

SPRING 1980

WILKES COLLEGE QUARTERLY





SPRING 1980

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WILKES COLLEGE QUARTERLY

COVER:

The warm weather affords Wilkes College students an opportunity to experience the beauty of the Arnaud C. Marts Courtyard of the Stark Learning Center. Two students are shown examining an aluminum sculpture which was created by Michael Welda '77. The sculpture contains three intersecting arcs built from six two-by-five-foot strips of aluminum.



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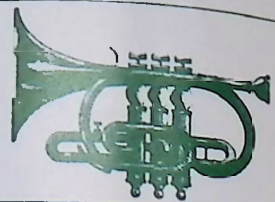
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collegechronicle



ON BUILDING A SOLID FOUNDATION

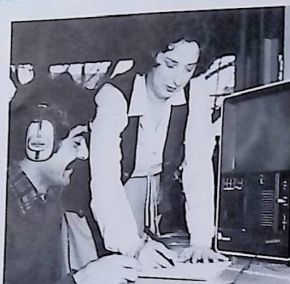
College Board SAT scores, especially those relating to writing skills, have shown a sharp decrease in recent years.

At Wilkes College the Writing Laboratory under the direction of Dr. Patricia Heaman has proved successful in aiding incoming students at improving their basic writing skills.

The purpose of the Writing Laboratory, according to Dr. Heaman, is to improve the students' writing abilities. The laboratory is geared to help students understand that English is not just a course to get through, but rather it is a useful skill to learn.

Students are helped to remedy their writing deficiencies through five different self-help programs and with the assistance of student tutors. The use of upperclass English majors as tutors has shown to be beneficial in establishing good relationships with the students who are seeking help.

"Students who are doing poorly in a course appreciate the opportunity to talk to someone who has faced similar problems," Dr. Heaman notes. "It is a mutually beneficial relationship. The laboratory provides an excellent opportunity for the upperclass



Dr. Patricia Heaman, standing, is shown assisting a Wilkes College student with a writing assignment. The Wilkes College Writing Laboratory served 350 students during the Fall Semester.

English majors to get valuable teaching experience."

The Wilkes College Department of Language and Literature also offers a three-credit course, English 100, for those students who lack writing skills, or who are studying English as a second language.

Students whose SAT scores are lower than 400 are required to take English 100, but only after other diagnostic tests are given. Students are also often referred to the course by a faculty member.

Dr. Heaman relates that the most common writing problems range from basic grammatical errors to organizing a clear and concise expression of an idea.

The Wilkes professor adds that all students at Wilkes College are welcome to use the laboratory. "The laboratory is not just for remedial work. Advanced material is also available." However, Dr. Heaman makes it clear that the laboratory is not a proof-reading service. Students must have a specific problem or need advice.

She notes that many industries are beginning to require a written essay as part of the application process. "Industry recognizes that people who can express themselves are at a premium."

Dr. Heaman feels that many of the writing problems which students face in college are the result of an insufficient high school background. "Most students miss the opportunity to study composition in high school. It has become fashionable for high schools to offer mini-courses which emphasize literature, films, and other topics, rather than grammar."

Student reaction to the Writing Laboratory has been phenomenal as witnessed by the growth in the number of students who voluntarily return to the facility for help. The laboratory opened in 1975 with 80 students; during the 1979 Fall semester 350 Wilkes students were served.

MBA THROUGH AN HISTORICAL PERSPECTIVE

Wilkes College recently innovated a five-year program leading to a bachelor of arts degree in history and a master's degree in business administration.

The program, designed to give students an opportunity to combine the advantages of a traditional liberal arts curriculum with the career options of a professional business program, provides an excellent background for understanding the application of intelligent business practices.

Candidates must fulfill both the 30 credit hours in history for the

SEAL OF APPROVAL



Wilkes College has again been accredited by the Middle States Association of Colleges and Schools, according to notification received recently by Wilkes College President Robert S. Capin.

In his letter to President Capin, Milton G. Bassin, chairman of the MSA's Commission on Higher Education, commended the College on its self-study report and requested a routine Periodic Review Report, which is due on March 15, 1985.

Once every ten years colleges and universities in the United States are thoroughly examined by their regional accrediting associations to determine if they are fulfilling their missions with acceptable standards.

The Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools conducted its study of Wilkes College in November with members of the evaluation team meeting with faculty, administrators, trustees, alumni, and students.

The Middle States accreditation involves a long-range process designed to help an institution analyze its functions, appraise its educational effectiveness, and discover means by which its work can be improved.

In preparation for the Middle States' evaluation team's on-campus visit, nearly 70 faculty members, administrators, trustees, alumni, and students conducted an in-depth "self-study" of Wilkes College during the 1978-79 academic year, which resulted in a 140-page report.

That report, and the report of the Middle States team, will provide a base from which the College will undertake several planning efforts through the 1980's.

The history of Wilkes College dates back to 1933 when Bucknell University, responding to a request of community leaders, established its Junior College in Wilkes-Barre.

Residents of Wilkes-Barre donated their homes so that Bucknell

University Junior College could provide classrooms for local qualified students of limited financial means. The academic standards of Bucknell were those of the junior college.

Dr. Eugene S. Farley was appointed director of Bucknell Junior College in 1936 and later became president in 1947 when Bucknell's president, Arnaud C. Marts, turned over the assets of the junior college to the local Board of Trustees and Wilkes College received its charter as a four-year, liberal arts institution. Dr. Farley served as chief administrator of the College for 36 years and contributed greatly to the growth of the institution.

Since its inception Wilkes College has been dedicated to providing a sound and stimulating intellectual experience for students and a constructive program of service to the northeastern Pennsylvania region.

On June 24, 1972, the flood waters of Tropical Storm Agnes — in what President Nixon declared was "the worst natural disaster in the nation's history" — inundated all 62 buildings belonging to Wilkes College. Damage to the physical plant exceeded \$12 million.

Under the leadership of Dr. Francis J. Michelini, who served as president from 1970 to 1975, the College staged a massive campus-wide effort and it succeeded in cleaning and renovating all of the buildings, enabling the College to reopen for the Fall term only two weeks late.

Guiding Wilkes College throughout the past five years and into the 1980's is Robert S. Capin, who assumed presidency of the College in 1976. Under President Capin's direction the financial condition of the College has dramatically and substantially improved. The physical plant has been upgraded and academic programs solidified and initiated.

Flood recovery efforts were finally concluded last summer with the receipt of two checks, totaling \$1,246,359 from the Federal Disaster Assistance Agency. The College is anticipated to complete its fifth straight year of operation "in the black."

Wilkes College has a decided economic impact on the northeastern Pennsylvania region through its \$12 million operating budget and subsequently through the personal budgets of those who are employed at the College.

Cultural programming at the College has enhanced the quality of life on campus and in the Greater Wyoming Valley community. Outstanding concerts, musical and theatrical performances, films, and lectures are scheduled at the Dorothy Dickson Darte Center for the Performing Arts. The Sordani Gallery provides annual exhibitions of national caliber enjoyed by students and community throughout the year.

The campus is aesthetically a blend of stately 19th century buildings and the newest and most imaginative designs in modern structures. Several of the buildings are listed on the National and Pennsylvania Register of Historic Sites and Landmarks and remain as living monuments to the many citizens who helped make the area great.

The "nerve center" of the Wilkes College campus is the Stark Learning Center, completed in 1974 at a cost of \$7 million. The Center, which connects with the Stark Hall of Science, provides classrooms, laboratory space, staff offices, and studios for several academic departments and also contains the Wilkes/Hahnemann Television switching station and the College's Computer Center.

The Eugene S. Farley Library possesses one of the most extensive microfilm collections in the region and has space for 500,000 volumes and a study area for 500 students.

The College presently serves a full-time equivalent enrollment of about 2700 students. Many of these attend graduate and undergraduate programs in the Evening College.

President Capin expressed appreciation to individuals involved in the reaccreditation process and expressed confidence that Wilkes' outstanding record of progress and service will be maintained and enhanced.



Going, Going, Gone! All that remains is rubble as the Student Commons, a campus landmark for nearly 30 years, was dismantled in early January. The Commons, no doubt, holds countless memories for thousands of past Wilkes students. The Commons was replaced by the Conyngham Student Center Snedden Farley Library.

baccalaureate requirement and the 27 credit hours in business for the M.B.A. prerequisite. At the end of four years a student receives a B.A. in history and has completed all M.B.A. prerequisites.

In the fifth year, the graduate curriculum requires 30 credits specifically oriented toward business administration. In addition to a 15 credit M.B.A. core requirement, the candidate takes an additional 15 credits in one of five areas — marketing, managerial science, labor, accounting, or finance.

HOMECOMING 1980

UP AND AWAY

Plans for the Wilkes College Alumni Association's 33rd Annual Homecoming — scheduled for October 10 through October 12 — are currently in full swing.

Patrick J. Burke '69, owner of Chuck Robbins Sporting Goods, Wilkes-Barre, will serve as 1980 Homecoming chairman. Chairman Burke indicates that all homecoming events will be staged on the Wilkes College campus.

Some of the events planned for the Fall reunion include a Friday night open house at the Alumni and Faculty House, Saturday morning parade, and the traditional Sunday morning brunch. The recently dedicated Conyngham Student Center will serve as a site for some of the weekend activities.

"ALPHA": A FEW STEPS MORE

On April 1 Wilkes College reached the \$2.33 million mark of its three-year \$2.4 million "Alpha" Capital Campaign.

A successful 1980 Annual Campaign, which surpassed its \$200,000 goal with \$236,000, moved the campaign within \$70,000 of the "Alpha" goal.

Also, a series of successful phonathons conducted from the Wilkes College campus and at locations in New York City and Philadelphia boosted the "Alpha" Campaign in the early months of 1980.

Gordon Roberts, director of alumni relations, reports that alumni have contributed over \$300,000 in the "Alpha" Capital Campaign, which will officially conclude in December.

Dr. Robert Heaman

faculty abstract



by Reenie Corbett '79

Rumor has it (or had it) that Dr. Robert Heaman, associate professor of English at the College, was at one time a member of the Green Berets. Anyone who knows Dr. Heaman, or had him as an instructor, would be intrigued by this bit of speculation.

"Where did you get that scandalous piece of information?" questioned an amused Heaman. With a chuckle, he added, "I wish I knew where and how that rumor got started. You are not the first person to ask me that question!" So much for the portrait of Bob Heaman as a Green Beret.

Having been a student of Dr. Heaman at one time, I find it difficult to disassociate the role of Dr. Heaman, the Wilkes College professor, and Bob Heaman, the man on the street. Both of his roles generate warmth, sincerity, and genuine faith in humanity. Sounds like a character out of literature? Perhaps he is.

Considering Bob Heaman's background and interests, the character out of literature wouldn't be surprising. He holds fond memories of a recent trip to Ireland with his wife Pat (Dr. Patricia Heaman, also an instructor at the College) and their children. "Pat was working on Irish Literature. I was on a sabbatical . . . working on Dickens and Blake. I did my research on Blake at Trinity College in Dublin."

Heaman admits that he is particularly interested in Ireland and its culture. During the stay, he recalled, "one highlight happened to be every Tuesday night. We'd get together with a group of varied people, sit around, have a few drinks and tell stories. The friendly conversation allowed us to withdraw from the pressures of the outside world. It gave us that distance from things which enabled us to view life from a different perspective."

Based on this kind of interaction, Heaman described the people of Ireland as being "in tune with themselves, each other, and nature." He sees a close similarity in the life-style of Dublin and that of Wyoming Valley. "There is a genuine

authenticity here," he stated. "It's incredible that Wyoming Valley hasn't developed as a tourist center. It is a very ethnic area and the people are basically good human beings."

In addition to being a traveler, the English professor also gives the impression of being a "back to nature" soul, complete with his own pastoral homestead in White Haven. There with his family he enjoys gardening, fishing, running, and the clean country air.

When Bob Heaman began his teaching career at Wilkes in 1969, there was still much unrest among college students in their concern for almost all aspects of culture. Some of his most vivid and outstanding recollection of the College come from those years.

"Wow!" he exclaimed, then paused thoughtfully. "It had to be my first faculty meeting. There I sat with my long hair and my bushy beard down to my chest. Dr. Farley, who was president at that time, was discussing the visitation rights in the dorms. When he finished speaking I matter-of-factly asked if he was going to invite police on campus. Needless to say, the look he gave me told me exactly how he felt and what he thought of me!"

Teaching is much easier now for the Wilkes professor than in his first years at the College. "For one thing, the Writing Laboratory has taken much of the pressure off teaching freshman composition. There has been a greater emphasis on writing so by the time the student has advanced to the upper level literature courses, reading their exams is a pleasure."

"Generally, the students of today are bright. They're more sensitive, responsive, and sophisticated," he explained. "I also feel that within the next few years there is going to be a full swing back to the recognition of the importance of liberal arts. It is better for our culture than the technological mania."

Robert Heaman, with his gift for being able to communicate with students, has influenced and will continue to influence those students whose education he has helped to shape.

A Question of STANDARDS

by Dr. Gerald E. Hartdagen

Pick a year with a sinister ring and 1984 might well be the choice. Rather than a "Brave New World" it conjures up the Orwellian vision of Big Brother and doublethink. In the realm of higher education, there are many George Orwells who have prophesied an equally gloomy future for academia, and 1984 is close to the heart of their projections. Without debating the accuracy of Orwell's predictions, it is clear that the latter prophets, who have relied more heavily upon data than imagination, must be taken with the utmost seriousness.

It is a fact that the number of traditional college-age young people will begin to decline precipitously in 1983 and continue throughout the decade. This fact alone will have tremendous ramifications for all of higher education. In Pennsylvania the problem will be exacerbated by a larger-than-average decline and by the normal net loss to Pennsylvania of students who leave the State to matriculate.

Realistic expectations are that 25 to 35 per cent of the smaller private colleges will not be with us in the 1990s. Many of the colleges which have been in financial difficulty during the past three to five years will be unable to withstand the devastating impact of inflation and declining enrollments. Some will barely hold on by drastically cutting staff with a concomitant reduction in quality and in academic programs. When the "tipping point" is reached, they will spiral toward bankruptcy as academic excellence is eroded to the point where students are repelled rather than attracted.

This is not a scenario for Wilkes College; it is more properly a specter which should shake us from any thought of complacency. One thing is certain — if we go under, it will result from nothing less than a lack of vision and the will to survive. No, survival is the wrong word; if that is our goal, it would be

better to quietly fold our tents and give up all pretense of being an institution of higher education.

Our challenge is to eschew mere survival and to insist that progress can and will continue. Not necessarily progress which is measured in terms of growth, but rather progress which can be viewed in terms of academic excellence, quality education, and distinction. This we can achieve if we have the will — and the courage.

The recipe for success does not require a Julia Childs to produce the desired results. It will suffice if an adequate number of "amateur chefs" can be found who will risk "spoiling the broth" to create the gourmet feast. Should we settle for a Big Mac when filet mignon is an option?

Leadership and careful planning are essential but insufficient in and of themselves. "The best laid schemes o' mice an' men gang aft a-gley," and our experience confirms the wisdom of the phrase. Schemes or plans will go "a-gley" without the loyalty, the dedication, and the commitment of all members of the Wilkes community. Each of us, whether faculty, administrator, student, trustee, or alumnus, must lend support if Wilkes is to survive with distinction.

To meet the challenge of the 1980s, Wilkes must be, beyond question, the very best institution of higher education in Northeastern Pennsylvania. More than that, we must achieve a quality which discourages superior local students from leaving the region for their education. If we are good enough, we have nothing to fear from a Lehigh, a Franklin and Marshall, a Bucknell, and certainly not from our local competitors.

The bedrock of excellence can be nothing less than programs which attract and which meet the needs of students, and outstanding teachers and researchers who are committed to young people, to Wilkes College, and to their own continued growth. But sound programs and superior teachers will not automatically provide the quality we seek; one ingredient remains to be added. That extra ingredient, without which academic excellence is impossible, is none other than standards.

Without impeccable standards, we can make no claim to quality. All of our claims will be hollow; we will know it, our students will know it,

and so will the community we serve. An absence of the highest possible standards will debase our product — our graduates — and make any pretense to academic excellence little more than a sham.

There is good evidence that the Wilkes community has perceived the necessity for higher standards. Steps have been taken, with widespread support, to address some of the more obvious weaknesses. Much remains to be done, and it will be done — gradually, yet surely.

The attack must be on two fronts: in general college policies and at the departmental level. College policies must provide a framework of expectations which departmental actions can implement and support. The relationship must be mutually reinforcing in the context of a campus climate which recognizes that shoddy standards in any one area endangers the whole.

A consensus is developing among faculty, administrators, students, and trustees that nothing less than the best will suffice. If students are allowed to "just get by," if we turn our heads and allow cheating to occur, if we fail to establish policies which require that students bear a large measure of responsibility for their own education and their own development as persons, then we will not survive the 80's — moreover, we will not deserve to survive.

Wilkes College ascribes to "Unity Amidst Diversity;" we must also insist upon "Quality Amidst Adversity." The latter involves a quest for excellence. The quest must not be of short duration lest we all become Don Quixotes. Institutional quality is, in large measure, a question of standards. It cannot be achieved without the support of everyone related to Wilkes College. How tragic it would be if ten years from now we were forced to acknowledge, in the unforgettable words of Pogo: "We have met the enemy, and he is us!"

Dr. Gerald E. Hartdagen assumed the position of dean of academic affairs at the College prior to the start of the 1979 Fall Semester. Prior to joining the Wilkes administration, Dr. Hartdagen served at Concordia College, Moorhead, Minnesota. He attained his Ph.D. at Northwestern University.

Reflections on the Liberal Arts Vitality on the Reflections

George Santayana once said, "Those who forget the past are doomed to repeat it." One way education prepares a student is by distilling the past to provide a clearer vision for the future.

For the serious college student the liberal arts curriculum reveals the problems of people in modern society and allows the student to analyze his present feelings, to study his attempts to find remedies, and to plot his probable path to the future. Such study encourages a belief in the fundamental dignity and worth of an individual and urges the student to commit himself to a continuing search for knowledge and understanding.

Four distinguished members of the Wilkes faculty offer their thoughtful responses to questions concerning the liberal arts.

• WILKES COLLEGE QUARTERLY



Dr. Owen D.
Professor of Chemistry

"The goal of a liberal education is to enable students to distinguish the bogus from the genuine."



Berenice D'Vorzon
Associate Professor of Art

"I believe that there is a difference between the terms 'scientific' and 'technological'."



Dr. Howard Williams
Chairman, Department of Commerce and Finance
Associate Professor of Economics

"Modern society offers us unlimited opportunities to look foolish and make significant blunders."



Dr. James Rodechko
Chairman, Department of History
Professor of History

"Frankly, I don't think that science is at odds with the liberal arts tradition."

How does teaching the liberal arts heighten the ability of students to see relationships and distinctions?

Dr. Faut:

Apollonius of Tyana in Rhodes

Apollonius was speaking about proper education and culture with a young man building a luxury house in Rhodes.

"When I enter a temple," said the Tyanian finally, "even if it is a small one, I'd much rather see a gold and ivory statue there than a statue of common clay in a large temple."

"Of common clay": how disgusting — yet some (who haven't been adequately trained) are taken in by what's bogus. Of common clay.

C.P. Cavalry

The goal of a liberal arts education is to enable the student to distinguish the bogus from the genuine, to not be misled by external appearance, to recognize the beauty of a gold and ivory statue in an otherwise undistinguished setting as compared to the common clay statue in a magnificent setting, in short to recognize excellence and talent in the wide variety of disciplines which make the totality of life. The breadth and excellence of the liberal arts experience constitutes the mythological background — in the best sense — from which life's decisions are made. This is the stated goal in the very early history of education and is still true today.

Ms. D'Vorzon:

The key word of the question is, to me, the word "relationship." Our primary function as educators is to help the student learn to survive in an increasingly confusing world; to give the student some structure to see him or herself in relation to this changing world. Somehow the word "historical" keeps coming to mind. I believe that the true study of history goes beyond the history curriculum. All of the liberal arts (and the

sciences) must be seen in historical perspective. Art History, for instance, should be taught in its cultural environment. As an example, the technological advances made during the Impressionist Era, specifically the development of the camera, had an enormous effect on how the Impressionists perceived their world, how they, therefore, portrayed it, and finally, how we, through their art, experience the world of nature. By understanding relationships and changes within the historical framework, one is better equipped to put seemingly unrelated events into a workable perspective today.

Dr. Williams:

A student with a solid grounding in the liberal arts will find that many facts, trends, historical undercurrents and accomplishments that once seemed unrelated and random, begin to fit together in a very broad mosaic. That mosaic is the exclusive possession of people of intellect and it is the liberal arts that provide the tiles and mortar for the mosaic. No accountant, engineer, nurse or programmer holds a bona fide claim to being educated if they lack the foundation provided by the liberal arts.

Dr. Rodechko:

History, my own academic discipline, is a synthesis of the human experience. It draws together a consideration of art, science, philosophy, literature, sociology, politics, economics, and a host of other fields through the common vehicle of the past. The study of history, therefore, should involve an integrative approach to the entirety of human experience. Ideally, the subject should be perfectly oriented to the student's need to see relationships among diverse areas. In my own mind, the degree to which the historian suggests those relationships, and in addition relates the past to present conditions and problems, is a valid criteria for determining that particular historian's effectiveness and importance.

How do the liberal arts survive in a world that is increasingly technological and scientific?

Dr. Faut:

For a scientist this question could almost be reversed. The impact of the liberal arts on science and technology has been profound because the vast majority of scientists and technologists have training and education in the liberal arts. However, very few nonscientists are conversant with the fundamental ideas of science. The horrifying aspect of this to a scientist is the fierce pride taken in this ignorance by some nonscientists. C. P. Snow's idea that Newton's laws of motion and the laws of thermodynamics should be as familiar to the public as Shakespeare's plays is viable. However, this suggestion has been lost in the educational turmoil of the seventies. Perhaps it would be well to recall a phrase from several decades ago, on the liberal arts and sciences. The ability of today's student to participate as tomorrow's citizen depends on the scope of today's education in the liberal arts and sciences.

Ms. D'Vorzon:

I believe that there is a difference between the terms "scientific" and "technological." A student who is beginning to work in visual art or in any of the creative arts will do well to read the great mathematician Henri Poincaré's essay on creativity. It helps to explain the creative act in a universal manner and does away with some of the myths concerning the lack of relationship between art and science. An interesting example of similarities was the widespread reaction of artists to Watson's *The Double Helix* when it appeared in print. Artists found surprising connections between the world of science and the art world. The book may have been controversial, but it helped to bridge the gap between these seemingly disparate worlds.

"Technological," on the other hand, means to me the application of science. And the increasingly technological quality of our world is

of great concern. Perhaps most frightening is the continuing proliferation and use of technological devices, such as television, in our lives. This encourages a nonthinking, passive population — and ultimately a dissatisfied people. I think that this growing dissatisfaction may be a good thing; that although people sometimes forget, there is a need for creative experience. Perhaps I am deceiving myself in order to survive as an artist, but I have seen glimmers of recognition of this need recently. And as a teacher in the humanities, I will do my best to encourage it.

Dr. Williams:

The liberal arts survive by being necessary and being perceived as necessary by the thinking people in our society. The ideas and concepts that one derives from the liberal arts separate us from robots and computers, and there will always be a significant number of important people in the world who guide the young toward the study of liberal arts.

Dr. Rodechko:

Frankly, I don't think that science is at odds with the liberal arts tradition. In fact, I personally believe that science is a critical part of that tradition.

It seems to me that the greatest threat to the liberal arts heritage is the current career emphasis that students confront, even on the high school level. Because of a tight economic situation, students are desperately seeking out sure career goals and are inclined to view a comprehensive liberal arts program as an annoying distraction.

Unfortunately, I believe that many of the students who seek occupational certainties through narrow career-oriented programs may be sadly disappointed. Since current projections indicate that occupational and professional needs will constantly change over the next two decades, many college graduates may be very well trained to pursue fields that encounter declining employment needs. Given this situation, the liberal arts student who carefully chooses elective credit hours in a variety of areas, may actually have the greatest number of career options.

How do the liberal arts speak to the problems of man in modern society?

Dr. Faut:

In his poem "Waiting For The Barbarians" — Cavafy tells of the people of an ancient city waiting for barbarians to attack. Their emperor is waiting to confer titles and honors on the barbarian leader. The leading citizens are dressed in their finest clothes and jewels. The practitioners of rhetoric and public speaking have been kept away because barbarians do not enjoy these cultural pursuits. However, the barbarians fail to arrive and the citizens are grievously disappointed. "Now what's going to happen to us without barbarians? Those people were a kind of solution."

A solution to what? Kenneth Clark answers this question in his book *Civilization* when he suggests that all great civilizations have had a vigor, a vitality, a weight of energy behind them. Cavafy's ancient city is listless, immobile, energyless — dead. Is it too farfetched to suggest that the energy of our civilization comes — at least in some significant part — from the rigor and discipline of an excellent liberal arts and sciences education? Is it not reasonable to believe — as part of the mythos of our present life — that the liberal arts and sciences foster the creative person who — unmindful of only his own discipline — will create tomorrow's step forward for civilization? To me, it is not only reasonable but absolutely essential because I believe this is where the energy of our civilization originates.

Ms. D'Vorzon:

The Humanities are to me, a humanizing force. Our problems are, after all, human problems, and the technological advances being made today must be applied in a human way. We, in the liberal arts, must not act like ostriches and ignore reality. The time of the intellectual living in an ivory tower, concerned only with an esoteric circle, is over. I believe that we must learn to use technology

creatively; that we must learn to recognize the useful advances, and reject the merely frivolous junk that intrudes on our lives. Television must be used in a less passive manner. And finally, we must help our students to go beyond mere survival; we must teach them to use themselves and their world in a meaningful and enriching manner.

Dr. Williams:

Modern society offers us unlimited opportunities to look foolish and make significant blunders. The explosion of knowledge and information during the past fifty years has forced us all into ever narrower specialties and created a society in which no one is a real expert in any broad area. This means we must all frequently confront facts and situations that we are not professionally competent to evaluate. At such times the quality of one's mind is on trial and the verdict from our peers depends on that quality. The liberal arts provide that quality of mind.

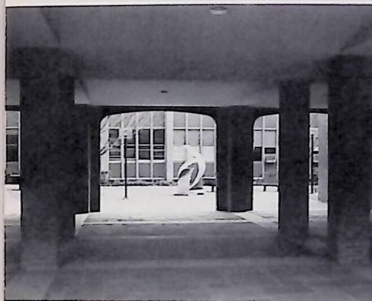
Dr. Rodechko:

The great problem of our own time and in the foreseeable future is an overwhelming societal emphasis on material considerations. Since World War II, Americans have come to regard luxuries as absolute necessities. The massive effort to possess material objects, and I include in this the desire for recreation and entertainment, tends to inculcate common values. Since all of us want the same things, the logical product is social, political, and economic conformity. In this context, the humanities, emphasizing creativity, diversity, and the overall quality of life, offer an alternative. Whether or not that alternative will be accepted is, of course, questionable. Again, the almost total career orientation and materialistic direction of our society suggest an atmosphere that is not very conducive to humanistic study and contemplation.

So you think you know the Wilkes Campus?



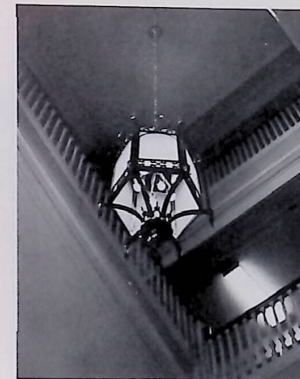
A. Biology and Mathematics majors of the pre-1970 era would know this building.



D. It's a courtyard but name it?



F. No clue? Consider yourself an expert if you get this one.



B. "The BIG WHITE TOWER."

... Art Miller, QUARTERLY photographer, recently journeyed around the Wilkes College campus and recorded some of the architectural subjects that made an impression on him. Can you identify their locations? Answers on page 15.



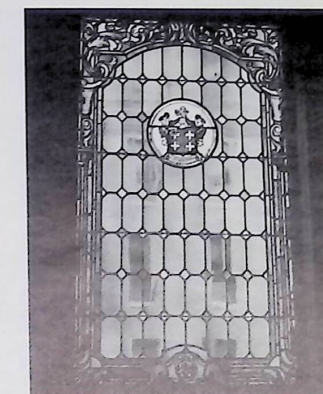
G. A carriage house near a prominent campus building.



C. Bruce Payne once lived here.



E. A premier showplace of Wyoming Valley.



H. First Structure donated to Wilkes College.

FLOODING and the Legacy of Agnes

by Dr. Bruce F. Berryman, James Michael Case,
and Brian T. Redmond

Introduction

Flooding in the Susquehanna at Wilkes-Barre is normally the result of one of three phenomena: spring thaw, rainstorms, or hurricanes (or more properly, the remnants of tropical storms). March through early April is the time of spring thaw, and if there has been a heavy accumulation of ice and snow during the winter and if the thaw is quick due to rapidly rising temperatures, the river may flood. Or if the winter has been especially severe and the river has completely frozen over upstream, a sudden thaw could result in an ice-jam at some curve or narrow point in the river. Once the river is jammed, it does not take a great deal of water to back up behind the jam and to begin flooding over the banks. Severe ice jams flooded Wilkes-Barre with ice and water in 1784, 1866, 1875, 1893, 1895, 1898, 1899, and twice in 1904.

Precipitation in this region is fairly evenly distributed throughout the year but is slightly higher in the spring and late summer. The rainstorms generally move in slowly from the south or southwest or inland from the coast. A high-pressure area to the northeast of Pennsylvania frequently causes the slowly moving rainstorms to stall over northeastern Pennsylvania, and the collision of the two air masses produces even more rain, sometimes resulting in local flash floods.

Tropical storms usually move in from the south or southwest during the storm season which lasts from about June to November. The Susquehanna is affected to some extent by a tropical storm about once every three years. Generally, there is

little flooding except when one storm follows immediately upon another (as in 1955) or when an especially vigorous tropical storm is held over one area for a considerable time (as in 1972).

Flood History of the Susquehanna River

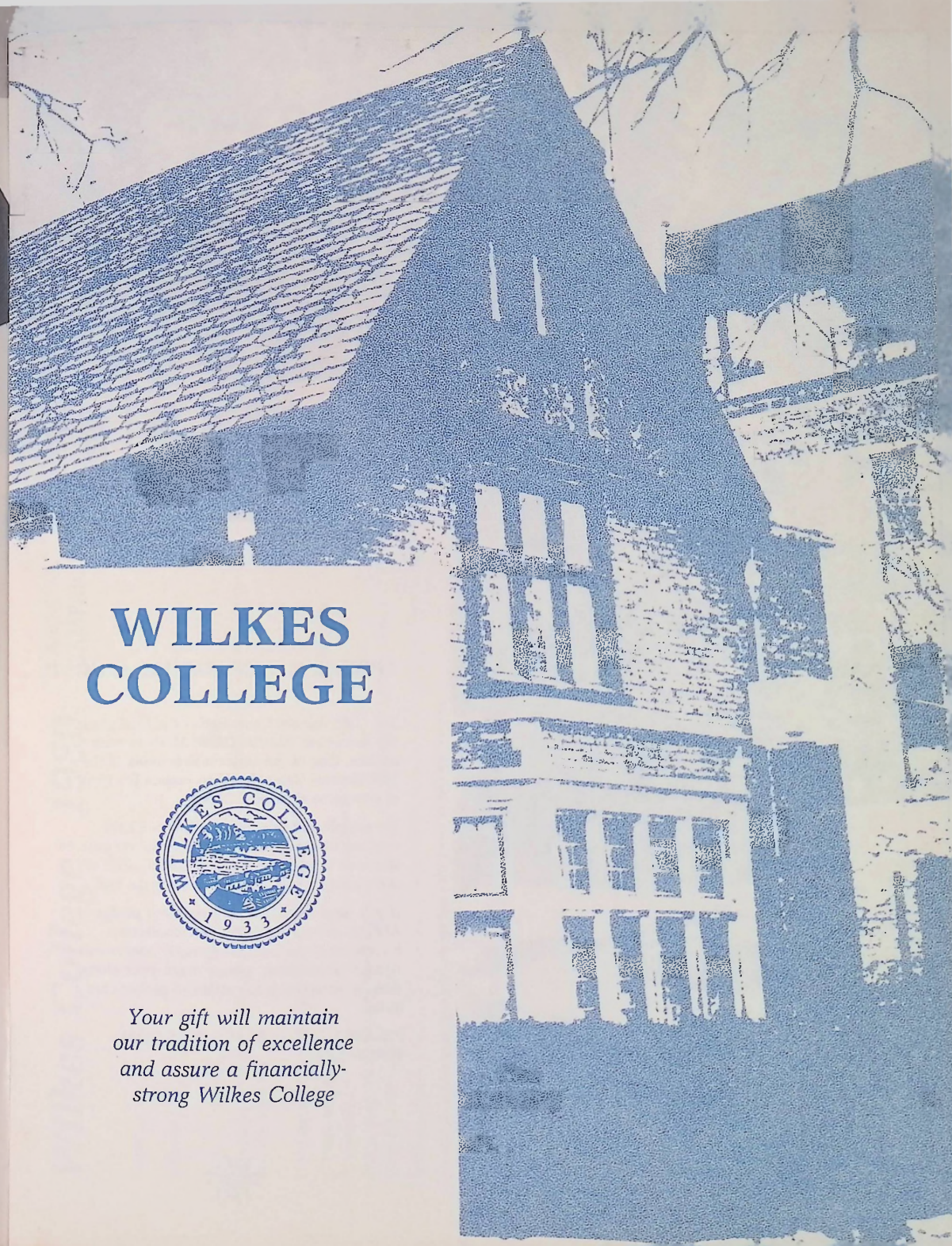
The Indian claim that there had been no flooding of the Susquehanna at Wilkes-Barre before the whites settled in the valley seems doubtful, since there have been at least 79 floods since 1772 (see table). Official flood records do not start until April, 1889, but the earliest recorded flood occurred in the latter part of February, 1772, when it caused a Kingston town meeting to be postponed. Some of the floods were colorful, such as the Great Pumpkin Flood when great quantities of pumpkins were strewn over the lower plains of the river. The highest flood in recorded history at Wilkes-Barre was the great flood of June, 1972, which reached a gauge height of 40.9 feet. Another large flood was the St. Patrick's Day flood of March, 1936, which reached a height of 33.1 feet. This flood occurred 61 years after another St. Patrick's Day flood in 1875 which, because of an ice gorge, reportedly reached a height of 35.6 feet. The 1936 flood was surpassed by the September, 1975, flood which at 35.1 feet was the second highest of this century. However, the 1975 flood was confined to the river channel and did not spill out onto the flood plain as did the 1936 flood. Had the 1936 flood been confined to a river channel, it possibly could have reached a greater gauge height.

The river height of the Susquehanna River at Wilkes-Barre is monitored behind the Luzerne County

Court House by Civil Defense. A gauge has been constructed near the river and the bottom of the river designated as zero feet gauge height. (The zero mark itself is at an elevation of 512.07 feet above sea level.) Since the river is constantly excavating and redepositing sediment in its channel, it sometimes happens that the bed of the river at any given time might be above or below the zero mark on the gauge. The lowest flow ever recorded was minus 1.78 feet in September, 1964, during the Great Eastern Drought.

Flood Frequency

The river is said to be flooding whenever it begins to overflow its natural banks. At Wilkes-Barre, the natural banks of the river are located at a gauge height of 22 feet. The height of the natural river bank is in equilibrium with the tendency of the river to deposit material in its channel whenever it is flowing at less than bankfull (22 feet) and with its tendency to excavate material from the channel and redeposit it on the floodplain whenever the river exceeds its banks. For a river with the characteristics of the Susquehanna and unconfined by other than its natural banks, it would take about one flood every three or four years to excavate out what the river has been slowly depositing when it is not flooding. Note that the amount of work in both cases is the same, but that while deposition takes place slowly over many months and even years, one good flood can clean out the channel in a matter of hours or days. It can also be seen that if the river is confined to its channel by dikes (or more properly levees) when it begins to flood, it will tend to rise higher since it is not being allowed to



WILKES COLLEGE



*Your gift will maintain
our tradition of excellence
and assure a financially-
strong Wilkes College*



SPECIAL NOTICE FOR ALL ALUMNI!

The 1980 Annual Campaign is the final phase of the three-year ALPHA CAMPAIGN to raise \$2.4 million. One of the major components of the 1980 Annual Campaign is to sustain the quality of education at Wilkes College.

We are pleased to announce that we have reached \$2.3 million of our \$2.4 million goal. In this final year of the ALPHA CAMPAIGN we need your support to push us over the top!

If you have not made (a) a previous pledge to ALPHA or (b) a 1980 Annual Scholarship commitment through the recently concluded Alumni phonothons, please make your pledge now by completing the attached pledge card today.

PLEASE HELP US REACH THIS GOAL FOR WILKES!

Wilkes College 1980 ANNUAL CAMPAIGN

Name _____ Class Yr. _____

Address _____ Phone () _____

City _____ State _____ Zip _____

To support the annual scholarship and operating needs of the College, and in consideration of the gifts of others,

I [We] intend to complete payment on this pledge as follows:

☐ When Billed
☐ Annually

☐ Quarterly
☐ Other (please specify) _____

Will your gift be matched by your Company? _____

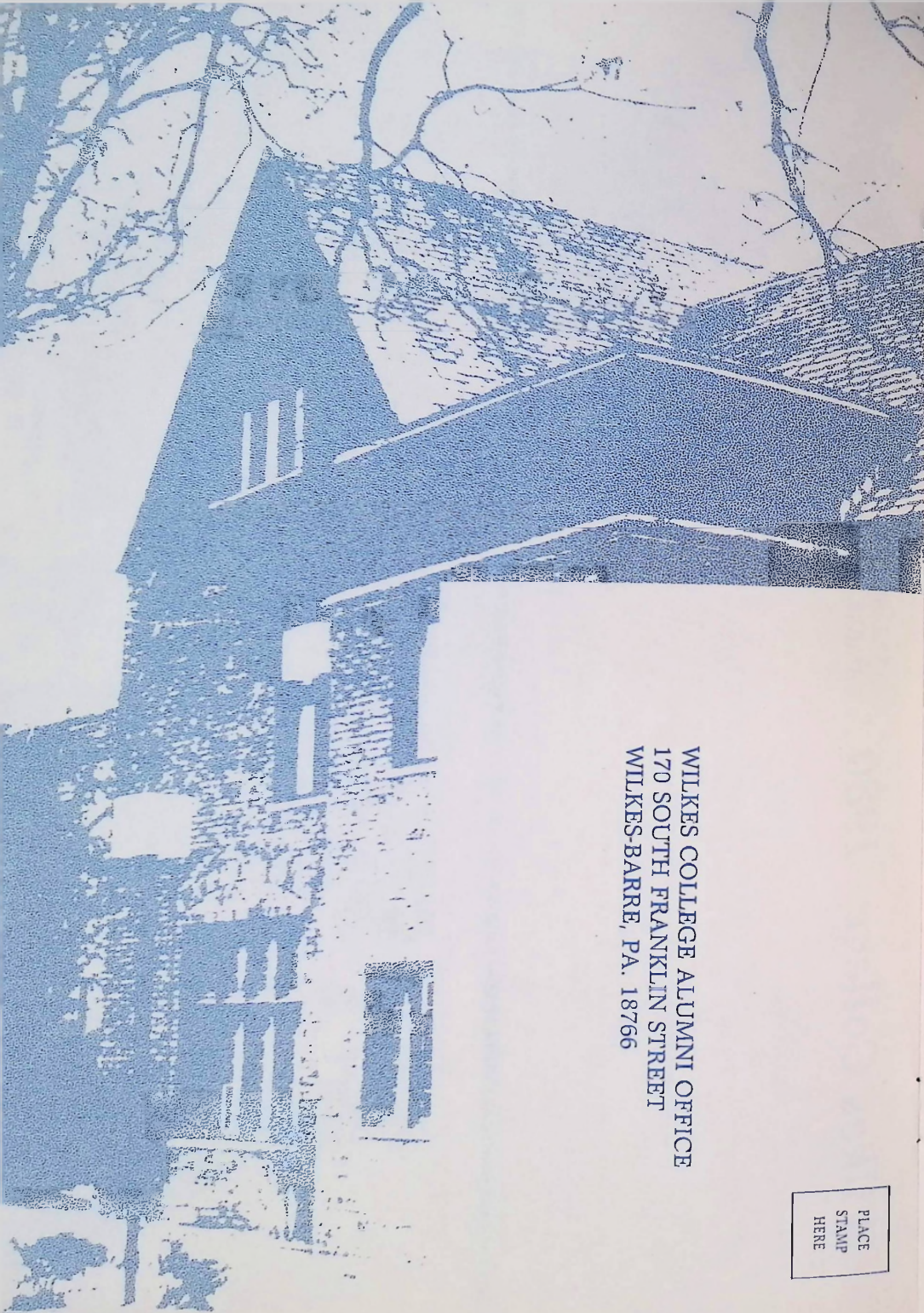
If so, by what amount? _____

Company name _____

ALL GIFTS ARE TAX DEDUCTIBLE

DATE _____ SIGNATURE _____

Please detach, address as shown on reverse side and forward in your own envelope.



WILKES COLLEGE ALUMNI OFFICE
170 SOUTH FRANKLIN STREET
WILKES-BARRE, PA. 18766

PLACE
STAMP
HERE

spread out over the floodplain. Also, it will not be able to excavate sediment from its channel and deposit it on its floodplain which means that the sediment stays in the river channel and tends to raise the river bottom. This may lead to a higher flood frequency. Certainly, considerable material is carried downstream but this is replaced by sediment imported from upstream areas.

Flood frequency will depend, among other things, on the rainfall pattern in the area upriver of Wilkes-Barre. This area, or drainage basin, of Wilkes-Barre covers about 9960 square miles and includes the areas around Scranton, Towanda, Elmira, Binghamton, Cooperstown, and others. Only rain in the drainage basin will affect the river height at Wilkes-Barre so that it could rain "cats and dogs" in Wilkes-Barre with very little change in river height at Wilkes-Barre. However, the effects would show up downstream at Harrisburg. On the other hand, Wilkes-Barre could be suffering a drought and experience a flood caused by severe rainstorms in the Binghamton area.

Since 1772, a time span of 208 years, there have been 49 years when the river has flooded once that year, 12 years when the river has flooded twice that year, and two years when the river has flooded three times in one year (1891 and 1904). Therefore, on the basis of these data, the chances that in any given year the river will not flood at all are about 70%; that it will flood once, 23%; flood twice, 6%; and flood three times, 1%. (Remember that "flood" means above the natural banks of the river, a gauge height of 22 feet; it does not necessarily mean water flowing in the streets of Wilkes-Barre.)

It is of interest to know not only what the chances are that the river will flood but also what the expectations of flood size (or depth) are. Obviously, the greater the flood, the less likely that it will happen; that is, small floods occur more frequently than large floods. The average time between floods of a given size is the "recurrence interval," or the *interval* of time between flood *recurrences*. For instance, a 100-year flood would recur on the average once every 100 years. This does not mean that you can expect the flood to recur every hundred years on the dot. If you counted the number of floods of that size or greater over a thousand-year period, you might expect ten of them.

Conceivably, however, all ten could occur in the first year with no flood that large for the next 999 years. The average recurrence is still 100 years. The flooding associated with tropical storm Agnes has a recurrence interval of about 500 years.

Over the past 200 years, the number of disrupting floods reported within a given time period has remained about the same; yet, the magnitude (or depth) of the floods seems to have increased somewhat. This apparent paradox can be explained by our own effects on the Susquehanna River. As a result of increased erosion and sedimentation, flood frequency of all size floods has increased. However, the construction of numerous small dams and reservoirs has resulted in the containment of the smaller floods. Thus, we experience only the larger floods, but there are as many of these as there were floods of all sizes in the past.

Our Impact on the Flood Cycle

Anyone living in Wyoming Valley is vitally interested in flood control and over the years a number of flood control measures have been and are being proposed; however, the ultimate cause of flooding is irregularity in the rainfall. Wilkes-Barre and the Susquehanna River watershed receive some 40 inches of rain a year and were this rain to fall evenly throughout the year, the level in the river would change very little except for spring thaw. Until the day comes when we can completely control rainfall, we shall have floods. A second cause of floods, over which we have very little control, is the spring thaw. If large amounts of ice and snow accumulate in the watershed and are then subjected to a fast rise in temperature, or worse yet, a warm rain — the river will rise.

There are some factors, however, over which we do have some control, factors which can aggravate or alleviate flooding. For a given flow, a river can move a given amount of material (the sediment load). Coarser sediment such as sand will be dragged or bounced along the river bottom while finer particles such as clay will be carried in suspension. If the sediment load in the river is low, the river will expend more of its energy moving sand along the river bottom, leaving the water clear and relatively free of suspended matter; but if the sediment load is large, the river expends more energy moving the finer clay resulting in murky

water and deposition of the coarser sands in the river channel.

The last 200 years have seen great changes in the Susquehanna River watershed. As a result of deforestation, agriculture, strip-mining, construction activities, and other soil-disturbing processes, the amount of sediment reaching the Susquehanna has greatly increased. Under these conditions, sand tends to accumulate in the channel, forming sand bars, islands, and raising flood frequency. Sand bars are especially prone to form where the flow of the river is disturbed by the entry of a tributary into the Susquehanna. For example, Scoval Island is located where it is because the even flow of the Susquehanna is disturbed by the entry of the Lackawanna River; smaller bars can be seen near the entrances of other tributaries. Should Scoval Island or any similar island be removed by dredging, and assuming that the factors which control sedimentation are not altered, it would not be long before a new Scoval Island formed.

Another important factor in aggravating floods is the time which it takes for rain water falling onto the watershed to reach the Susquehanna River channel. Two hundred years ago, the watershed was heavily forested and sparsely populated. Rainfall was, to a larger extent than today, absorbed by the heavily vegetated and thick soils of the watershed. Water would slowly filter into the river through the soils and ground-water. But today as a result of deforestation, poor agricultural practices, strip-mining, and urbanization with its efficient storm sewers and parking lots, more of the rain falling on the watershed is rapidly shunted into the river channel. The result is higher river peaks.

Flooding and flood protection often leave behind ironic, environmental side-effects. For example, the Agnes flood left a legacy of future minefires, one of which has already started above Courtdale, near Larksville, and is now two years old. The flood left thousands of tons of good, fertile silt lying upon the infertile streets, parking lots, and residences of the floodplain. This highly organic topsoil scavenged from the entire watershed, a "gift of the Nile" so to speak, was scraped up and used to fill in some of the abandoned strip-mine pits in the valley, a legacy of the anthracite era. Unfortunately, the very organic matter that makes the flood sediments so fertile may make it

susceptible to spontaneous combustion when buried — especially when mixed with a witch's brew of flood debris. Since strip pits have exposed coal veins in their walls, once the fill is ignited, it is only a matter of time until the coal veins themselves start burning. In the mid 1970's, one of the filled pits above Courtdale ignited and had to be dug out. Some time later, smoke was noticed rising from an adjacent pit. Now the burning area covers over 3 acres. The Pennsylvania Department of Environmental Resources estimates that it would cost as much as 4 million dollars to

dig the fire out today. Meanwhile, the fire spreads, threatening nearby property and producing annoying air pollution problems for the residents of the area.

Among the recent proposals to provide increased flooding protection to the Wyoming Valley residents is the option of river dredging. However, government engineers are not in favor of such a plan because of its exorbitant expense and the massive logistical problems associated with disposing of the dredged materials (often termed dredge spoils). A more insidious hazard concerns the chemical

problems associated with the disposal of the dredge spoils. These materials may contain absorbed toxic trace metals, pesticides, and other organic compounds. Improper exposure of dredge spoils to air, rain, and freezing-thawing conditions may result in the leaching of these toxic substances, thus adversely affecting our ground-water and water supplies. In addition to these arguments, it can be added that river dredging is a short-term solution to the flooding problem since the river will preferentially re-sediment in the dredged portion of the channel.

Finally, it is unfortunate that we have such a strong tendency to build our cities on our most fertile farmland, thereby lessening one of our greatest resources — food production! If the floodplain were restricted to farmland and parks, an occasional flood would do little damage. It would even revitalize the soil! It would be very difficult to turn back that particular clock, but additional construction on the floodplain could be discouraged.

Perhaps, there are legacies of tampering with the river that we are yet to encounter, hidden costs which we and the generations of the future will have to pay. Certainly, we should be careful and informed about any projects which affect the river and which may result in serious future environmental hazards and damage.

Concluding Remarks

Flooding is a natural part of a riverine system and will always occur. Although floods bring human misery and grief, the Susquehanna River is not an enemy which should be fought. It is just a river, whose behavior is governed by various natural processes. One great lesson that the environmental movement has taught us is that we cannot fight natural processes on a large scale and win. The only way to win, that is, live without feeling undo adverse affects from natural processes, is to understand them and adopt lifestyles which are compatible with them.

*Dr. Bruce Berryman, chairman of the Wilkes College Department of Earth and Environmental Science, has been a member of the Wilkes College Faculty since 1973. The associate professor holds a Ph.D. from the University of Wisconsin.

James Michael Case is an assistant professor of earth and environmental sciences. A member of the College Faculty since 1970, Case holds a M.S. from Dalhousie College, Halifax, Canada.

Brian T. Redmond, a Wilkes Faculty Member since 1976, is an instructor of earth and environmental science. He holds a M.S. from Michigan State.

FLOOD PEAKS OF THE SUSQUEHANNA RIVER AT WILKES-BARRE, PA.

Date	Peak Gauge Height (in feet)	Peak Discharge (C.F.S.)	Date	Peak Gauge Height (in feet)	Peak Discharge (C.F.S.)
Feb. 1772	?	—	29 Mar. 1914	28.3	181,000
15 Mar. 1784*	30.0	—	26 Feb. 1915	23.3	130,000
05 Oct. 1786	29.0	188,000	10 July 1915	22.6	124,000
Apr. 1807	30.0	198,000	02 Apr. 1916	26.5	162,000
July 1809	?	—	15 Mar. 1918	23.0	128,000
Jan. 1831	?	—	14 Mar. 1920	26.0	157,000
14 Mar. 1833	28.0	178,000	29 Nov. 1921	22.3	121,000
May 1833	?	—	08 Apr. 1924	23.5	132,000
Jan. 1841	?	—	01 Oct. 1924	22.1	119,000
1842	?	—	13 Feb. 1925	25.1	148,000
1843	?	—	17 Nov. 1926	22.7	126,000
13 Mar. 1846*	?	—	20 Oct. 1927	24.7	144,000
Sept. 1850	?	—	17 Mar. 1929	23.3	131,000
18 Mar. 1865	33.1	232,000	22 Apr. 1929	26.4	162,000
Feb. 1866*	?	—	10 July 1935	25.4	151,000
16 Mar. 1875*	35.6	—	13 Mar. 1936	28.8	186,000
24 Jan. 1891	26.8	165,000	19 Mar. 1936	33.1	232,000
19 Feb. 1891	23.5	132,000	22 Feb. 1939	23.8	137,000
27 Feb. 1891	23.0	128,000	01 Apr. 1940	31.5	214,000
11 Mar. 1893*	28.7	—	Dec. 1942	27.4	171,000
05 May 1893	22.0	118,000	Jan. 1943	29.6	193,000
03 Mar. 1895*	27.0	—	09 May 1946	32.0	220,000
01 Apr. 1896	24.0	137,000	21 Mar. 1948	28.8	186,000
15 Jan. 1898*	23.2	—	13 Mar. 1952	22.5	123,000
07 Jan. 1899*	25.0	—	16 Mar. 1955	26.5	163,000
17 Jan. 1899	23.5	132,000	09 Mar. 1956	28.2	180,000
28 Nov. 1900	22.0	118,000	06 Apr. 1956	22.5	123,000
16 Dec. 1901	27.0	167,000	08 Apr. 1958	26.8	166,000
02 Mar. 1902	31.4	213,000	01 Apr. 1950	29.6	193,000
25 Mar. 1903	22.4	122,000	05 Apr. 1960	25.2	150,000
11 Oct. 1903	22.0	118,000	27 Feb. 1961	26.2	160,000
10 Feb. 1904*	25.7	—	07 Apr. 1961	25.0	147,000
09 Mar. 1904*	30.6	—	02 Apr. 1962	22.8	126,000
27 Mar. 1904	23.5	—	07 Mar. 1963	28.9	190,000
26 Mar. 1905	23.4	151,000	11 Mar. 1964	30.2	199,000
02 Mar. 1909	23.0	128,000	03 Mar. 1972	22.6	126,000
03 Mar. 1910	26.1	158,000	24 June 1972	49.9	345,000
03 Apr. 1912	22.6	124,000	26 Feb. 1975	26.3	161,000
28 Mar. 1913	28.5	193,000	27 Sept. 1975	35.1	257,000

Gauge height at bankfull stage is 22.0 feet or an elevation of 533.94 feet above sea level. Anything above 22.0 feet is considered flood. The table above lists all known flood levels from 1772 to 1979. If a year is not represented in the table, then the river did not flood that year.

*That flood was caused by an ice gorge or jam, therefore, no discharge is given.

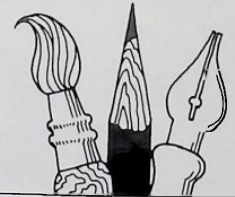
(C.F.S.) is cubic feet per second; average flow is about 17,000 C.F.S.

Most of the data was provided by Col. Souchik of Civil Defense; some data came from various historical sources.

Answers To Photo Feature:

- Fascade of the old Conyngham Hall, destroyed by fire in 1968.
- Hanging lamp in the stairway of Weckesser Hall.
- Columns in front of Butler Hall, home of the Education Department, located on the corner of West Northampton and South River Streets.
- Arnaud C. Marts Courtyard of the Stark Learning Center.
- An easy one! The Sordoni Art Gallery.
- Take a close look someday at the exterior decorative work of Weckesser Hall.
- Carriage House at the rear of the new Conyngham Student Center.
- Stained glass window on the second floor landing of Chase Hall.

thegallery



POLISH POSTERS

From June 28 to July 27, the Sordoni Art Gallery will feature an exhibit of one of the most prominent art forms in Poland - Posters.

Approximately 180 posters from the early 1900's until the present are on loan from the Smithsonian Institution Traveling Exhibition Service to the Sordoni Gallery. The posters illustrate the internationally acclaimed excellence and the historical development of the poster in Poland.

Subject matter for Polish posters has little to do with advertising in the Western sense, since competition in business has no part in the economy. Imagery, instead, is applied to social messages, cultural events, tourism, and international concerns.

Fifty-five artists are represented in the exhibition. The show will be formally opened with a reception and a performance by the Trojaki Dance Circle of Maryland.

LOUISE CARPENTER: A RETROSPECTIVE

An exhibit entitled "Louise Carpenter: A Retrospective" will be on display from May 31 through June 22 at the Sordoni Art Gallery.

Mrs. Carpenter, of Mendenhall, Pa., and Martha's Vineyard, Mass., is a member and past president of Studio Group, Inc., Wilmington, Delaware. This group works in the famous Howard Pyle Studio.

Mrs. Carpenter, the wife of Donald Carpenter, a trustee of Wilkes College, studied design at the School of Fine Arts and Crafts in Boston, where she painted under Charles Hopkinson. She has also painted under Charles Hawthorne in Provincetown, Mass., and now teaches classes in art and outdoor sketching.

Mrs. Carpenter's work is on display at the Delaware Art Museum, the Wilmington Trust Company, the duPont Hotel, and has been included in many private collections.



sportsupdate

by Eddie White III '80



THE MAKING OF AN ALL-AMERICAN

Junior Diane Kendig continues to make a strong bid to become the finest female athlete in Wilkes College athletic history. Recently, the 5-4 guard on the women's

basketball team was selected first-team All-American by the American Women's Sports Foundation.

In addition to the national recognition, Diane was named as the Middle Atlantic Conference's "Most

Valuable Player," and garnered first-team All MAC honors. This past season, she led the Wilkes basketball team to a 16-10 record, their finest one-season team performance ever.

During the 1979-80 season, Diane set a school record with 600 points scored while averaging 25.0 points per game. Through three years she is Wilkes College's all-time leading scorer with 1,571 points and a 23.8 scoring average. She has reached double-figure scoring in her last straight 58 games!

A thousand point scorer, Diane was a scholastic sensation at Wyoming Valley West High School in Kingston. At Wilkes, Diane has had one game with over 50 points, two over 40, 12 over 30, and 30 games over the 20-point plateau.

Among the single game records that she owns as a Colonel basketball player are: Most points (53), steals (12), free throws (14 of 16), and field goals (22). She also holds the season marks in those respective categories with 600 points, 139 steals, and 103 field goals. This season, she set the Wilkes mark for most field goals with 252.



Junior Diane Kendig (center) is shown being congratulated on the occasion of making her 1000th career point by Assistant Coach Robin Fry (left) and Coach Nancy Roberts.

WINTER SPORTS RESULTS

Men's Basketball.

overall record: 10-13

Middle Atlantic Conference: 6-7, third place

leading scorers:

Kendall McNeil, sr., (16.1)

Mike McCarrie, Jr., (15.0)

Tony Madden, so., (11.6)

Women's Basketball:

overall record: 16-10

Middle Atlantic Conference: 9-8

leading scorers:

Diane Kendig, jr., (25.0)

Lynn Yedlock, sr., (11.4)

Mary Jo Frail, sr., (9.5)

Middle Atlantic Conference all-star:

Diane Kendig, first team (MVP)

All-American, first-team:
Diane Kendig

Swimming:

overall record: 4-7-1

Middle Atlantic Conference
Championship

Medal Winners:

Peggy Butchkavitz, so. -
three medals
2nd — 200 - breaststroke
4th — 100 - breaststroke
5th — 50 - freestyle

Reed Bello, fr. — one medal
3rd — 1 meter diving

Michele Maguire, so. ---
three medals
6th — 200 - IM
6th — 100 - butterfly
6th — 200 - butterfly

Meet Results

Colonels	Opponents
Wilkes 54	York College 0
Wilkes 11	Lehigh U. 34
Wilkes 11	Oregon St. U. 29
Wilkes 21	Navy 15
Wilkes 38	Dela. V. College 9
Wilkes 38	E. Stroud'bg. St. 7
Wilkes 38	Shippens'bg. St. 0
Wilkes 25	Tenn. U. 14
Wilkes 33	Syracuse U. 14
Wilkes 36	Rutgers U. 6
Wilkes 41	Lycoming College 12
Wilkes 43	Binghamton St. 3
Wilkes 34	South Conn. 7
Wilkes 39	U. of Conn. 9
Wilkes 18	Penn St. U. 14
Wilkes 20	Hofstra U. 13
Wilkes 30	Bucknell U. 9
Wilkes 23	Franklin & Marshall 14
Wilkes 23	Virginia Tech 16
Wilkes 24	Old Dominion 19
Forfeit Win	Richmond University

Wrestling:

overall record: 19-2 (school record
18 straight wins)

EIWA Tourney, Lehigh:
third place (16 teams)

EIWA Individual Place - winners:

Mark Densberger, sr.,
second place — 158

Bryan Billig, Jr.,
second place — 134

Bob Matzelle, sr.,
second place — HWT.

Bart Cook, sr.,
third place — 177

Top Grapplers:

Bryan Billig, Jr., (23-6-0)

Mark Densberger, sr., (18-6-0)

Bart Cook, sr., (17-3-0)

Bob Matzelle, sr., (16-6-0)

John Reese's 27-year coaching
record at Wilkes: (286-60-8)

southriverst. 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 January 4, 1980 and April 12, 1980. Please send news contributions to: Alumni Office, Wilkes College, Wilkes-Barre, Pa. 18766.

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. 18766.

Carl F. Lahr '56
Alfred Lamareoux '60
Wesley E. Lane '54
Luther R. Lang '58

Kenneth J. Lantelme '57
James J. Larkin '53
Rosemary B. Lauer '70
Edward J. Laux '55
Mrs. Catherine Kilgallon Lavin '36
Harold J. Lawrence, Jr. '49
Dr. Bernice Leagus '51
Dr. Charles J. Leagus '54
Delores C. Leagus '52
Marsha Pezzner Lebersson '72
Chen Chris Lee '73
Cecile Gratkowski Lee '64
Linda J. Lee '70
Gerald B. Lefkowitz '57
Joan M. Leggetts '66
Joseph I. Leibman '58
Donna M. Lemke '72
Bernard S. Lenovitz '37
David Levin '72
Leon A. Levin '54
Janet Marie Levitski '76

Delmar George Lewis '60
George J. Lewis '52
John F. Lewis '73
William D. Lewis '53
Regina Banick Lieb '76
Alvin Lipachultz '56
Joseph A. Lipinski '64
Albert C. Lumm '68
Ann Masley Lockwood '65
Ann Lodge '55
Rita Toole Loftus '76
David J. Longmire '66
Angelo J. Lorenzoni '68
F. Kevin Loughran '70
Atty. Samuel J. Lowe '58
Carolyn Nargo Lowum '43
Joel E. Lubin '69
Edmund B. Luft '69
Dr. John A. Lupas '54
Ruth C. DeWitt Lupinski '74
Sylvia Luther '72

Estelle Harrington McAndrew '43
Paul E. McAndrew '74
Shelia M. McAndrew '71
Shawna L. McCarthy '75
Kevin McGinley '72
Susan Weckel McGrady '73
Brian T. McGrath '69
Gerard A. McHale '67
Ellen Hope McLoughlin '53
Mary Eileen McNally '65
Bernice Thomas McTague '56
Shiu-Wai Ma '67
Maria Franch Mabey '71
Robert T. Macey '67
Annette C. Macri '76
Harold K. Mager '67
Albert Malero '78
Carl J. Malisheski '50
Ruth S. Malon '71
Kenneth Long Maloney '67
Mildred Dyanick Malta '75
Edwin K. Manda '69
Betty Zeto Manfie '68
Raymond D. Marchakitus '62
Deborah A. Marchetti '77
Robert J. Marchlik '67
Thomas C. Marcy '76
Walter R. Markowski '78
John W. Marlatt '64
Richard F. Masciarella '67
Eugene S. Mason '53
Edward J. Matthews '67

Nilus L. Mattive '72
Paulette M. Mautusavage '70
Constance Maximowicz '65
Harold J. Mayo '75
Frank L. Mazzeo '60

Alumni Notes

1942
ELMO CLEMENTE has been confirmed by the State Senate to the State Board of Examiners of Public Accountants. Elmo, owner of the accounting firm of Clemente and Snyder, resides in Kingston, Pa., with his wife, Terry. The couple has five sons, Nicholas, Robert, Stephen, James, and Thomas.

1953
PAUL B. BEERS, associate editor of "The Patriot-News" in Harrisburg, Pa., has had his new book published. It is entitled "Pennsylvania Politics, Today and Yesterday, The Tolerable Accommodation."

and Walter '67), three are involved in the arts. Brother Bill plays popular piano music in Florida, and Robert is an abstract impressionist, living in Connecticut. Their father was a soloist in a Ukrainian folk and tap dance group while their mother plays the piano and provides encouragement.

"Thomas never had to be pushed," she says. From an early age, he practiced as much as four hours a day. The practice paid off. Hrynkiv has been receiving commendations and winning competitions since the age of 13. At 14 he began playing violin, and later viola in the local symphony. By 16, Hrynkiv was conducting a youth orchestra. That same year, he appeared in Carnegie Recital Hall.

In 1962, Hrynkiv won the National Music Teacher's Competition. Later, he won yet another competition, this time gaining an opportunity to play the Tchaikovsky Concerto with Leopold Stokowski conducting. Hrynkiv received his B.A. in music from the College and studied under Ann Liva.

While studying for his Master's degree at the Manhattan School of Music, he received the Frank Huntington Brebe Award, and upon graduation he was given the Harold Bauer Award, the school's highest honor. Later, he won the gold medal in the Geneva competition and was the unanimous choice of the "Hour of Music" competition.

ANTHONY GIUSTI, 979 Upland Drive, Elmira, New York, is director of Manufacturing Services Projects, Manufacturing Services division and the General Administrative department of the Corning Glass Works in Corning.

1958
JOSEPH SCHOONOVER has been promoted to vice president and treasurer of Eltco Tool and Machine Company, Inc., York, Pa.

JOSEF M. REESE has been appointed claims manager in the Scranton branch office of the Ohio Casualty Group of Insurance Companies. Joe, his wife, Lyn, and two children, Betsy and Tom, reside in Dallas, Pa.

1961
AUDREY HUNTZINGER MORGAN has been promoted to vice-president and trust officer in the Trust Division of United Penn Bank, Wilkes-Barre, where Audrey resides with her four children, Kim, Brian, Marlo, and Robin.

JOSEPH KRATZ has been promoted to assistant inspector general for the

When he made his debut in 1967 during a tour of major European cities, the critic for London's DAILY TELEGRAPH praised his "dazzlingly brilliant technique." Berlin's DIE WELT, meanwhile pronounced him "second to none of the younger pianists. Following his recording of the piano music of Glinka for the Musical Heritage Society, MUSICAL AMERICA magazine called Hrynkiv "a real discovery."

His American appearances include performances at Kennedy Center, Constitution Hall, as well as the Newport Jazz Festival. Hrynkiv is also one of the most-sought-after chamber music players in the United States, and has appeared with the Hellyer-Lucarelli-Hrynkiv Trio, the New American Trio, and the Audobon Quartet.

Hrynkiv feels that he is now at the crossroads of his career. Each year his career grows bigger and a decision must be made whether to devote all his time to music or maintain his present level. "I will constantly make music, but I would never want to tour constantly," he says. "I have a good life-style, rather casual. I make a good living with my private teaching and the groups I play with. I don't know whether I want to sacrifice all this and go for the top, it's really a major decision."

Until Thomas Hrynkiv makes his decision, the world of fine music awaits. O

Community Services Administration, a federal anti-poverty agency in the office of Public Affairs, Washington, D.C. The Kratz family resides in Forestville, Maryland.

1962
REV. GARY DEHOPE, director of the Episcopal Cathedral School, Puerto Rico, was recently elected to the Governing Board of the Association of Episcopal Schools.

1963
ADOLF HERST has an investment consulting firm in Princeton, New Jersey, the A. L. Herst Association, and he resides in Washington Crossing, Pa.

ADMINISTRATIVE PROFILE

— **CHARLES ABATE**
by Edward Van Buren '80



Charles Abate is dedicated to Wilkes College. Since 1966 he has served as Business Manager for the College: supervising the bookstore, purchasing insurance, managing the business office, and overseeing the maintenance department. He is fiercely loyal to the school. "I owe Wilkes College more than they owe me," he says, "and I'll work here as long as they'll have me."

The present state of the world makes Charles Abate and his story seem almost like a "fairy tale." Fortunately, it isn't. Abate graduated from high school at the age of 16. After three years in the service he went into the grocery business with his brother and began raising a family.

In 1951 Abate enrolled at Wilkes of what he calls "a love and thirst for education." He attended classes part-time while working 50 to 55 hours a week. Abate achieved his goal in 1957 graduating "Magna Cum Laude" from the College with a B.S. in Accounting.

Subsequently, he began working for the Crown Nut Company, a

DAVID FENDRICK is teaching acting at Casenovia College.

1965
LEONARD RISHKOFSKI has been promoted to general manager of the Sears retail store in the Searstown Mall, Leominster, Massachusetts. His wife, **MARILYN THOMAS RISHKOFSKI** is a self employed artist. The couple has three children, Lynn, Michael, and Keith.

1967
EMIL WARREN, trust officer for Wyoming National Bank, has been named an assistant vice president. Emil, his wife, the former **PHYLLIS KRAVITZ '66**, and their four children reside in Alden, Pa.

division of George Helen Enterprises, as assistant secretary/treasurer. He continued with the company "doing everything imaginable" until 1966.

"I remember receiving a phone call from John Chwalek," Abate recalls, "he mentioned that the College was looking for a business manager and that I should consider coming up and applying." He visited the College, met with Dr. Farley (then president of the College) and got the job.

Abate, who resides on campus next to the gymnasium, considers Wilkes College "one of the finest colleges around." Two of his sons graduated from the College. One is currently studying for his doctorate at Syracuse University, while the other is a graduate of the Wilkes-Hahnemann Program. "It would have been impossible for my son to be a doctor if it had not been for the Wilkes-Hahnemann program."

Abate is himself one of seven children, two of whom received college educations. He regrets that his father, a coal miner by trade, didn't live to see the realization of his dream — to have his children educated.

The Wilkes administrator took that dream one step further. Twenty years after gaining his baccalaureate degree from Wilkes, he was awarded a Masters degree in Business Administration.

Since that time, Abate has been named as a Certified Purchasing Manager, one of nine in the Wilkes-Barre/Scranton Area. Currently, he is a member of the American Purchasing Society, Eastern Association of College and Business Officers, and the National Association of College Auxiliary Services.

1969
NANCY HAWK MERRYMAN has been awarded a doctoral dissertation research grant in Women's Studies from the Woodrow Wilson National Fellowship Foundation. Nancy, a graduate student at Northwestern University, will use her research grant to study the division of labor by sex in Somali tribes as they change from a nomadic life to a sedentary existence.

WILLIAM LEANDRI has been promoted to vice president at Wyoming National Bank. Bill, his wife, Paula, and two daughters, Holly and Mandy, reside in Forty Fort, Pa.

ROBERT SILVI is personnel/benefits manager at Bridon American Corporation, Wilkes-Barre, Pa.

1971
ROBERT TINNER, JR. has been promoted to assistant auditor of the Hanover Bank of Pennsylvania. Bob and his wife, ANN UZUPS TINNER, reside at Indian Lake, Pa.

ATTY. LOUIS A. MANGANIELLO was married to Deborah Jackson, and the couple resides in Houston, Texas, where Louis is in private practice.

1972
DEANNA GRIETZER JONES is a United Air Lines flight attendant, and she resides in Redwood City, California, with her husband, Thomas.

WILLIAM HANBURY has recently been hired as associate director of the Convention and Visitors' Bureau of the Greater Syracuse Chamber of Commerce, Syracuse, New York.

LIBRO CIARMATORI, 23 Park Lane, Exeter, Pa., has been promoted to vice president at Wyoming National Bank.

JOANNE BROWN and Capt. Russell Nixdorf were married on December 17, 1979, in Jupiter, Florida, where the couple is residing. Joanne was promoted to assistant principal and summer school principal at Sabal Palm School, West Palm Beach.

A daughter, Cheryl Ann, was born on December 18, 1979, to Barbara and **JOHN ANDERSON**. The family resides in Aberdeen, Maryland.

A son, Brian Michael, was born on January 27, 1980, to Barbara and

The World Listens



During last summer's two-week run of the internationally renowned Newport Jazz Festival, Thomas Hrynkiv '63 appeared in no fewer than 20 concerts. When questioned about Hrynkiv's value to the program, Mark Malkovich, festival director, quickly replied — "Without Tom, we'd be nowhere."

Such praise is hardly new to Thomas Hrynkiv, who began piano studies at the age of eight. "I always knew I wanted to do it," he says. Both my parents were greatly supportive of my studying. Although they weren't classical, there was always music in my home," he continues, "it's part of our heritage."

And, indeed it must be. Of the six Hrynkiv children (four are Wilkes College graduates — Robert '64, Michael '71,

MICHAEL PALKO, Brian is their first child. The family resides in La Plata, Maryland.

1973
ROBERT MATLEY has been promoted to assistant vice president, Commercial Loan Division, United Penn Bank, Wilkes-Barre, Pa. Bob

A Modern Day "David" Beats "Goliath"



Although the legal profession provides a great number of indications of achievement, there is perhaps none more honored than the opportunity to argue a precedent-setting case before the United States Supreme Court.

Leonard J. Koerner, a 1964 Wilkes graduate, did just that. It was quite an achievement when you consider that only four percent of the cases submitted ever reach the Supreme Court. What makes it even more of an achievement is the fact that he won!

The 1978 case involved New York City's right to preserve Grand Central Terminal as a historic landmark versus Penn Central's right, as the property owner, to build a 53-story tower above it. The constitutional question before the Supreme Court was whether the New York City Landmarks Preservation, by barring Penn Central from selling the air rights over the terminal, was depriving the railroad use of its property without due process (compensation). This would constitute a violation of the Fifth and Fourteenth Amendments through the public taking of private property without compensation.

The battle for Grand Central Station actually began in 1967 when New York City named the terminal a landmark. This meant that Penn Central Transportation Company, its nearly bankrupt owner, could not make any changes on the building's exterior without the consent of the Landmarks Preservation Commission.

resides in Forty Fort with his wife, Trudy.

ELLA McNAMARA MILLER has been appointed Student Activities Advisor by the California State University of Sacramento. Ella resides in the Sacramento area with her husband, Stanton.

Five months later, Penn Central leased the air space above the terminal to a British Corporation which planned to erect an office building on the site. Two plans were submitted to the Commission. One envisioned a 55-story skyscraper above the terminal's roof while the other called for tearing down the front of the building and encasing the terminal in a 53-story glass and steel structure.

When the city rejected both plans, Penn Central went to court, claiming a violation of its property rights. Originally, a trial court ruled in the railroad's favor. However, an appeals court reversed the decision in 1975 and the case was brought before the Supreme Court.

Penn Central lawyer Daniel Gribon contended that the railroad should be compensated for the revenue which the tower would have generated, estimated at over \$3 million a year in rent.

Koerner, who argued the case for New York City, stated that the company was not deprived of "reasonable use" of the terminal. "Penn Central was unable to show that it cannot make a profit from the terminal as it now stands," he argued. "Our point was the fact that they made a profit is all that is required under the Landmark Law, not whether they make the highest profit possible."

Across the country, preservationists were jubilant over the decision. All 50 states and more than 500 municipalities already have preservation laws, but many of them were hesitant to designate commercial properties as landmarks. Now, according to Randall Scott, research director of Washington's Environmental Law Institute, "the court has reassured many communities that they can move more rapidly on these cases."

Koerner has received a great deal of publicity and prestige for his successful argument against Daniel Gribon, a senior partner of the large Washington firm of Covington and Burling which represented Penn Central. "It was an interesting experience, a high point," Koerner says. "I'd like to do it again."

Koerner graduated from the College with a B.S. in accounting. He later attended the New York University Law School. Currently, he serves as the Chief of Commercial Litigation for the New York City Law Department. Koerner resides in Chatham, N.J., with his wife, Suzanne (Stica) '65, and their two daughters. ○

BRUCE PHAIR is technical director for the Dorothy Dickson Darte Center for the Performing Arts at Wilkes College.

A daughter, Megan Christine, was born on May 3, 1979, to Emanuel and MARGARET REES POSLUSZNY. The family resides in Kingston, Pa.

A son, Adam Joseph, was born on February 8, 1980, to Ann and **CLYDE FITCH**. Clyde is superintendent of the sales/agency development department of Aetna Life and Casualty Company, Hartford. The family resides in Newington, Connecticut.

1974
CAPTAIN JOHN BOROWSKI has graduated from the Squadron Officer school at Maxwell Air Force Base, Alabama. John presently is stationed at Griffiss AFB, New York, where he serves as a computer systems development officer.

Wilkes College alumni are making their marks all over the world.
MARCOS L. ESPINHEIRA

has been appointed Financial Planning manager for Dow Chemical Brazil. Espinheira joined Dow as a trainee in the Treasury Department of Dow Chemical Latin America, Coral Gables, in 1977. In the same year he was transferred to Brazil as credit and finance supervisor for the Aratu site, after spending six months training in Sao Paulo. Espinheira also holds a master's degree in business administration from Michigan State University.

DR. GEORGE FALCONE is practicing general optometry at his new office, 2 West William Street, Pittston, Pa. He is married to the former **SUSAN C. SHERBIN '76**.

1975
DR. PATRICK MORAN recently received his Ph.D. degree in material science from the University of Virginia Engineering School. Pat is presently employed as an assistant professor in the department of Materials Science and Engineering at the Johns Hopkins University in Baltimore, Maryland.

George F. Elliot

August 18, 1918 - March 24, 1980



George F. Elliot arrived on a tiny Wilkes campus in the Fall of 1950, a quiet unobtrusive young man. Nobody at that time could have anticipated the monumental influence that this great and good man would have on the College that he loved so dearly and the generation of young lives which would be touched by his personality.

The times when he arrived were peaceful, despite the outbreak of conflict in Korea. Life on our campus was relaxing and predictable. Harry Truman presided over the nation's affairs in Washington; campus unruliness was unheard of; Joe McCarthy, Vietnam, and Watergate lay in a future that no rational person in an age of rationality could have anticipated. Mays, Mantle, and Snyder patrolled centerfield in Manhattan, and we opened many discussions with George over their respective merits. Casey Stengel, with monotonous regularity, whipped George's Bums in the autumn rites of the World Series. Only in recent years did this transplanted New Englander, George F. Elliot,

ALAN BRYSKI has become a Physician's Assistant-Certified, and is a member of the staff of the Luzerne-Wyoming Counties Mental Health Department.

ROBERT HOWES, JR. has been promoted to vice president of Franklin First Federal Savings and Loan Association. Bob and his wife, Roberta, reside at R.D. #3, Stroudsburg, Pa.

PAUL NATISHAN recently received his master's degree in materials Science at the University of Virginia. Paul is continuing in a Ph.D. program in the same department.

FRANCIS A. J. KERDESKY is a post doctoral associate of Dr. S. Masamune at M.I.T. in Cambridge, Massachusetts. Frank will receive his Ph.D. degree in chemistry from the University of Pennsylvania at their May commencement.

STANLEY KREMSKI and Mary Beth Anderson were recently married.

transfer his allegiance to that perennial betrayer of loyal fandom, the Boston Red Sox.

No chronicle of George's thirty years of benign influence on this campus is complete without strong reference to Wilkes athletic teams. No athlete himself, even in a vicarious sense, he was deeply devoted to the teams that represented the College in intercollegiate competition. How enjoyable it was for him to wander over to Ralston Field in the fall to observe coach Schmidt and his stalwarts. Winter sports season could not get underway without George's appearance at the gymnasium to inspect John Reese's prospects and the basketball teams. Referring to the athletes, George often speculated as to why they devoted so much time and pain without any but the most meager and insufficient reward. "So much of my total income stems from the psychic rewards associated with Wilkes athletics," he stated on more than one reflective occasion.

A whole generation of Wilkes students probably identifies their fond recollections of the man more with his landmark courses in Economic Geography rather than in any other aspect of his inspiring career. Those courses, three decades ago, were the ugly ducklings of Commerce and Finance course offerings. As junior departmental member, those courses fell to him by default. He created from those courses what will be his greatest long-term memorial. The knowledge, sensitivity, and perspective gleaned from Economics 227 and 228 are such that one can only feel regret for those students yet to come; for they are truly losers. What a loss it is that he never published his voluminous notes as colleagues so often encouraged.

Professor Elliot was deeply committed to liberalism, and there was no stronger

conviction within him. With the passage of time, however, he came to question the orientation of liberalism in the FDR-LBJ sense. In one of his last conversations with departmental members, he questioned the use of the oppressive powers of the state to redress economic injustices, however perceived. His commitment to liberal thought in the area of political concerns, however, increased as the years unfolded. Never did he have doubts on those affairs which broadened human right and human dignity. Earl Warren had no more supportive admirer and advocate.

On March 24, 1980, George failed to appear for his noon class in Economic Geography. How uncharacteristic! Some intuitively suspected the worst. With how many human beings would it be a logical assumption that failure to meet one single class on schedule could only be explained by death?

On the date that he arrived on this sorrowing campus, George opened an account of conscientiousness, devotion to students, scholarship, and ethics with the College as joint tenant. Now that legacy belongs to Wilkes. We are all richer and thankful beneficiaries.

Editor's Note: Professor George F. Elliot, a member of the Wilkes College Commerce and Finance Department faculty for 30 years, died unexpectedly in March. Colleagues of Professor Elliot in the Commerce and Finance Department requested the establishment of a George F. Elliot Memorial Scholarship Fund. Donations to the scholarship fund may be made through the Wilkes College Development Office.

For 30 years George Elliot shared an office with Welton Farrar. They were personal friends as well as colleagues. Professor Farrar wrote these words in tribute to his friend.

mathematics from the University of Scranton on May 27, 1979. Patricia is employed as a secondary mathematics teacher in the Pittston Area School District, Pittston, Pa.

A son, James Edward Daoust III, was born on February 16, 1980, to **JAMES** and **JOAN COLOGNATO DAoust II** of Jacksonville, Fla.

A daughter, Jennifer Jean, was born on January 26, 1979, to **PHILIP** and **CAROL GUSGEKOFSKI BESLER**. The family resides in Trenton, New Jersey.

A boy, Matthew Brian, was born on April 27, 1979, to David and **CAROL BULLOCK CAPPER**. The family is planning a move to Australia.

A son, John Lewis, was born on March 4, 1980, to Lev and **JANE LEWIS FORD**. The family resides in McDonough, New York, where Jane is a substitute teacher in four school districts.

1977

LISA WAZNIK ANDREJKO has been promoted to assistant director of the Monroe County Recreation and Park Commission.

JOHN F. JASTREM has been promoted to senior accountant with Arthur Andersen and Company, New York City, New York.

LAURA ROLLMAN was recently married to William Brace. Laura is employed in the controller's office at Wilkes-Barre City Hall, and the couple resides in South Wilkes-Barre, Pa.

1978

JUDITH MENAPACE was promoted to assistant cashier at Wyoming National Bank, and serves as manager of the Pierce Street office in Kingston, Pa.

KAREN KENNEDY CAMPBELL has been named assistant comptroller at Wilkes College. She resides in Sweet Valley, Pa.

ROSEMARIE ROSATI and GARY POHORELY were married on October 20, 1979. Gary works with the engineering firm of Robert C. Bogart Associates, and Rosemarie is employed by Easter Seal in one of their Transitional Housing programs. The couple resides in Flemington, New Jersey, where Rosemarie is working towards a MSW degree at Rutgers University.

1979

ROBERT NEUMAN was recently notified that he passed the November, 1979, C.P.A. exam. Bob is employed by Baron, Strassman and Company, certified public accountants, of Wilkes-Barre, Pa.

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.

A "Will" and a Way

by Betsy Bell Condon

"Where there's a will, there's a way!" ... my grandmother used to admonish me when I was sure I'd never make the hockey team or remember my lines in the school play or



inveigle the handsome older boy to take me to the prom. As I read all the catchy phrases which introduce articles like this, (You Can't Take It With You - Is Your Will Like Howard Hughes? - You Have A Will: By Plan or Default - Your Will or The Tax Collector's? - It's Your Future/Better Be Sure - etc.), which attempt to cajole and frighten and warn readers to take heed and get their Wills written ... I keep coming back to grandmother's advice. Surely, where there is a Will there are all kinds of ways to leave your assets and your cherished belongings to those who can use them best and who will treat them with the love and respect they deserve.

What do you want done with that tract of land in the mountains your Uncle Chester left you? What will happen to that marvelous collection of pewter you've enjoyed over the years? Should your stocks really become the property of those distant cousins you never hear from? Would you like to leave your car to your grandchild or your nurse? Write it down - formally - legally - for without a Will all kinds of things you don't want to happen to your life's tangible memories might very well happen.

If you die without a Will, you lose the ability to control the disposition of your assets. The law/the state - and not you - will decide where your property goes. Furthermore, considerable tax savings are often lost if no Will has been prepared.

Reliable sources say that seven out of every eight or nine United States citizens die without valid Wills AND that about 100 million of their dollars will be tied up in probate courts. A typical example of such short-sightedness is that of a wealthy New York broker who died leaving his \$25 million estate and no Will. While alive, this respected financial and community leader had supported many worthwhile causes, but after his death four-fifths of his millions went to taxes, debts and other costs and only one-fifth went to his heir. Nothing went to the charitable organizations, including his college, that he'd spent much of his life's efforts upon.

Perhaps that man was like many of us who hate to admit we're mortal and keep putting off the tangible sign of it, a Will, probably the most important legal document we ever sign. Remember, making a Will - no matter the size of the property involved - is not a do-it-yourself job. The small cost of drawing up your Will by a competent lawyer (and updating it periodically) will be offset by the avoidance of future legal and financial binds.

Some alumni and friends of Wilkes have already included the College in their Wills. Others are

considering this effective means of supporting a charitable and educational institution which reflects their own values and aspirations. Planning a gift to Wilkes in your Will is a meaningful way to invest in the future of the College, as well as that of your more direct heirs.

There are several types of Will gifts. Outright Bequests pass directly to Wilkes when the donor's estate is settled and include: a fixed sum of money; specific property such as real estate or valuable collections; a percentage of the estate; the entire (or percentage) of the residue of the estate (that portion left after expenses, taxes, debts and bequests). Charitable Remainder Gifts include life income trusts such as Wilkes' Pooled Income Fund, unitrusts, annuity trusts ... and not all these are irrevocable plans. Such Will gifts provide ideal solutions for those who don't want their survivor(s) to be deprived of regular income. Contingent bequests provide that the entire estate (or a fraction) go to Wilkes if certain other conditions are not met; for example, named beneficiaries have died before the Will is probated. Contingent bequests are thus, an excellent instrument for younger people to use.

A charitable bequest receives the estate tax deduction, and substantial estate tax savings are frequently realized.

More important in some ways is that when you make your Will you have the satisfaction of giving your lifetime's accumulations to those you most want to receive them: your family, your loved ones, your college, the charitable groups in which you are most interested. At the same time you gain that "measure of immortality," you also provide for the welfare of others.

If you have already framed your Will to include Wilkes as a beneficiary, or if you plan to do so, we would appreciate knowing of your intention. Surprises are nice, but for you and us it is better if we are aware of a planned bequest. Wilkes may have specific needs which fit your giving plans precisely. We may be able to suggest an especially suitable memorial or a plan to enhance the value of your estate. And if you do remember Wilkes in your Will, we'd like to say thanks to YOU rather than to your executor!

By returning the coupon below we'll be able to provide you helpful information and thank you for your concern.

To: Director of Planned Giving
Wilkes College
Wilkes-Barre, Pa. 18766

- ☐ I would like more information on Life Income Plans and/or Wills.
- ☐ I plan to include Wilkes College in my Will.
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Do you know a Wilkes College Alumnus who has or is doing something interesting? The "Quarterly" is always seeking Wilkes College alumni to feature in the South River Street Revival section. If you have any ideas or nominations send them to the Editor, Wilkes College Quarterly, Wilkes College, Wilkes-Barre, Pa. 18766.

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