather sad at times.

But I detect as well a certain fear which underlies some of the questions. Are we (either Wilkes or higher education nationally) going to make it? Will enrollments allow us to maintain present programs? Above all, is the quality of our students declining?

It is this latter question that I have been asked most often, and it presents, to say the least, some challenging opportunities. Although I have yet to be presented with a stethoscope to use as our primary admissions tool, I have been admonished by one faculty member to "get us the bodies — that's the name of the game" and by another to "get us some more 1200's — that's what we need." More on that later.

In short, then, there is increased concern as to whether higher education can fulfill its twofold mission of teaching and research in the face of a reduced clientele with an apparent reduced ability. Having just stepped out of the classroom after ten years in it, I have mixed feelings. I have never really tried to categorize the abilities of my students as a whole, but where some students have defied all my efforts in their desire to cultivate an attitude of militant ignorance, others have delighted me in their willingness to push me as they educated themselves.

The above concerns, however, do have a foundation in fact, and I would like to explore them for awhile.

There has been, both nationally and on the level of Wilkes College, a decline in College Board scores. Why this is so is still being hotly debated, as well as are the overall implications for higher education. In 1975, for example, S. P. Marland, Jr., then president of the College Board, stated that "no topic related to the programs of the College Board has received more public attention in recent years than the unexplained decline in scores earned by students on the Scholastic Aptitude Test. The trustees and officers of the College Board believe that we must do all we can to investigate and interpret this phenomenon to the public at large."

With these words was launched a major investigation by a full-fledged "blue ribbon" panel whose conclusions were published by the Board in 1977. Unfortunately, the conclusions were inconclusive. Much mention is made of the rush to colleges in the late 50's and into the 60's of students who perhaps would not have considered college in another time; of the changing composition of the examinees — more minorities and disadvantaged students with changing patterns of high school preparation; and there is even speculation as to whether or not this first "real" television generation was simply illiterate, brain cells fried and concomitant math and verbal skills destroyed by an overdose of Gunsmoke and I Love Lucy.

But again, the report is inconclusive and provides colleges and universities with little in the line of substantive guidance, particularly with respect to admissions policies.

There was a time when the college admissions process was, in large part, a pretty straightforward one. The large numbers of applicants were fairly objectively screened on the basis of test scores, high school grades, and class standing. For most students of my own generation, and especially those who went to larger schools, there was little in the way of admissions counseling and, perhaps, little need for it.

The picture today is different. The large numbers are gone and indications are that that will be the situation for some time to come. Keep in mind that a baby boom is an eighteen year thing.

The overall impact of this on the admissions process has been one of complicating the situation. The role of admissions officer as strictly recruiter is merging increasingly into the role of counselor. Subjective estimations of desire and motivation are tending to share the limelight with the more objective measurements of achievement. If we interview a

student with a combined math and verbal score of 700 (recall the earlier request for the 1200's), the issue is not necessarily one of simple rejection. One factor in our decision concerns the fact that the function of the S.A.T. is to provide an estimate of the prospect for success in the freshman year. A college career, however, is four or more years, and much can happen in that time which precludes making an admission decision on the basis of a test score alone. In sum, do we deny admission to a student with the desire to do college work on the basis of a low test score the reasons for which are still largely unknown?

What complicates the issue is that, although one can argue that the future of a particular individual should not be tied to the somewhat arbitrary criterion of a test score, when we encounter a student with a, for example, verbal (English usage) score of 350, we can argue all night as to why his or her score is at that level. But while we do so, the student will, in nearly all cases, exhibit a very real inability to deal with the English language. And that, not the test score, is the real problem. What can be done?

Easy answers abound, not so correct ones. Do we reduce enrollments in order to maintain quality? Do we reduce quality in order to maintain enrollments (and faculty, staff, and administrative jobs)? Clearly, in a country that has seen the democratization of lower level education extend such opportunity nearly universally, there is a danger should colleges unilaterally close doors which students, whether rightly or wrongly, have been led to expect would be open to them.

On the other hand, a college is not a day care center. It is a place where the intellects of the men and women involved are expected, in one way or another, to attain a measure of excellence in scholarly achievement. Note, that was 'excellence,' not 'competence.'

Typically, colleges have moved to meet some of the demands of these changing conditions by introducing the remedial course into the curriculum. Writing laboratories, academic skills centers, remedial English and remedial mathematics — one wonders, with all due respect, if "remedial life" can be far down the road — have all been used for quite some time to bolster the variety of skills in our incoming students, much in the same way that honors programs have been used to enhance levels of excellence already achieved.

Such remedial courses do help and they have undoubtedly provided an opportunity for students who would have been lost, in more

ways than one, had they simply been thrown into the mainstream of the college curriculum to sink or swim. These courses, however, have limits. They are not designed to leapfrog the student, in fourteen weeks, from ignorance to wisdom. At best, weaknesses can be corrected, bad habits ironed out, further need diagnosed. If carried too far, on the other hand, this type of curriculum cannot have anything but a deleterious effect on the academic scene as a whole, both in the lowered expectations of new students as well as in the corrosive effects of a faculty challenged not to push students to the heights but to bring them up from the depths.

In truth, of course, the situation is not that bad, and at Wilkes our students still test well above the national norms. It is in terms of the future, however, that most serious questions arise.

The easy answer — simply escalate standards and develop ruthless admissions policies — would be disaster. In the first place, an ideal student body ought not to be a homogeneous one in the same way that an ideal society could not be a homogeneous one. As Richard Moll, Director of Admissions at Vassar College, pointed out in a recent article in Harper's, where a college needs its intellectually bright students, it needs its leaders, doers, loners, athletes, and cheerleaders (male and female) as well, and we simply do not often find all of these qualities combined in one Super Student.

Secondly, such a move would put us in the position that many colleges were in for years; namely, denying the opportunity for an education of a student who really did have the potential (however individually hidden) and who really would be able to meet or even exceed the standards of the faculty. Questions also arise here as to the social obligations of institutions.

To illustrate some possible futures, I'd like to discuss briefly a direction we are moving in at Wilkes with the development of a Freshman Studies program. One need we have found concerns the means whereby the progress and problems of an increasingly heterogeneous student body can be watched more closely by those intimately involved: faculty and students themselves. We are not — and I cannot emphasize this too strongly — returning to the role of college-as-parent so familiar to generations of college (and Wilkes) students in this country. That role was largely abdicated by colleges due to the multi-faceted student movement pressures of the 60's, and I think rightly so.

But we may have gone too far in assuming that all students had the emotional ("they

grow up so fast these days!") and intellectual maturity necessary to achieve instant success on the campus. Our own efforts, today, are moving in the direction of more effective advising. Using a team approach, coupled with peer and faculty advisors, we hope to be more consistent both in clarifying the expectations we have of our students with respect to the standards inherent in a liberal arts education and the student's ultimate major program of study, as well as in developing a realistic and proper (to the aims of a college) set of diagnostic and remedial services.

A bit farther down the road in our planning is a series of freshman seminars, the function of which is to plunge the student immediately into a demanding intellectual experience, as opposed to the general run of freshman courses which are, albeit necessarily, nearly always a preparation for something else. In truth, such a challenging environment (as we see the seminars) may be beyond a few of the students as they enter the freshman year, so in that sense the seminars are being looked upon as possible pilots for a full-scale freshman honors program.

Again, these are exploratory efforts, attempts to plan rather than simply wait for the future and then react. I think colleges, from the elite on down to all the rest, are increasingly going to be forced to accept a different kind of student in the future. We know, for example, that we are already accepting an older student. And with age will come a greater diversity and complexity with respect to experience and preparation for college work.

Will such students be "worse"? Will they be less qualified? Will they erode standards and force colleges to compensate for mistakes made on the elementary and secondary level? Again, no easy answers and a lot of questions being begged, but I think the key devolves upon an increasingly self-reflective attitude on the part of educational institutions in general. It is vital for a college to know exactly what it is, what it ought to be doing, what its resources are, and where the overall strengths of its faculty lie. Nothing new here (I hope), but it is important to realize that we are dealing with a period of change in both the aims and perhaps the very structure of higher education itself. There will be fatalities, particularly in institutions dogmatically unwilling to redefine their purposes. But for colleges that know what they are doing there is also, rather obviously, opportunity. Perhaps the whole thing can be summed up by paraphrasing an old saying: today, more than ever, it is crucial that we know what we want because the chances are not all that bad that we'll get it.



The Making of a Superintendent

A Look at Leo Solomon '53

by Wilma Hurst '79

Leo Solomon looks after the welfare of 10,600 students, making him either the world's busiest babysitter or superintendent of the Wilkes-Barre Area School District.

His job, of course is the latter. Solomon has held the demanding position as superintendent since July 1976.

A native of Wilkes-Barre, the district administrator was educated in the city, first at the Boyd Dodson Elementary School, in the Rolling Mill Hill section, and later at Elmer L. Meyers High School. His education continued at Wilkes College where he earned a B.S. in business administration/accounting in 1953.

Since graduating from the College, Solomon has devoted his life to elementary and secondary education as a teacher, coach, and administrator. His first teaching position was in the Lake-Lehman School District but a year later Solomon returned to teach in Wilkes-Barre where he joined the faculty at Coughlin High School. He served at Coughlin High School for ten years as a social studies teacher and as a wrestling and football coach.

The future superintendent continued his quest for an advanced degree on a part-time basis while at Coughlin, and eventually received an M.S. degree in secondary administration at the University of Scranton. The fruits of his labor quickly paid dividends when he was appointed principal of the Dana Elementary School. He later served at his elementary alma mater, Dodson, as principal before accepting district-wide opportunities.

The merger of the Wilkes-Barre City School District into a larger

Wilkes-Barre Area School District advanced him to new responsibilities as assistant director of elementary education. Later, he joined the district superintendent, Walter C. Wood, as an assistant to the superintendent. Upon Wood's retirement, an exhaustive search was launched to find a successor. After countless interviews and in-depth study, the screening committee chose Solomon for the highest seat of responsibility in the Wilkes-Barre Area School District.

Helping him along the road to the superintendent's post was his wife Margaret, whom he married in 1956. The Solomons have three children — Leo Jr., a student at Wilkes; George, a student at Philadelphia College of Pharmacy and Science; and Jacqueline, a junior at GAR High School.

His other family is even larger! With 12 elementary schools, two junior high schools, two junior-senior high schools, and one senior high school to supervise, his job is not an easy one and requires hours of careful attention.

The responsibilities of a superintendent cover every area of the entire operation of the district, ranging from financial, curricular, to building and administrative functions. Due to the vast number of decisions, considerations, and people involved Solomon sees his job as one of the more difficult ones in any profession.

But it does have its rewards, and according to Solomon it is "one of the most exciting positions imaginable. Every minute seems to require a major decision. You take pride in knowing that you are helping

children and future generations receive the opportunity to get a good education."

Education plays a major role in life and Solomon noted that "without a good educational and intellectual foundation, students would have a hard time developing and growing in a complex world. We endeavor to serve the needs of our student," Solomon added. "We teach them about health care and the values of our society, while providing them with the basic skills."

Aiding in the development of a student are extracurricular activities because they "help a student interact with the intellectual aspects of education. There have been countless instances where activity outside the classroom has inspired the student to marked improvement in the classroom."

The future of public school systems will be challenging. Economic forces, such as the rising rate of inflation, will require careful attention in the years ahead as revenues are being depleted while expenditures are remaining stable or increasing. Non-mandated programs will continue to be in jeopardy if the situation does not change, and although Solomon would regret to see any programming in the district discontinued, he must constantly prepare for any changes.

Solomon is committed to maintain the educational excellence of the Wilkes-Barre Area School District. "Our graduates have more than held their own in the nation's top institutions of higher learning. We are also proud of our graduates who have gone on to success in the professional and non-professional areas of employment. We want the Wilkes-Barre community to share in this pride and aid us in our quest to provide a quality education."

Drawing on his experience as student, teacher, father, and administrator, Solomon summed up his goal as superintendent. "We want to teach students to learn for more than just the sake of learning. It is important for them to develop to the best of their abilities, so that they can make a significant contribution to life."

sportsupdate



From Hitting To Admitting

"We've worked very hard to build the Wilkes College baseball program; I just don't think I will ever be able to divorce myself from the sport."

This was the sentiment of former Wilkes College baseball coach Gene Domzalski as he fondly reflected on his nine years as baseball chief at Wilkes College. Domzalski, one of the premier coaches in Wyoming Valley baseball history, retired from coaching in late June to devote complete attention to his new position as associate dean of admissions at the college.

"I just don't think I could have given justice to the program by remaining at the helm," Domzalski explained. "My new role at the college will require a vast amount of time, and it was my decision to leave coaching. I don't see any letdown in the future of the program. Dave Kaschak, my successor, is a sound baseball man. We had a good recruiting year and I stand ready to help Dave whenever I am needed."

In his nine seasons as the Colonel skipper, Gene put Wilkes baseball on the national map. Against top-flight competition, Domzalski guided Wilkes to 138 wins while tasting defeat in only 43 contests.

One of the highlights of his tenure came in 1976 when the Colonels swept through the NCAA III Mideast Regional Tournament at Mansfield State and went on to finish fourth at the NCAA III World Series in Marietta, Ohio. "We came of age in 1976," Domzalski remembered. "For many years we knew we could compete with any Division III team in the nation, but it took our championship at the Mideast Regional Tournament to convince national critics that our program had arrived."

After a fine 21-8 showing in 1976, the Colonels appeared close to an encore last year before being jolted in two quick games at the NCAA Mideast Regional. Still, the team, headed Domzalski his best winning percentage of all time,

20-4, and the Colonels had some solace in claiming the Middle Atlantic Conference title.

Wilkes posted its third straight 20-win plus season, 25-5, under Domzalski this spring. They looked unbeatable, winning 23 of their first 25 games, before losing the MAC championship final, 5-4, to Franklin & Marshall College. The Colonels then won two opening games at the Mideast Regional and minds again wandered to another trip to the NCAA III World Series. All dreams came to an abrupt stop on "Black Saturday" as Wilkes lost tough back-to-back nods to eventual tourney champion Marietta, 7-6; and Wooster, 6-5; erasing any swan song for Domzalski.



Gene Domzalski concluded nearly three decades of active baseball participation in June to join the admissions staff at the college. Domzalski, right, is shown with his successor, David Kaschak.

"I honestly feel that the day of reaching that top rung is very near," the coach noted. "Our program is solid and flourishing. There is no reason why our success won't continue for many years to come."

An outstanding athlete in his own right, Gene won a total of nine football, baseball, and basketball letters at Newport Township High School. He was awarded an athletic scholarship to the University of Wyoming where he played varsity football and baseball as a freshman. His college football coach was Bob Devaney, who would later go on to set records at Nebraska. As a yearling, Gene played in the 1957 Sun Bowl game at El Paso, Texas, and led the entire nation in kickoff return yardage.

His amateur career was cut short at Wyoming when he signed a professional baseball contract with the New York Yankees in 1958. Gene played six years in the Yankee chain as a third baseman before retiring in 1964. During his career, in which he had to wait in the shadows of Yankee great Clete Boyer and \$100,000 bonus baby Jake Gibbs, Domzalski had a fine career, continually batting near the .300 mark and being selected to two post-season league all-star squads.

Later completing his baccalaureate degree requirements at Wyoming, Gene returned to Wyoming Valley in 1965 and assumed the head basketball coaching position at Newport High School. When the Greater Naticoke Area School District was organized in 1966, he was appointed as its first baseball coach and led the team to one PIAA District II and three Southern Division championships.

Domzalski joined the Wilkes physical education staff in the fall of 1969 and took over the reigns of the Wilkes baseball program. He was also a football assistant to Rollie Schmidt for a few years.

"I have had some very happy moments in athletics," Domzalski stated with pride, "but I felt the time was right for a change. When the dean's position was offered, it was hard to resist the challenge of a new and different opportunity in higher education." Although Gene will be absent from the coaching field he plans to stay close to the Wilkes program in some capacity. "We recently organized the Colonel Dugout Club to aid the baseball program. We have a lot of plans and goals, and I hope to be able to contribute actively to the program in this way."

A fine recruiter as a baseball coach, Domzalski will broaden his horizon in attracting students to the college. With his success in the athletic field, there is little doubt in anyone's mind that he will find his mark in the Wilkes admissions office.

A Brand New Year

Wilkes College head football mentor Rollie Schmidt is positive that his 1978 grid Colonels can challenge for the Middle Atlantic Conference championship title, despite a 4-5 record last year and back-to-back 3-5 slates the previous two seasons.

And why not. After all, the Denver Broncos, Washington Bullets, Duke University Blue Devils, and Leon Spinks all came out of nowhere to be a top contender or champion. Over the years, all of the successful Wilkes Golden Horde teams have been anchored by a stellar defense. And 1978 will be no exception, as 18 letter-winners return for Schmidt and defensive coordinator Ed Lukas. Although the defense lost some key members from last year's club to graduation, including MAC MVP linebacker Tony Couto, there is a lot of muscle left from a squad that allowed only 97 points in nine games a year ago.

At the key linebacker spot, where Wilkes lost Couto and John Lack, probably two of the best to ever play the position at Wilkes, Schmidt will go with Wilkes-Barre area sophomores Tom Breese and Tom Yuhas. Another possible linebacker is senior Mike Molitoris, a defensive back last season. In the defensive secondary the Blue and Gold will be led by junior co-captain David Korba at the safety slot. Korba pilfered six enemy aeriels a year ago, one shy of the Colonel school record. Back after a year's layoff with an injury is defensive back Mark Molitoris, Mike's brother, and an aggressive duo of Joe Shurites and Mark Arcure.

In the trenches, Wilkes will be bolstered by Pat Boylan, Donny Brown, Steve Croghan, Jim Devaney, Rick Krawetz and Ed Mollahan.

While the defense was surrendering only 97 points last year, the Wilkes offense could only produce 96 points. Hopefully, this is where the Colonel fortunes will change this annum. Returning at the signal-calling spot is the MAC Northern Division's top quarterback a year ago, Mike Wilson, who as a sophomore completed 25 of 76 for a league leading 424 yards. Wilson, a junior, was also second in total offense in the MAC, three yards behind the leader. Senior Bill Slovoski, who started many games as a sophomore in 1976, second-year man Pete Maxwell, and highly touted freshman Tom Cywinski will

challenge for the signal caller position. Out of the three hopefuls, Cywinski looks like the top challenger to Wilson.

If there is one position on offense where Wilkes is solid, it is at the halfback spot, where sophomore Carmen "Homer" Lopresto roams. Lopresto, tabbed the "Pittston Piston," gained 256 yards on 63 carries for a 4.0 average last season. He saw limited duty, suffering a separated shoulder midway through the season. Lopresto was the star of the Colonels dramatic 7-0 win over Albright, crossing over from the two-yard line for the only score of the day. Lopresto's running mate will be veteran Melvin Johnson, from Jamaica, New York. Wilkes will

miss tight end Paul Wengen, who set some Colonel pass catching milestones, but Rob Irvin, Bill Molnar, Bob Rushworth, Dave Fritzes, Cliff Jones and freshman Chet Pientka provide a competent receiver corps.

Leading the way on the offensive line will be senior co-captain Andy Contos. Other possible line starters include Jim Beck, Tom Heller, Joel Kane, Jeff Shovlin, Tom Sokola and Steve Wengen.

With top notch freshman recruits mixing with the polished veterans and returners, this football season should prove to be an exciting one for Wilkes College football head mentor Rollie Schmidt.

SPRING SPORTS RESULTS

Baseball:

overall record: 25-5
middle atlantic conference
(north-west): 8-0

NCAA Mideast Regionals: 2-2

leading hitters:

Terry Schoen, sr., .469, 46 hits, 44 runs, 11 doubles, 20 stolen bases.
Phil Marino, so., .418, 33 hits, 28 runs, 5 homeruns, 22 rbi's.
Ken Suchoski, sr., .386, 44 hits, 32 runs, 10 doubles, 8 homeruns, 44 rbi's.
Dave Hungarter, jr., .351, 33 hits, 35 runs, 8 doubles, 34 walks.
Chick Andrewsavage, fr., .340, 34 hits, 26 runs, 9 doubles, 31 rbi's.

leading pitchers:

Andy Kresky, sr., 9-2, 1.91 era, 100 strikeouts, 80 innings, 45 hits.
Barry Harcharufka, sr., 7-2, 2.13 era, 55 strikeouts, 55 innings.
Carl DeFelice, so., 3-0, 1.85 era, 35 strikeouts, 9 walks, 39 innings.
Randy McHenry, fr., 4-1, 2.65 era, 2 saves, 23 strikeouts, 34 innings.
Danny Pisarcik, jr., 2-0, 1.00 era, 4 saves, 19 strikeouts, 6 walks.

First team, all MAC:

Chick Andrewsavage 1b, Terry Schoen 2b, Phil Marino 3b, Lou Elefante of, Andy Kresky p (MVP).
NCAA District II Division III
All-American:
Ken Suchoski c, Terry Schoen 2b, Andy Kresky p.

NCAA National Division III

All-American:
Terry Schoen 2b — second team.
Ken Suchoski c and Andy Kresky p — third team.

Women's Softball:

overall record: 2-5
NPWIAA record: 2-3

top hitters:

Jackie Wiendl, so., .470, one homerun, 5 rbi's.
Bernadette Swiderski, fr., .428, 9 hits, 10 rbi's.
Anita Meehan, sr., .370, 10 hits, 5 rbi's.

top pitcher:

Karen Olney, sr., 2-4, 31-2/3 innings, 28 strikeouts.

Women's Volleyball:

overall record: 6-3

Golf:

overall record: 13-2
4th place finish in the 29th annual Middle Atlantic Conference Championship Tourney.

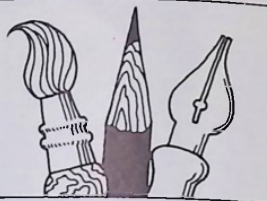
Lacrosse:

overall record: 5-6
Middle Atlantic Conference: 4-4
leading scorers:
Bill Adams 28 goals, 9 assists, 37 points.
Bruce Davis 23 goals, 12 assists, 35 points.
Wayne Krum 21 goals, 4 assists, 25 points.

Men's Tennis:

overall record: 5-9
Middle Atlantic Conference
(north-west): 2-3

the gallery



The Sordoni Art Gallery will offer several outstanding exhibits during the coming year. Listings for the exhibits will be featured in this issue and future issues of the Quarterly. Scheduled for fall and early winter are the works of Franz Kline, Joseph Domjan, and Annie Bohlin.

Franz Kline, an artist of genuine eminence in the history of American Art, was born in Wilkes-Barre. According to Dr. William Sterling, an art historian and chairman of the Wilkes College Art Department, Kline, in the mid-twentieth century, "helped to push forward the boundaries of art itself."

"He was," according to Sterling, "keenly aware of the history of painting and committed to the medium as an expressive vehicle. The abstract expressionist movement to which Kline belonged attempted to reinstate the presence and significance of the individual by revealing, in the most direct way, his encounter with the material (it was sometimes called action painting)."

Sterling noted that Kline's huge black and white canvases, painted in the 1950's, were indicative of his coal country origins: the assimilated images of railroads, coal breakers, and bridges in the snow. The Sordoni Gallery featured the Kline exhibit through September 10.

The works of Joseph Domjan, master of the woodcut, will be on display from September 14 through October 8.

This internationally known artist has works listed in permanent collections in 140 museums on four continents. In 1955, Domjan was designated by China as this country's "Master of the Woodcut." He is the first occidental to ever receive the honor. Domjan's studio is located in Tuxedo Park, New York.

An outstanding exhibit by local artist Annie Bohlin will be featured from October 14 through November 12.

Mrs. Bohlin was born in South Bend, Indiana, and now resides with her husband, architect Peter Bohlin, in Wilkes-Barre. She attended Barnard College in New York and Cranbrook Academy of Art, earning a B.F.A. in 1962. Mrs. Bohlin continued her studies abroad, receiving a Fulbright grant for study in Finland in 1963.

She has, since 1962, been designer for Edward Fields, Inc. and since 1969, designed china for H. E. Lauffer Company. Her one man shows include: 1963, Kaivotalo, Helsinki; 1965, Everhart Museum, Scranton; 1966, New York State University, Fredonia, New York; and 1968, Wilkes College, Wilkes-Barre.

The exhibition will consist of recent works only and will include rugs, cut out hangings, pieces of china, and various couch covers. Gallery hours are: Daily, 1-5 p.m.; Saturdays, 10 a.m.-5 p.m.; and Sundays, 1-5 p.m.

○

south river st. revival



The South River Street Revival was compiled by Vesta Breakstone of the Alumni Relations Office. The information contained in the Alumni Notes was received between March 6, 1978 and June 16, 1978. Please send news contributions to: Alumni Office, Wilkes College, Wilkes-Barre, Pa. 18703.

We Miss You!

Over the past few years some of our graduates have given us the slip. Like concerned uncles and aunts we would be delighted to hear from you again. If any alumni can help us in our search, please drop a line with the addresses of our missing nieces

and nephews to the Wilkes College Alumni Office, Wilkes College, Wilkes-Barre, Pa. 18703.

Mrs. Dolores Waschowski Abbey '52, Henriette Abenmoha '58, Robert S. Abenmoha '70, Tarek Moussa Aboul-Hawa '75, John A. Abraham '65, Richard C. Ackerman '58, Donald C. Adams, Jr. '68, Ernest Aerenson '64, Gerald Alexander '74, Abdul Sattar Allana '73, James W. Allen '63, Joseph F.

Alpaugh '47, Leah Anderson '67, George W. Anthony '35, James F. Antonio '63, Adele A. Applin '71, Benjamin J. Arch '51, Mrs. Bonnie Hawke Arcovitch '66, Jacob B. Armillei '59, Mrs. Helen Williams Articles '51.

David W. Aston '61, Mrs. Teresa Mazula Aston '70, William Atherton '51, Albin Mosier Aukerland '48, Robert A. Ayers '71, Debbie L. Backensto '73, Ellen R. Badger '48,

Alice E. Bailey '63, Philip W. Baker '58, Chryssoula Marie Bakirdji '67, Darwin Ball '60, Mrs. Joan Knops Ball '55, Barbara J. Balliet '59, Andrew E. Baltz '57, Youssef Djibrine Banguita '75, Stephen Banks '64, Frank G. Bankus '50, Richard C. Banta '59, Alexander S. Baran '48, Robert J. Barberie '51, Michael A. Barbetti '68.

Joseph W. Barnard '64, Mr. & Mrs. James M. Barnes '71 '71 (Janet M. Micocci), Richard A. Barnes '63, Robert J. Baro '63, George J. Barrett '63, James Barrett '70, D. Robert Bartlebaugh '58, Richard V. Bartlebaugh '56, Mrs. Estelle Laskoski Bassler '62, Major Richard J. Beach '62, Richard Bender '71, Joseph M. Bendock '50, Andrew S. Benoska '60, Bennett S. Benson '51, Peter V. Berg, Jr. '73, Michael W. Berghauer '72, Charles P. Berkant '72, Mr. & Mrs. R. Jackson Berkey '66 '66 (Janice Collins), Mrs. Karen Baldoni Bernardi '72, Mrs. Rosalie Engel Biederman '37, Mrs. Florence Olshefski Bielawa '70.

Mitchell Blicharz '49, Richard J. Blisick '63, Angela M. Bonavoglia

'69, Samuel H. Book '62, Susan R. Book '65, Eric Borchert '59, Joan A. Boris '65, Carlo O. Borr '64, Cyril G. Borretsky '64, Harold E. Bowers '55, Dennis H. Boyle '68, Joyce Boyle '72, Major Thomas H. Brain '50, Gerald Brand '52, David Van Ness Brandon '71, Donald M. Brandt '59, Mrs. Joan Resnik Braunstein '69, Mrs. Rosemary Petty Bray '73, Albert J. Brazauskas '58, Caroline Brennan '66, Carol Breznay '58.

Patricia A. Brigg '61, Marshall E. Brooks '63, Paul T. Brooks '72, Mr. & Mrs. Clifford R. Brothers '59 '60 (Rosalie Huber), Mrs. Florence Greskiewicz Brown '66, Richard Brown '58, Anthony F. Brozowski '66, Eugene J. Brozowski '60, Carolyn A. Bruch '72, Philip Bruch '72, Margaret A. Brunette '76, Mrs. Margaret Moore Bryson '39, Mrs. Mary Chickson Buglio '58, Joseph S. Bunor '49, Anthony R. Burgas '62, Charles T. Burilla '73, Mary Ellen Burkholder '71, George A. Busha '70, John P. Butchko '62, Patricia Buzinski '70, Lorraine Byer '70.



Tribute was paid to Atty. Joseph J. Savitz '48 following the spring meeting of the Wilkes College Board of Trustees. Savitz, the first Wilkes alumnus to ever serve as chairman of the Wilkes College Board of Trustees, was cited by his board colleagues for three years of dedicated service as board chairman. The former chairman, right, is shown receiving the citation from President Robert S. Capin. Seated are Mr. and Mrs. Donald F. Carpenter, who were also honored by the board on the occasion of their 50th wedding anniversary.



Charlotte Richards '79, right, and Joni Pillets '81, recently captured the hearts of many eastern newspaper editors by being selected queen and first runnerup of this year's Pocono 500 auto race, which attracted over 100,000 spectators and international attention. The QUARTERLY staff thought you would be pleased to see two future members of our alumni association.

letters

Dear Mr. Hoover:

The following information is provided to you for your alumni publication.

The U. S. Army Corps of Engineers is acquiring property for the Strategic Oil Storage Program, which the Department of Enrengy has developed to put large reserves of energy into salt domes for use in defense and industry, should there be an embargo of resources in the future.

Joseph G. Kopec '69 had been on duty in the New Orleans office for a very short time when, from many miles away, David "Jake" Findora '70 arrived to begin his assignment. The men recognized each other from their college days, although it had been some period of time since they had seen each other.

Joseph "Joe," who is employed by the Corps as an appraiser, has taken on the challenge of negotiating land purchases in Louisiana and Texas. Jake, who is employed by the Corps as an attorney-advisor, has taken on the challenge of working within the only civil law system in the United States. Both men are meeting new and varied experiences daily.

When two young men, making real sacrifices by spending months away from their homes in order to provide protection for the nation in time of emergency, are able to meet far from familiar surroundings and reminisce about glorious days at their alma mater, this has to be recognized as a meaningful event. The jobs they have been performing admirably have been done in the un hospitable elements of extreme heat and humidity, foreign accents, alligator infested swamps, and Bourbon Street.

Thank you, Wilkes College, for polishing and being instrumental in the lives of these young men of fine minds and bodies. They are a credit to your leadership, and represent you with merit and honor.

Sincerely,

M. M. Miles
New Orleans, La.

Alumni Notes

JACK NOYALIS '73 has been promoted to assistant showroom manager at Jewelcor, Inc. in Tucson, Arizona.

KARL E. KNOECKLEIN '72 is a co-founder of RAW Gallery, an exhibition and performance space for artists exploring new, experimental media. The gallery is located at 197 Asylum Street, Hartford, Connecticut.

RONALD RESCIGNO '58 received his doctorate at the University of Northern Colorado and is assistant superintendent of schools in the Campbell Union School District, California.

DONALD ELLER '62 is a senior financial analyst with the research and investment firm of Roulston & Co., Inc., Cleveland, Ohio. Donald is responsible for analyzing the steel and paper industries.

JOHN GUZEK '76 graduated from the University of Pittsburgh School of Medicine, and is an intern at Hahnemann Medical College, Philadelphia, Pa.

JEAN HUGHES REITER '49 has returned to the Harrisburg Public Schools as a reading specialist, following a year's sabbatical leave.

RICHARD MIEDRICH '50 is an assistant director of tax operations for the Bureau of Employment Security, Harrisburg, Pa.

JUDITH MENEGUS DELUCA '58 received a master's degree in teaching on May 24, 1978.

RONALD DIAMONDSTEIN '62 is northeastern regional manager for Hollytex Carpet Mills. Ronald lives with his wife, Sharon, and children, Michael Jay and Lee Marc, in Cherry Hill, New Jersey.

DR. ALBERT ROKE '69 is an assistant director of family practice at the Reading Hospital and Medical Center, Reading, Pa.

LEA GINA WHITE '70 is the head teacher for the New England Farmworkers' Council in Hartford, Conn., teaching English and supervising the Hartford office's educational program.

PAULETTE LOEFFLAD '73 has been awarded a fellowship at Marywood College. In addition to her studies, Paulette has been assigned to assist Dr. Penbera at the college, as well as developing the public service component of the library.

ROBERT J. HEWITT '61 head of the science department at Vermont Academy, Saxtons River, Vermont, was recently honored by being named to "Who's Who in the East."

JOANNE S. SCHOONOVER '72 has been commissioned a second lieutenant in the U. S. Air Force at Lackland AFB, Texas.

THOMAS MYERS '58 has joined the public relations department of Eastern Airlines in Miami. Tom lives with his wife, the former **SHIRLEY BAROODY '59**, and their three children, on Merrit Island, Florida.

DAVID R. DUGAN '74 has accepted a position as manufacturing systems specialist with P. T. Igar-Jaya Company, Jakarta, Indonesia, an affiliate of Owens-Illinois, Inc.

W. J. SCHLINGMAN '60 has been appointed vice president of Leslie Fay Sales Company factoring division. Bill lives with his wife, Dorothy, and their three children, in Bear Creek, Pa.

JOSEPH J. PINOLA '49, chairman of the board and chief executive officer of Western Bancorporation, Los Angeles, California, was the principal speaker at Wilkes College's 31st Commencement held on Sunday, May 21, at Ralston Field.

DR. WILLIAM F. RAUB '61 has been promoted to acting associate director for extramural research and training at the National Institute of Health in Bethesda, Maryland.

PETER JADELIS '74 has been appointed assistant vice president of Susquehanna Savings Association, Wilkes-Barre. Peter resides with his wife, the former **MARGARET GATUSKY '73**, in Harding, Pa.

HAROLD LEWIS '68 recently received his doctorate in educational

administration from Virginia Polytechnic Institute and State University. Harold is employed by the Prince William County School System, and resides with his wife, Brenda, in Fairfax County, Virginia.

JOHN D. CURTIS '55 was a winner in the John Hervey Harness Racing Writing Awards of 1977, for an article in "Hub Rail" magazine, a national publication. A breeder, trainer, and driver of Standardbred horses, John owns and publishes the "Pennsylvania Harness Racing Guide" in Carlisle, where he resides with his family.

ROSEMARIA J. CIENCIVA '73 received her M.D. degree at the Milton S. Hershey Medical School of Pennsylvania State University on May 20, 1978. Rosemaria will complete her residency requirements at Williamsport Hospital, specializing in family practice.

JOHN P. NELSON '50 has been elected secretary of INA International Corporation in Philadelphia. John is responsible for the control of casualty underwriting in the international department, both here and abroad.

JUDITH GREENSTEIN DAVIS '72 is program coordinator for Access Unlimited, Inc., an advocacy organization for the physically handicapped. She resides with her husband, Patrick, in Birmingham, Alabama.

BEVERLY MAJOR SCHWARTZ '61 has written a children's book entitled "The Magic Pizza," published by Prentice-Hall. Beverly is art director of Major Advertising Agency, Lehman, Pa., where she resides with her husband, **STEPHEN '62**, and their two children.

THOMAS G. AMBROSI '68 is a partner in the accounting firm of Ambrosi Donahue & Co., with offices at 76 State Street, Newburyport, Massachusetts.

LT. WILLIAM R. BRADBURY '75 is with the U. S. Navy Air Corps in Japan. Bill and his wife, the former **CYNTHIA LENAHA '75** will reside in Japan during his tour of duty with the Navy.

PAUL D. J. MORGIS '70 is assistant corporate credit and risk manager with the Revere Sugar Corporation in New York City.

MICHAEL J. BARSKI '73 is a stockbroker with Dean Witter Reynolds, Inc., Allentown, Pa., and he resides in Whitehall.

DR. THOMAS SWANTKOWSKI '73 graduated May 25, from Temple University School of Medicine and began his residency in internal medicine at the University of North Carolina Memorial Hospital, Chapel Hill, N. C. His wife, the former **DONNA DONCES '74** was awarded a master's degree in psychology of reading from Temple University.

EDWARD J. BOLTZ '59 has been named a vice president of Northeastern Bank of Pennsylvania in the Wilkes-Barre office.

Attorney **MARTIN J. MEYER '54**, a partner in the law firm of Mack & Meyer, was accepted for admission to practice before the Supreme Court of the United States.

LT. MARK A. SYMANOWICZ '77 has been assigned to Offutt AFB, Nebraska, as a navigator with the Strategic Air Command.

Brother **LEONARD SHATKUS T.O.R. '76** has professed his temporary vows for the Third Order Regular, Province of the Most Sacred Heart of Jesus, and will pursue training for the priestly ministry this fall at St. Francis Seminary, Loretto, as a second theologian.

FRED R. DEMECH '61 was recently promoted to Commander, U.S. Navy. Fred is stationed at the National Security Agency, Fort George Meade, Maryland.

LYDIA McCLOSKEY SHUBERT '65 works on a child study team for the Delran Township Schools. She lives with her husband, **ROY A. SHUBERT '69**, and son in Delran, New Jersey.

DAVID COHEN '74 is a production planner for Braceland Brothers, Inc., Philadelphia, at their Franconia, Virginia plant. David lives at 18 Canterbury Square, Alexandria, Virginia.

ANN L. VIVIAN '73 was recently published for the first time in "The Diapason," an international journal devoted to the organ, harpsichord and church music. Her article, was entitled "G. Donald Harrison — A Brief Study of His Organ Designs." Ann is an administrative assistant to the vice president in charge of operations at the Boston Conservatory of Music.

KLAUS LOQUASTO '69 has reported for duty aboard the command ship, USS LaSalle, permanently deployed to the Indian Ocean.

EDWARD J. PODEHL '68 was promoted to auditor of Farmers Bank of the State of Delaware. Edward resides with his wife, Elizabeth, and two children in Turnersville, N. J.

FOSTER JOSEPH RITCHIE '72 is assistant manager at the Gallery of Sound in Wyoming Valley Mall, Wilkes-Barre.

Dr. DEBORAH J. RIGLE '72 has completed her first year of surgery residency at Strong Memorial Hospital, Rochester, N.Y. Deborah also studied with Dr. Denton Cooley at the Texas Heart Institute on a special fellowship, as the preliminary step toward becoming a cardiac surgeon.

DONNA L. COFFIN '74 is a teacher of learning-disabled children at the Eagle Hill School, Greenwich, Conn.

G. MATT MORAN '68 is eastern district manager of Fiberfil Division, Dart Industries, Los Angeles, California. He is living in Lancaster, Pa., with his wife, Jacquelyn and their daughter, Jennifer.

JANICE COHEN '76 is an insurance underwriter for Sterling Thompson Insurance Company, and on weekends is tickle supervisor at Giant's Stadium.

STEPHEN M. BALOGA '76 is an actuary assistant with Bankers National Life Insurance Company in Parsippany, New Jersey.

LESLIE COOK WEBER '75 was recently promoted to executive secretary to the controller of the Strick Corporation, Fort Washington, Pa.

LT. JOHN J. HARPER '77 has been stationed with the U. S. Air Force at Peterson AFB in Colorado Springs, Colorado, since October 1977. Lt. Harper is assigned to the Norad Combat Operations Center at Cheyenne Mountain as a Space Systems Orbital Analyst and works in the Space Defense Center.

FLOYD J. MILLER, JR. '76 is an assistant systems reviewer in the RSO Procedural Development Unit of the Corporate Office of Prudential Property and Casualty Insurance Company, Holmdel, New Jersey.

Dr. CATHERINE DeANGELIS '65 is the director of Pediatric Primary Care, and an associate professor of pediatrics in the school of medicine at The Johns Hopkins Medical Center.

CHARLES ROBERT ORNER II '66 is an elementary music teacher in the Elk Lake School District. Charles lives with his wife, Norma, and son, Brendan, in Montrose, Pa.

BEVERLY ANN BUTLER PHILLIPS '60 is a school nurse with the Hillsborough Township School District, Somerville, New Jersey.

THOMAS TROST '76 is an account executive with Christmas Club Corporation, Easton, Pa. Tom covers the greater Philadelphia area, where he lives with his wife, **EILEEN PRENDERGAST TROST '76**.

SHARON STRZELCZYK ROBINSON '68 is chairman of business education at Wallenpaupack Area High School. Sharon was recently elected ambulance chief of the Tafton Fire Company, Inc., and appointed EMT Coordinator for Pike County, Pa.

Dr. BUCKLEY R. MILLER '65 is a psychologist with the Coatesville Veterans Hospital. His wife, **TINA KOOPMANS MILLER '66** is a reading consultant for learning disabled at the Haverford Township Junior High School. They reside in Ardmore, Pa., with their two daughters, Roxanne and Michelle.

JANET SIMPSON WILKINSON '62 coordinates counseling services at Central Virginia Community College in Lynchburg. Janet is serving a 3-year term as a senator of the American Personnel and Guidance Association, where she just completed a term as president.

Marriages



Dr. MICHAEL R. CLARK '69 and Janet E. Matson were recently married. Michael is assistant professor of the residency program in emergency medicine, and clinical assistant professor of medicine at the Michigan State University School of Human Medicine. The couple is residing in East Lansing, Michigan.

DIANE V. FERRARO '76 and John L. Panatieri were wed recently. Diane is employed on the medical-surgical staff at Wilkes-Barre General Hospital.

ROBERT WILLIAM EASTWOOD '76 and **DEBORAH ANN GUDOSKI '76** were married on August 13, 1977. Bob is teaching in the Wilkes-Barre Area School District, and Debbie is a staff accountant with the Laventhol and Horwath accounting firm in Wilkes-Barre.

THERESE MARIE BECKER '77 and **George R. Gwilliam** were recently married. Therese is employed as a nurse on the medical-surgical staff at Wilkes-Barre General Hospital. The couple is residing in Shavertown, Pa.

TIMOTHY R. YOUNG '77 and **Judith McKeown** were recently married in Wilkes-Barre, Pa.

ROBERTA J. EVANS '73 and **Lt. Col. David A. Wyrich** were recently married. Roberta is an assistant disbursing officer at the Marine Corps Air Station, Kaneohe Bay, Hawaii, where the couple is residing.

WILLIAM M. COREY, JR. '70 was recently married to **Joanne Keppick**. Bill is employed by the Luzerne County Board of Assistance in Wilkes-Barre.

GAIL GELB '70 and **JEROLD W. BROWN '71** were recently married. The couple resides in Wilkes-Barre where Jerold is in the real estate business.

ROBERT SPINELLI '76 and **PATRICIA CULLINAN '77** were married on October 22, 1977. Patty is employed by the University of Rochester, and Bob is associated with the Monroe County Department of Social Services.

JOANNE M. PAVLIK '77 and **MARK A. KUTNEY '76** were recently married. Joanne is a communications library clerk for Blue Cross of Northeastern Pennsylvania, and Mark is a research analyst for the city of Wilkes-Barre, where the couple is residing.

DONNA M. DORZINSKY '75 was recently married to **CAL A. SCHLUTER '74**. Donna is a teacher in East Stroudsburg, Pa., and Cal is international marketing manager of a major data communications company in Hackensack, New Jersey.

CAROL L. HEWITT '73 and **TREVOR R. HARDING '71** were recently married. Trevor is owner and operator of the Sub Factory, located in Kingston, and the couple resides at 69 Woodlawn Avenue, Dallas, Pa.

SHARON SANTANGELO '73 and **John Liszczak** were recently married. Sharon teaches third grade at St. Augustine's School, Kendall Park, and the couple resides in Middlesex, New Jersey.

GAYLE ANN KOLLAR '77 and **David J. Garubba** were recently married. Gayle is employed by Rice-Fitzwater, Inc., and the couple resides in Sheatown, Pa.

Dr. JANET ANN GOLASZEWSKI '72 and **Dr. Daniel M. Mazzocco** were wed recently. Janet is completing an orthodontic specialty program at Temple University in Philadelphia, and the couple resides in Oakwood Park, Laflin, Pa.

CHERYL ANN CARBINO '75 and **DONALD W. WHITTAKER '75** were recently married. Cheryl is a candidate for a master's degree in psychology at Marywood College, and Donald is a business manager for David Ertley, Inc., Kingston, Pa. The couple resides at 61 West Union Street, Wilkes-Barre.



A son, **John Daniel**, was born on February 19, 1978, to **George** and **JOSEPHINE SCHIFANO FINLAYSON '73**. Josie is a teacher with the Groton, Connecticut school system.

A daughter, **Bryn Allaine**, was born to **Ellen** and **KENNETH WILLIAMS '66** on November 18, 1977. The couple also has a son, **Kristopher**, and reside in Allentown, Pa., where Ken is the merchandise manager for Junior Colony, Inc.

A daughter, **Margaret Claire**, was born on May 2, 1978, to **Mary** and **WILBUR DOTTER '62**. The family resides in Silver Spring, Maryland, where Wilbur is an associate professor of math at Montgomery College.

Twin boys, **Michael** and **Steven**, were born on May 6, 1977, to **Donald** and **ANN TRAGLIA JACOBS '66**. The couple also has a son, **Donald**, 6 years old, and they reside in Mechanicsburg, Pa.

A daughter, **Lynn Michelle**, was born on February 15, to **DOUGLAS '68** and **JANIS HUGHES FAWBUSH '68**.

The couple also has a son, **Douglas**, and reside at 91 Conwell St., Wilkes-Barre.

A son, **Adam Kenneth**, was born on May 8, 1978, to **Jack** and **HALLIE RAUB KELLY '68**. The couple also has a daughter, **Amy**. They reside at 1011 Opequon Ave., Winchester, Virginia.

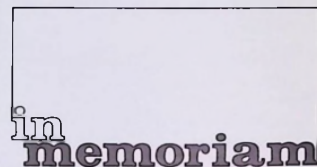
A son, **David Michael**, was born on March 25, to **Karen** and **LESLIE CHEIFETZ '73**. Leslie was graduated from Tufts University School of Dental Medicine, and is an oral surgery resident at Metropolitan Hospital in New York City, where the family resides.

A daughter, **Kimberly Ann**, was born on May 8, to **RICHARD '73** and **GAIL PARTYKA LETTS '74**. The Letts reside at 121 Woodview Drive, Horseheads, New York.

Terry and **ETHEL SHANNON SHERMAN '73** announce the birth of twins, **Mathew James** and **Rebecca Anne**, on April 13, 1978. The family resides in Suscon, Pa.

MARVIN '67 and **SYLVIA SCHRADER ADLER '64** announce the birth of a son, **Nicholas Hayden**, on December 29, 1977, and the final adoption of a son, **Adam James**, on April 7, 1978. Marvin is manager of the jewelry department in J. C. Penneys, Whitehall, Pa., and Sylvia is presently on maternity leave from the Allentown School District.

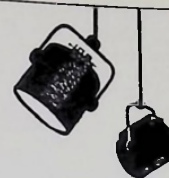
A son, **Christopher Mollica**, was born on January 14, 1978, to **William** and **ANTONINA MOLLIKA KULP '71**. The family resides at 3034 Highland Street, Allentown, Pa.



JAMES W. JONES '49, of 5 Diebel Avenue, Wilkes-Barre, Pa., died recently at the age of 53 years in Mercy Hospital. James graduated from Wilkes in 1970 with a B.S. degree in education, but wished to remain with the class of '49. He was a veteran of World War II, serving with the army in Europe. Jim was employed as a caseworker for the Pennsylvania Department of Public Assistance prior to his death.

Surviving are his wife, **Ruth**; sons, **James, Jr.**, **Newport News, Va.**; **Jeffery**, at home; and **Jonathan**, **Penn State University**.

themarquis



	When	What	Who	Where	Time
OCTOBER	14-Oct. 8	Art Exhibit	Joseph Domjan	Sordoni Art Gallery	
	16	Soccer	vs. Upsala	Ralston Field	2:00 p.m.
	16	Field Hockey	vs. Alumni	Ralston Field	11:00 a.m.
	20	Concert/Lecture Series	Haskell Small, pianist	CPA	8:00 p.m.
	21	Field Hockey	vs. Scranton	Ralston Field	4:00 p.m.
	23	Soccer	vs. Bloomsburg	Ralston Field	10:00 a.m.
	23	Football	vs. Lycoming	Ralston Field	1:30 p.m.
	23	Field Hockey	vs. Albright	Ralston Field	11:00 a.m.
	30	Field Hockey	vs. Lafayette	Ralston Field	1:00 p.m.
NOVEMBER	7	Football	vs. Bloomsburg	Ralston Field	1:30 p.m.
	7	Soccer	vs. Moravian	Ralston Field	2:00 p.m.
	10	Field Hockey	vs. Lycoming	Ralston Field	4:00 p.m.
	14	Football	vs. Western Maryland	Ralston Field	1:30 p.m.
	14-Nov. 12	Art Exhibit	Annie Bohlin	Sordoni Art Gallery	
	19	Soccer	vs. Albright	Ralston Field	3:30 p.m.
	21	Football	vs. Albright	Ralston Field	1:30 p.m.
	28	Soccer	vs. Susquehanna	Ralston Field	2:00 p.m.
	28	Field Hockey	vs. FDU-Madison	Ralston Field	1:00 p.m.
DEC	4	Football	vs. Juniata	Ralston Field	1:30 p.m.
	8	Soccer	vs. Dickinson	Ralston Field	3:30 p.m.
	16-Dec. 10	Art Exhibit	Diana Smith	Sordoni Art Gallery	
	18	Wrestling	Varsity vs. Alumni	Gymnasium	8:00 p.m.
	27	Concert/Lecture Series	"Miranda Mime Company in Performance"	CPA	8:00 p.m.
JANUARY	3	Concert/Lecture Series	Jean Michel Cousteau: "Ocean Exploration and Man's Future"	CPA	8:00 p.m.
	4	Basketball	vs. East Stroudsburg	Gymnasium	8:00 p.m.
	5	Concert	Wilkes College Chorus	CPA	8:30 p.m.
	6	Wrestling	vs. Lehigh	Gymnasium	8:00 p.m.
	8	Concert	Wilkes College Band	CPA	8:30 p.m.
	10	Concert	Wilkes College Madrigal Singers	CPA	3:30 p.m.
	11	Wrestling	vs. Tennessee	Home	
	13-Jan. 7	Art Exhibit	"Collectors' Choice"	Sordoni Art Gallery	
	28-29	Wrestling	46th Annual Open Wrestling Tournament	Home	

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st

**ANNUAL ALUMNI
HOMECOMING
WEEKEND**

OCTOBER 13-15
1978

Schedule of Events

Friday, October 13

- 6:30 p.m. Alumni Executive Committee Dinner Meeting
- 7:00 p.m. Judging of Homecoming Displays
- 9:00 p.m. "Homecoming Huddle" (Sterling Inn Towne)

Saturday, October 14

- 9:30 a.m. Class Reunion Breakfasts (open to all alumni) for the classes of '38, '43, '48, '53, '58, '63, '68, '73
- all morning Opportunity for a "Walking Tour" of campus and the chance to visit and purchase Wilkes items at the college bookstore
- 11:00 a.m. "Ask the President" Session (Schaeffer Lecture Hall)
- 1:30 p.m. Homecoming Football Game, Colonels vs. Western Maryland (Ralston Field)
- 4:00 p.m. Alumni "Fifth Quarter" (Artillery Park)
- 6:00-
- 9:30 p.m. Alumni Homecoming Smorgasbord (Sterling Inn Towne)
- 9:30 p.m. Traditional Alumni Homecoming Dance (Sterling Inn Towne)

Sunday, October 15

- 10:30 a.m. Alumni Brunch (Annette Evans Alumni and Faculty House)

Judy S. Arenstein '68, honorary chairperson
Richard J. Myers '60, chairperson

A separate mailing will be sent to all alumni

Wilkes College Quarterly
Wilkes College
Wilkes-Barre, Pa. 18703
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