

WILKES COLLEGE ALUMNUS

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On the Cover . . .

Wilkes Senior Defensive Unit
and Lambert Bowl.

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**DR. EUGENE S. FARLEY
TO RETIRE IN 1970**

Attorney Charles B. Waller, chairman of the board of trustees of Wilkes College announced on November 4, 1968, that Dr. Eugene S. Farley will retire from the presidency of the College, his retirement to become effective some time in 1970.

Although the announcement comes as a complete surprise to most, there are those who recall Dr. Farley in the 1950's intimated his retirement would take place in 1970. Actually, he made known his decision to the chairman of the board in a letter dated October 4. In it he wrote, "... the year 1970 will be a propitious time. By that time, the college should be re-accredited and other questions resolved."

Dr. Farley, who has been associated with Wilkes College for 34 years, expressed deep gratitude for the friendship, encouragement and support that has been offered him during that time.

"When I came to Wilkes-Barre, I was advised that there was no hope for the future of the community and that I was making a mistake coming to the area. I must admit there were times when I agreed... However, after a few years, I was obsessed with the idea that, while building a sound college, it might be possible to use the college as an instrument to assist in the rehabilitation of our community. This double challenge captured and held me.

"The dream that I had would have been a nightmare but for the loyal support of faculty, trustees, and friends. I am eternally grateful for their loyal support and for the encouragement that they offered me.

"As I end my services as president, my great concern is that the impetus of the past be continued into the future. Higher education will be confronted with many difficulties during the next two decades and it will be imperative that the work of the college be continued with a renewed sense of dedication. Only by continuing the momentum of the past and by directing it into new and constructive channels will it be possible to maintain that which has already been created."

Born in Phoenixville, September 29, 1899, Dr. Farley was one of four children of Dr. and Mrs. Robert Farley. The Farleys were Quakers, and Dr. Farley was raised as a member of the Society of Friends with membership in the Swarthmore Meeting. A graduate of Swarthmore High School, he matriculated at Pennsylvania State College.

During summer vacations, Dr. Farley was employed on farms and in a shipyard to earn money to continue his education. In 1921, he received a B.S. degree at Penn State, then entered the University of Pennsylvania in 1923. Aided by a Harrison Scholarship he earned his M.A. degree in history in 1927 and a Ph.D. degree in education in 1933.

A veteran of World War I, the Wilkes College president taught at Germantown Academy from 1922-25 and was a member of the faculty at the University of Pennsylvania from 1927-29. He was director of research for the Newark, N. J., Board of Education until 1936.

It was at this point that Arnaud Marts, then president of Bucknell University (now, president, Marts and Lundy, New York), invited Dr. Farley to become administrator head of Bucknell University Junior College in Wilkes-Barre. He was appointed president of Wilkes College when it received its charter as an independent, liberal arts college for both men and women on April 1, 1947.

Only a handful of students were receiving their higher education in a four-story rented building. Through his efforts and dedication to the cause of education, today Wilkes College boasts of a 50-building complex on a campus embracing 23 acres. Dr. Farley during his tenure of office has worked unceasingly for the industrial development of the area and has integrated the college in this area of activity. In the words of Attorney Waller, "Wilkes College would not be what it is today without the perseverance and foresight of a man who knows that the hopes of the world rests in the hands of the young. Wilkes College will lose a father!"

21st ANNUAL HOMECOMING

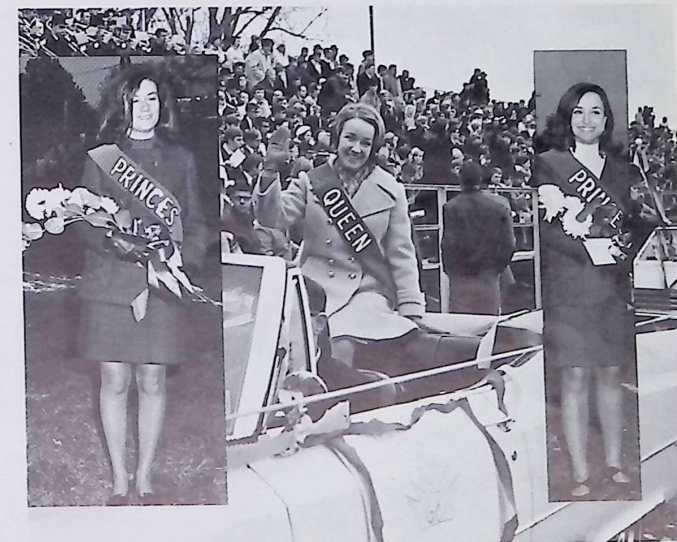
Wilkes College Alumni celebrated their 21st Annual Homecoming on November 8 and 9. The turnout of alumni this year surpassed previous attendance records. The story of Homecoming is told best in the montage of pictures which follows.

Dr. Farley crowned Jean Marie Chapasko Homecoming Queen during halftime. Her court included Ruth Bartoletti and Florence Napoli. The Queen and her court received bouquets of flowers as well as gifts from Student Government, the Inter-dormitory Council, and the Alumni Association.

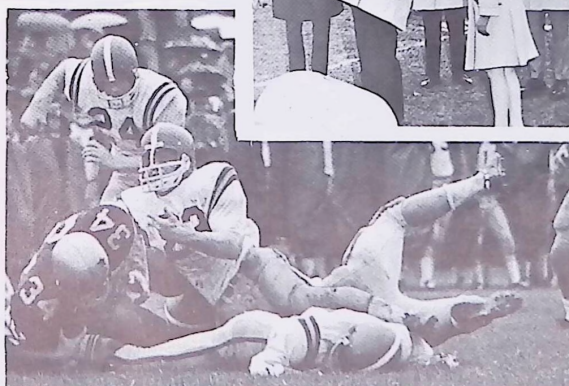
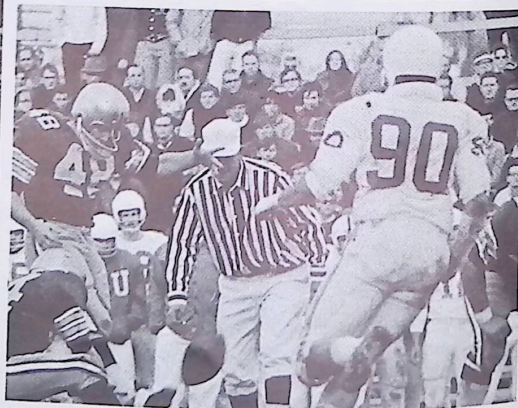
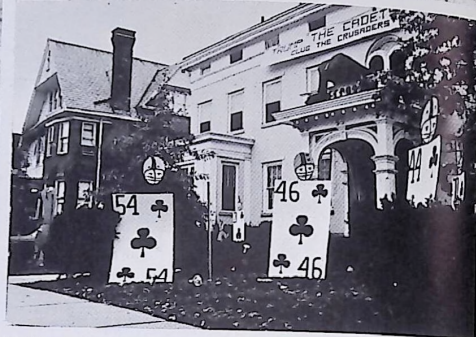
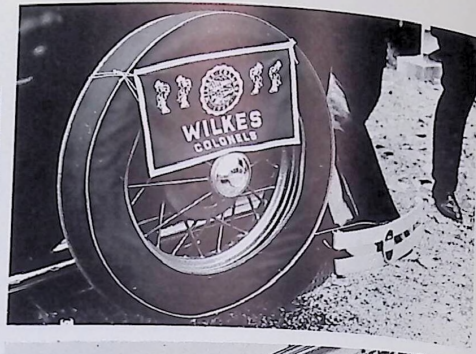
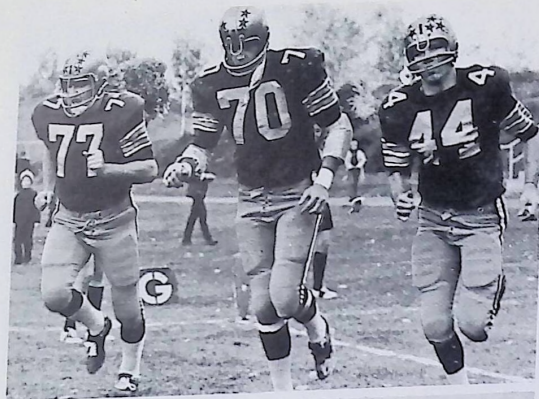
The Biology Club won the best over-all display and the best club display trophies. Sturdevant Hall received the best women's dormitory display trophy with Warner House having the best men's display, and TDR had the best float.

The All-Alumni Dinner honored the classes of '38, '43, '48, '53, '58 and '63. A large turnout heard Bill Tremayne, George Ralston, Francis Michelini, and Eugene Farley following the dinner. Joe Shambe served as the master of ceremonies.

According to our new policy the classes of '39, '44, '49, '54, '59, and '64, will hold their reunion sessions during the Alumni Seminar weekend, the second weekend in June.







An Address

Dr. Eugene S. Farley
Speaks to the Student Body
of Wilkes College
on the occasion of the
Opening Convocation



This article was reproduced and mailed to the parents of all Wilkes students.

RESPONSE TO CHANGE

You are attaining maturity in the midst of the greatest revolution known to civilized man. It is a revolution that had its origins in the Renaissance, in man's quest for freedom, in his quest for truth, and in the triumphs of science and technology. When you consider its origins, you may conclude that it is too prolonged to be termed a revolution. You will note, however, that man's increasing knowledge of himself and of his universe creates periods in which surges of change are so great that more is demanded of society than it is able and ready to deliver. In consequence, periods of relative tranquility are interspersed with periods of radical change and violent reaction. We are now caught in one of these great forward surges and it is yet to be determined whether we can survive the turbulence resulting from the undercurrent of ideas growing out of scientific and technological developments of the past century.

We are all aware of the physical changes that have been produced by technology; but we are much less aware of changes in values, standards, ideals, and aspirations which have been the inevitable accompaniment of change in our way of living and of earning a living. Although it is inevitable that cultural change shall result from physical change, it is not inevitable that the cultural and social changes shall be beneficial to man. The assurance of beneficial results is only a possibility when a mature and intelligent people give direction to change so that it will benefit mankind. Such direction requires a rare combination of human qualities — curiosity, creativeness, pragmatism, patience, and stability. And only when men keep the welfare of man foremost in their plans, can we expect that physical change will be so directed.

Today we must sometimes feel that our material gains may jeopardize our survival. We reluctantly sense that our survival will require greater intelligence and dedication than have been applied to the discovery of new truths and the harnessing of physical power. But to this awareness we must add a measure of maturity and common sense if man is to maintain a measure of equilibrium in the midst of physical, social, and spiritual revolution. It is to cultivate and direct this intelligence that education is required. Unless your education encourages creative thought and constructive action, and unless you recognize the need for creative thought and constructive action, your own education will be inadequate; and may I remind you that your education cannot be adequate unless you are willing to recognize the nature of the undercurrents that pull us in many different directions. In light of our need for maturity and understanding, I will discuss with you a few thoughts that are pertinent to our current condition and our future prospects.

RELEVANCE

Some of your student peers complain that their courses are not relevant. It is always difficult to determine the truth of this criticism, but regardless of its truth, all thoughtful educators must be concerned by it. For, to be effective, their teachings must be both relevant and challenging and to make them so, able faculty members must constantly adapt their courses to new conditions and new students. Experienced teachers are aware, however, that that which seems relevant today may seem irrelevant tomorrow; and every alert teacher is as concerned with relevance of tomorrow as with those of today. In good conscience, the thoughtful teacher must always strive to relate the transitory relevances of today to relevances that will be accepted by students at twenty-five, at forty, at fifty, and even at sixty. And, although you may not now believe it, you will live to attain these ages and you will also find that growing responsibility and experience will change your values and your concerns.

Possibly a study made of some fourteen thousand General Electric engineers will illustrate this continuing change in personal values. Twenty years after graduation, these engineers indicated that communication and writing were the aspects of their college education which had been most slighted and which they would enlarge were they able to repeat their college years. They reached this conclusion, however, only after experience had convinced them that a clear expression of ideas and an exact presentation of facts were essential to successful accomplishment. Prolonged experience had demonstrated that they could achieve little unless they could communicate much. In consequence, that which they considered relevant at forty and at fifty was not that which they had considered relevant at twenty. At twenty, if they were like most engineers of their generation, they considered courses in language and communications to be a nuisance imposed upon them by an unreasonable college faculty.

This single illustration of changing relevances is perhaps too specific and too narrow to illustrate the point. In consequence, we may gain a better understanding of changing relevances by comparing the engineering program of 1940 with the engineering education of today. In the past, engineers were trained to use facts and to apply techniques and, in consequence, they devoted themselves to drawing, surveying, and the operation and design of machines, roads, and structures. Because they had these skills, they were well paid upon graduation, but too many of them reached their top achievement by the time they were thirty. Their training had equipped them for routine technical work but had not encouraged them to think creatively and imaginatively. By contrast, today's engineers study principles and are en-

couraged to think imaginatively and creatively. And, because this type of thinking has no dead end, they will reach no early plateau of performance. The man who thinks creatively—if he can work with others—reaches no plateau at thirty or at any age. On the contrary, his creative and inquiring effort continually opens new vistas and creates new opportunities.

Courses in *History* also illustrate the need for a broader and longer view. There is an old aphorism that "history repeats itself for those who do not know the past." And your generation, which is so impatient with the mistakes of earlier generations, must know your history if you are not to repeat these same mistakes. But knowing the past is not enough, you must also critically examine the past so that your knowledge of the past may not become the pattern for the future. You must recognize that history is taught sometimes to perpetuate the parochialism, the prejudices, and the misconceptions of the past. Therefore, you must study history critically and objectively if it is to release you from narrowness and bias.

And, some of you may consider the study of *religion* and *philosophy* to be irrelevant in today's world. On the contrary, when properly conceived, they may be the most relevant of your studies. They are concerned with human values and with the significance of life, and in today's confused world we must rediscover the meaning of existence if we are to retain hope. For those who are concerned solely with material and physical conditions, *religion* and *philosophy* may seem irrelevant. They are most relevant, however, for all who believe that man possesses the intellectual and spiritual capabilities to improve himself and his society.

With the passing of the years you may expect your relevances to change and if your present education is relevant, it will enable you to adopt new and sounder values which, in turn, will lead to new relevances. As the years pass, you may perhaps measure your growth by comparing the relevances of an early period in your life with relevances that will seem of most significance in your later years.

MORALITY

Pseudo-sophisticates of our time are contemptuous of morals while they profess to high ideals. They declare morality to be a phony facade providing a cover for unethical and unsocial conduct. They fail to recognize that lofty ideals are the only secure foundations for a dynamic society. They have a point, however, when they conclude that personal morality unrelated to social morality is sham. Their opinions have validity when they conclude that morality cannot be limited to an individual, a family, a clan, a nation, or a race but must be guided by concern for all mankind. To be effective in our modern world, the

laws that govern private and social conduct must be universal in their applications and in their appeal.

The cynicism of would-be sophisticates offers no substitute for the sustaining influences of morals or ideals. Their cynicism breeds despair, whereas a rational morality provides sustaining guidelines for individuals who otherwise would fly off in all directions. Ideals and morals require integrity of the individual and this personal integrity is essential to the soundness of social institutions. They give meaning and perspective to life while providing guidelines of acceptable behavior. As Ernest Becker puts it, "A society that does not have ideals is as good as dead."

Morals will change from generation to generation as man's expanding horizons reduce the inhibitions and prejudices created by fear and ignorance. They must change if they are to be a constructive influence in a changing world, and in this period of revolutionary change a heightened sense of social morality is essential to survival. As improved communications bring together men of diverse cultures, there will be misunderstanding, disagreement, and conflict. Agitation and unrest are to be expected when men who share neither a common experience nor accept common values are thrown together. Time and patience will be required before improved communications can create an understanding of varied cultural patterns and of differing moral values. Ultimately, new patterns must develop, for without accepted standards and common goals, society disintegrates and man retrogresses. The acceptance of new moral guidelines will not be easily attained, however, for each culture will cling to its own patterns of thought and behavior until shared experiences dispel resistance to change. To the bitter end, we must expect that change will be decried by those who wish to maintain the status quo, while constructive change will be welcomed only by those who seek to improve the moral conscience of their time.

If we compare the morality of today with the morality of the Puritans or of the Victorians, some will say we have retrogressed. In some instances, it may be that we have done so, but, on the whole, it would appear that we have moved forward. In the ethic of the Puritans and the Victorians, there was a staunchness and conviction — but there was also an indifference and unawareness that condoned practices which today are unacceptable. Self-righteousness and complacency were interwoven with the exploitation of people in a manner that could be endured only by those who were indifferent or who deemed themselves superior to others and who, therefore, felt themselves entitled to exploit those who were less fortunate. Only such indifference and unawareness could excuse slavery, child labor, the Coal and Iron Police, and every conceivable exploitation of man.

Your generation is neither unaware nor indifferent; it recognizes the needs and desires of others. You do not believe that you should have a superabundance while multitudes live in want. You have developed a concern for and an awareness of others that could not be attained in an era of indifference and complacency. Because of your awareness — which is constantly increased by the new and varied media of communication — you sometimes repudiate the old morality while failing to replace it with a new and more personal morality. Having discovered the inadequacy of the old morality you yield to cynicism; but, if it is true, as Ernest Becker has stated, that morality is essential both to your own personal integrity and to the integrity and vitality of your society, you can neither afford to alienate yourself from society nor yield to cynicism. Because "no man is an island unto himself," each of you must develop standards of conduct that will satisfy your own conscience while giving others reason to place their trust in you — and some measure of trust is essential to all who would live and work with others. Without trust, man becomes less than human, and without morality and conscience, there is no reason for man to trust his neighbor.

If these thoughts contain truth, all must acknowledge a need for morality which will sustain personal integrity and give meaning to social relationships. If man is to improve his lot in this world, he must believe in progress, and he must maintain his liberties. He must recognize that, without morality, neither freedom nor human progress is possible.

FAITH, REASON AND SERVICE

You not only live in a period of inquiry and unrest but you are at an age when doubt and uncertainty are an expected phase in your own personal growth. In a sense, society is groping for a sense of social maturity just as you are groping for greater personal maturity. In consequence, men of all generations are now experiencing and sharing the doubts that formerly were supposed to be the exclusive experience of young adults. To sustain themselves in the midst of social crisis, thoughtful persons must strive for greater awareness, greater understanding, and greater wisdom — and faith is an essential element in understanding and wisdom.

In the midst of this period of personal and social transition, many of you may question the significance of religion; and, for a time, this questioning may lead to a loss of perspective and of faith. Ultimately, it should enable you to develop a broader perspective and a deeper faith and, if you gain a more rational faith, it will enlarge your perspective and sustain your hopes in the midst of revolutionary change and the clash of conflicting ideologies.

At the end of the last century, my father's library contained a number of books dealing with the conflict between science and religion. At that time, such conflict was inescapable. Science challenged the authority of theologians by questioning many beliefs that for centuries had been unquestioned. Inevitably, long accepted authorities responded by attacking scientists whose methods of inquiry challenged their authority. Had these protagonists been willing to accept the idea that both religion and science were designed to serve the needs of mankind, there would have been no significant conflict. Unfortunately, they admitted no common purpose. Each followed a separate path and each offered different answers to the same questions. Each failed to recognize that they were working for a common purpose — enrichment of the lives of men. In consequence, their differences led to conflict just as today the clashing claims of conflicting ideologies lead to conflict. Had science and religion recognized a common purpose — service to mankind — the bitterness of this conflict would have been avoided. Instead of fighting the other, each would have sought to demonstrate the effectiveness of its offerings and each would have adopted the best ideas of its rival. Their ideological conflict would have faded away as men tested and compared the effectiveness of each camp's proposals. Each would have been judged by its fruits — not by dogmatic claims of superiority.

As it was with science and religion in the last half of the nineteenth century, so it is today with the current ideologies that claim the minds of man. If each acknowledges its purpose to be the enrichment of human existence, each would then strive to prove the merit of its own ideological system; and each would study the other in the hope of improving its own. Today, at long last, there is some suggestion that the ideological camps are examining the practices of their opponents so that they may adopt practices which have proved to be effective. If this is so, pragmatism and enlarged understanding of man's spiritual and physical needs are creating an awareness that the future of the race is jeopardized by problems which have no regard for ideological differences.

Overpopulation, the pollution of our environment, and possible extermination by the misuse of thermonuclear weapons affect all mankind. They have no regard for ideology, nationality, or race. They are worldwide in their threat, and their solution will require worldwide cooperation. The artificial divisions of the past, if maintained, are barriers to the survival of mankind. And, at this point, I suggest that survival is highly desirable — or at least I hope it is — to all of you whose "futures" will be longer than your "pasts."

This discussion of man's contemporary dilemma may seem unrelated to faith and religion. It is, on the contrary, definitely related to man's higher aspirations. Man's intelligence forces him to look ahead and to plan for something better. But, ironically, as his knowledge and intelligence increase, they seem to create doubt, uncertainty, and inner conflict; and these, in turn, create frustrations that lead to the mental and social conflicts that are now so apparent. In the midst of uncertainty man requires faith in some Power greater than self if he is to retain his equilibrium.

The problem of modern man is to relate his need for faith with his increasing dependence upon reason. Rational man requires both reason and faith to maintain his integrity. If this is so, religion and science complement one another. Each offers promise and hope, but each requires the active involvement of men's hearts and minds if they are to sustain men in the midst of doubt and uncertainty.

FREEDOM AND DISSENT

Freedom of conscience and the privilege of dissent are two of democracy's greatest privileges. As such, they must be guarded jealously for they can be destroyed by neglect and by abuse. If treated carelessly, the right to dissent is crushed by those who would impose their will upon a people. If not guarded jealously, the right to dissent will be used to destroy these freedoms that can be maintained only where dissent encourages continual and constructive review of ideas and institutions. Today it is abused by those whose purpose is the destruction of the American colleges and universities.

In consequence, those of us who consider dissent essential to freedom must guard against both neglect and abuse. We must decide when the fine line that distinguishes freedom from anarchy is jeopardized by dissenters who use the privilege of dissent as the first step toward the imposition of their arbitrary rule upon a careless people.

The abuses of dissent at Berkeley and Columbia have resulted from carelessness on the part of *many* and of accepted purpose on the part of a *few*. The many have been inhibited by their belief in the right of dissent. The few have been inspired by their knowledge that they could obtain some measure of support from those whose belief in freedom caused them to accept a measure of dissent that is ultimately designed to destroy both freedom and dissent. It is to be hoped that the announced plan of the Students for a Democratic Society to destroy the American colleges and universities has awakened us to the need to carefully distinguish between the *use* of dissent and the *abuse* of dissent.

Reasonable dissent is essential to the preservation of our freedoms and must be jealously guarded: violent protest is the tool used by those who have lost faith in themselves and in their society; they use dissent to destroy the very freedoms that allow them to protest.

Dissent is essential to freedom because it offers reasonable alternatives and without alternatives we are caught in the determining and confining influences of "habit and tradition." Where men are allowed no reasonable alternatives, violent protest is the only means of gaining essential reforms. Where constructive alternatives are allowed and encouraged, all free men must seek for creative alternatives. Not until all alternatives have been considered are they justified in resorting to violence. Responsible persons must continually guard against violence. They are aware that violent protest assures a violent reaction and that the irresponsible abuse of freedom creates chaos and chaos leads inevitably to totalitarian controls. Because man cannot exist in a social vacuum he must choose between imperfect institutions that protect his freedoms and those rigid controls that curtail his freedoms. As has been said many times, "democracy is the most inefficient of all forms of government until you compare it with the others."

To preserve democracy, every responsible individual has an obligation to dissent, but he also has an obligation to conform. If freedom is to be preserved, the individual is obliged to dissent when principles of fair play and justice are ignored or violated. It is just as essential to the maintenance of freedom that law and order be maintained. The conscientious citizen is, therefore, called upon to draw that fine line which distinguishes rational dissent from divisive contention. The maintenance of our democratic institutions requires that responsible citizens assume this obligation. As J. N. D. Anderson of the University of London has written, "In a democracy indeed every citizen bears a measure of responsibility for misgovernment, bad laws, or wrong policies unless he has played his full part in trying to get a better government into power, better laws on the statute book, and better policies adopted."

You and I live in a nation that was founded upon ideals of freedom and democracy. To be sure, our practices have never fully accorded with our ideals, but the stated ideals of our leaders set a goal which we must seek. If we fail to continue the struggle for human and social improvement, we assure the decline of our civilization. Progress — human and social — is possible only when men strive for something better. There must be a recognized goal combined with dissatisfaction with existing practices. Without a better goal to give us hope and to sustain our efforts, nihilism and anarchism are the inevitable

philosophies of escape. Dissatisfied with existing conditions, but seeing no feasible alternative, the desire to destroy dominates the thought and spirit of the individual and destruction seems preferable to existence. I believe that Freud describes this as the "death wish." I hope that with all of us the desire for life and constructive effort will always counterbalance the so-called "death wish."

It is possible that this discussion of freedom and dissent seems irrelevant to those of us at Wilkes. I wish that it were, but it is not. There are those at work throughout the nation who wish to destroy our nation and our society. They have received financial support from varied sources and their representatives are working in many colleges, and Wilkes is one of their selected targets. They strive to discover and nurture discontent, violent protest, and despair. They are now working with individual students and they are planning to organize unrest. Although as protesting "anarchists" they oppose organization, they have developed techniques to organize protest and violence. One of them, who has endeavored for two years to encourage revolt, has promised students from another college that there will be violence at Wilkes in 1968-69. Some of us have been aware of efforts to infiltrate the faculty, student body, and administration with thoughts of rebellion and violence. We now deem it necessary to alert all others to these efforts so that their claims of an immediate Utopia may not cause us to lose sight of the great struggle for human and social betterment in which all concerned persons must involve themselves. In these changing and disturbing times, each of us must seek alternatives that will give us some rational freedom of choice.

Wilkes College is committed to this quest for creative alternatives. We hope that you will join with us in making your College, your Nation, and your Civilization more human and more creative. To this end, we seek your support, your cooperation, your counsel, and your constructive criticism. Our doors and minds are open to you.

RECAPITULATION

It is possible at this assembly to suggest only a few of the ideas and questions that involve thoughtful people in this period of unrest. Undoubtedly, you would have chosen other topics of equal or greater

significance. I hope, however, that these suggestions will encourage you to examine your own questions and concerns more critically so that you may be prepared to act intelligently and constructively. May you ever remember that constructive thought and action are the ultimate goals of your education. Knowledge and skill, which may now seem pre-eminent, are but tools required for creative thought and constructive action.

May I now review my reasons for selecting the four topics that I have discussed with you.

Relevance was selected in the hope that the relevance of your studies would be judged not by its momentary significance, but because of its long-range significance.

Morality is deemed important because the skeptics and the cynics of our times strive to ridicule it, whereas historical perspective suggests that morals — change though they may — provide an essential base for both personal and social integrity. It is doubtful that civilization can survive without a moral foundation.

Faith, Freedom, and Service were chosen because men need to be sustained and encouraged by the conviction and the hope that they can improve their lot if they involve themselves in a work which enables them to maintain a creative perspective.

Freedom and Dissent are discussed because dissent is essential to freedom and also because the abuse and misuse of dissent by the irresponsible, the cynic, and the nihilist provide instruments for the destruction of free institutions. Because dissent is essential to freedom, we must cherish and preserve the right to dissent. Because its abuse can destroy our freedoms, we must guard it from those who would use it to destroy those freedoms that are most cherished by peoples who once enjoyed them, but have since lost them.

At Wilkes we offer no final answers to the great questions that challenge mankind. We are not "authoritarians" nor do we believe that final answers are attainable. We do believe that only by a continuing search for better answers and by a consideration of all alternatives can we hope to improve man's lot on this planet.



by George Ralston, Dean of Students

The Student Life Discussion Group

As we approach another year in the academic community we are told the American college students today are engaged in a painful struggle for freedom: freedom of curricular choice, freedom from the administrative establishment and its structures, and freedom for more meaningful integration into society. The struggles are not only here in the so called "Land of the Free." Student confrontations with academic leaders, in which they demand their complaints be recognized, if not actually met, are occurring almost universally.

That this rebelliousness of youth is a constant recurrent from generation to generation is, by itself, a commonplace observation—and we elders repeat it to reassure ourselves. But there is something more involved here than the exuberance of youth. Each generation newly come to manhood has to measure for itself the values of society, to test itself against the chafing bonds of authority which seems to the young to have no reason. They are trying to find for themselves the outer reaches of liberty and where, in their opinion, liberty is at last restricted by the imperative of responsibility to others. In the final analysis they always find that their liberty depends on responsibility to each other.

Much of the student struggle today is toward the creation of customs and traditions, as well as laws, that reinforce a sense of community responsibility—an end not derived from abstract philosophy but from the imperative of reality. And from this experience we learn that in these times, even where old values are being challenged, there is no such thing as truth, wisdom or moral values which, being once discovered, are rediscovered forever. The life of ideas is dependent upon rediscovery. As Alfred North Whitehead once put it, "All good things stand on the razor's edge between preservation and destruction." The challenge has never been greater—and we must face it together—both students and faculty.

The key question confronting us is, where does man's personal liberty end and his responsibility to his fellows begin? How do we strike a balance

between liberty and responsibility — between a man's right to live his own life and his obligation as a citizen of the human community?

Fortunately, at Wilkes, we have a student community which sincerely seeks honest answers. Our student leaders do not scorn society. They are not dropping out by the all too well known methods of the day. They are not saying they have no use for the society in which they live; that they will recognize no authority and no obligation beyond themselves; that they will be the sole judges of what their responsibilities are to the society which nurtures them. Our students, representatives of which are here today, doubt, challenge, and question the old ways because they are questing for something better. We see our student leaders as agents of "reason rather than riot." They are concerned that Wilkes should produce the two most important kinds of power: intellectual and spiritual. The latter is so essential for it is required to curb and channel the power of the intellect. Spiritual power deals with goals and is therefore, essential for sound leadership. Intellectual power is more concerned with means.

Our Student Life Discussion Group has indicated on the following pages that the success of Wilkes lies in its graduates and in their ability to use wisely the power of the intellect and spirit. In our discussions we have identified clearly the special obligations of our college community to abandon muscle power when the product it deals with is brain power. At Wilkes we cannot justify the striking fist and the intolerance of organized bedlam. Our students have shown that they favor the use of patience and courtesy, and that they are willing to listen to those with whom they disagree as well as to those with whom they share opinions.

Our meeting today is for the purpose of adding light: not heat. We have already decided that at Wilkes we must draw a line in opposition to violence through the nurture of intellectual and spiritual power along our students — which, after all, is our *raison d'être*.

Student Panel At September Faculty Meeting



Comprising the Student Panel at the September Faculty meeting were: (L to R) Tom Kelly, Vice President, Student Government; Dan F. Kopen, Chairman, Freshman Orientation; and Paul Wender, President, Student Government.

DAN F. KOPEN
Chairman — Freshman Orientation

Members of the faculty, I am here today to ask for your assistance in presenting to this year's freshman class an orientation program that will contribute significantly to their undergraduate careers. As Chairman of the Student Government Orientation Committee I should like to project some thoughts that require the concern of those interested in seeing our college's promise to freshmen fulfilled, i.e. that Wilkes College offers its students the opportunity to engage in an education experience that is both stimulating and rewarding.

This year Student Government has attempted to present the freshmen with an orientation program that will serve both our short-range goals of welcome and introduction to campus activities and our long-range goals of maintained participation and increasing self-reliance. Our orientation committee has been directly involved in this year's program since last spring. Much of our work has revolved around our reading program — a program in which faculty advice and assistance has proven to be invaluable. You have received the reading lists* that were sent to the freshmen, and we indicated our desire to have those of you who are to instruct freshman sections to which the ideas contained in these works pertain make an attempt to integrate these selections into your course work.

More important than this immediate consideration, however, is a serious appraisal of several aspects of our academic network. For example, we question the merits of our present grading system. Does a 0 through 4 system offer the most accurate appraisal of a student's performance and acquisition of knowledge? Certainly, a numerical

system seems to offer a degree of objectivity implicit to numerical classification. But is it fair that two students whose performances are rather widely separated on a quality scale should receive the same number to be figured into that all-important GPA simply because they fall into the same band on an arbitrarily drawn five-band spectrum? Might it not be possible to arrive at a more equitable method of evaluation? In the interests of the student body a study of this issue should be made.

Along these lines we would like to see the possibilities of credit-only course offerings explored more fully than has been the case. To those students who desire knowledge outside their immediate curriculum but who are reluctant to assume the additional burden of fighting to maintain their GPA in a field foreign to their major field of such course offerings could provide obvious advantages.

Turning to the current concept of final examinations, we would think that a student's aptitude for any given course should improve over the duration of a semester. Further, we would suggest that one measure of the success attained by the student would be the degree to which he is able to pursue knowledge independently in that particular area, i.e. to turn from the guidance of the instructor to self-directed education. If such is the case, then we ask why are final examinations so often patterned almost exclusively along the lines of in-semester exams? We would hope that by the semester's end there would be more room for individual initiative in course work, and that such a significant contribution to the grade for the course as final exams would be a reflection of the ability of the student to assume self-direction and not merely an indi-

cation of his ability to conform to the semester test patterns.

Another area of concern is student participation on faculty committees. We are confident that valuable contributions to our college could be made by students serving on faculty committees. The observation that student interests and faculty interests are not perfectly coincident should not preclude the seating of students on various faculty committees. The mechanics of such an arrangement are deserving of a thorough study, and we hope that by working with you this year student government can effect closer student-faculty relations in this area.

What I am illustrating is the need for a concerted effort in order to provide the highest quality education possible, and if our efforts point to the need for a change in our standards or policies, then in our attempt to seek truth we must explore the options open to us and adopt those methods which we feel would serve the best interests of our college.

Thus, these criticisms of some of the aspects of our system do not constitute an attack on our college. We of this committee are justifiably proud of what it stands for; and no less importantly, we take an active pride in grasping the opportunity to play a constructive role in shaping the structure of our campus to the changing needs of college education. Rather than cynicism, what we are expressing is a deep-rooted concern for the quality of the opportunities that are open to students of our college. However, in pointing out the educational opportunities that exist at Wilkes College it is not enough that we are able to read the eloquently phrased ideals of an educated man as contained in the college handbook; for, these ideals, if they possess any meaning at all, are defined by the degree to which they are translatable into classroom experiences by the students and faculty. And as the underlying philosophy of our liberal arts institution, these marks of an educated man should constitute the basis of course offerings; likewise, the degree of success of an individual's curriculum must be measured by the degree to which these concepts have been embodied by the student. One could reasonably say that a student who receives a "4" for course work but who has acquired no appreciation for truth, vision, ethical standards, and understanding as expressed in his passage has, in effect, failed in his quest for education. It could well be

that this awarding of the "4" should be assessed as a failure of the institution rather than the student; for in so doing the college is neglecting its duty to observe its own fundamental principles.

In closing, I would like to offer a quotation that served to inspire me in preparing a speech to be delivered to the freshmen this Thursday. From the pen of Henry David Thoreau comes the thought, "The surface of the earth is soft and impressible by the feet of men; and so with the paths that the mind travels. How worn and dusty, then, must be the highways of the world, how deep the ruts of tradition and conformity! I did not wish to take cabin passage, but rather to go before the mast and on the deck of the world . . ." We of Student Government have asserted that any freshman who is courageous enough to secure and maintain the desire and determination requisite to the successful pursuit of education will find that at Wilkes College he is not confined to the ruts of mediocrity. Now we are charging you, members of the faculty, with the responsibility of providing in fact those opportunities which we have often heard so eloquently expressed — so that every Wilkes College student can, if he so desires, ". . . go before the mast and on the deck of the world. . . ."

PAUL WENDER
President, Student Government

Interaction is defined as an exchange between two or more groups. The cause of such an exchange and its relationship to the student body and faculty of Wilkes College is relevant to any attempts to understand and improve this institution. It is manifested in the communications or dealings between our two groups, the Student Government and faculty, and it is basically an interchange of services, ideas and feelings. This concept, the cause of student-faculty interaction and interchange and why it is necessary or unnecessary is actually the purpose of my presentation.

First let us consider our relationship and its basic features. The primary purpose of the faculty is to educate the students. Similarly the students are enrolled in college so that they may reap the benefits of this educational process. Finally, the administration, in their basic role, exists in order to maintain and develop the high standards set forth in the philosophy of Wilkes College. This College, as well

as similar institutions of higher education, is therefore an educational community. As such this environment provides a unifying force for those who teach, those who learn and those who serve in an administrative capacity. The effective functioning of this community requires an awareness of mutual responsibility, understanding, trust and respect so that all its members can actively contribute to the development of policies and programs. This concept can best be achieved only through the aforementioned total interchange.

Cooperation and interchange within most educational communities has not yet been fully attained. Berkeley, Columbia and Stanford are obvious examples of disorientation to effective interchange. Herbert Stroup, the Dean of Students at Brooklyn College, felt that the reasons for these disorientations could be attributed to six fundamental disvalues in student participation in college affairs other than the classroom. These disvalues are:

1. **Discontinuity**—The college's chief responsibility is to see to it that a complex organization of educational and other services are maintained for the benefit of the students. These services require a high degree of "time-binding" to be effective. Now since the student body is everchanging, there is no stability or permanency in its relationship to the college.
2. **Incompetency**—It is assumed that a committee, in order to be truly effective, holds some degree of competency for the responsibility which is given to it. To place persons of low competency on a responsible committee is to nullify the committee's function. So it may be that students generally do not possess sufficient knowledge and understanding to be granted positions on committees for which the faculty in terms of educational or even legal responsibility should be held accountable.
3. **Immaturity**—He (Dean Stroup) feels students are too young to make mature contributions.
4. **Limited time of students**—Students should devote themselves to their highest potential in the process of education.
5. **Lack of authority**—For most colleges the clear responsibility for the operation and development of a college is imposed upon a board of trustees, an administration and

a faculty. Therefore, the student would serve no purpose in relating to any of these groups, especially since they possess a great deal of authority over them.

6. **Power-mindedness**—Many students today are striving for power merely for its own sake. They plan no effective use of it but more commonly misuse.

On the basis of these reasons many educational communities have forced the alienation of the student body and student government from the faculty and administration. The existence of this condition is usually the preface to irresponsible protesting and rioting. Therefore there is a need to re-examine these reasons, for I firmly believe that student involvement is not only necessary but is the key to a successful educational community.

1. **Discontinuity**—I recognize the four-year career of the college student, but, because a person is here for a relatively short period of time does not mean that he could not contribute to the correct analysis or resolution of a problem. It only means he is not here to consider all problems.
2. **Incompetency**—Sure, the faculty and administration has more competency because of their longer experience exposure with the campus problems, but the student is also competent enough to recognize problems and the basic shortcoming here is rather a mutual incompetency to communicate ideas and feelings.
3. **Immaturity**—Time nor age does not categorize a person's maturity but rather his capability in handling problems of a mature level. Some students have found this easier to accomplish than many of the "more mature" administrators.
4. **Limited time of the students**—Actually students have more time than the faculty and administration because they are oriented only to the educational process while the latter have family, business, community, and many other interests.
- 5 and 6. **Lack of authority and power-mindedness**—Both are similar in that with authority and power comes a degree of responsibility. It is only a minority of students who have not accepted the responsibility as a necessary part of change.

* This Year's Reading List:

Required Reading:	The Power and the Glory by Graham Greene On Aggression by Konrad Lorenz The Case for Modern Man by Charles Frankel
Suggested Reading:	Animal Farm by George Orwell Anthem by Ayn Rand The Art of Loving by Eric Fromm Black Boy by Richard Wright A Nation of Immigrants by John F. Kennedy To Seek a Newer World by Robert F. Kennedy The Sun Also Rises by Ernest Hemingway The Waste Makers by Vance Packard

Freshman Orientation sections meet once a week throughout the first semester. Student discussion leaders are responsible for the course content for the first six weeks, after which time administrative personnel take charge. This year we have fifty-plus upperclassman volunteers to serve as discussion leaders, most of whom are juniors or seniors.

We can therefore see that the disadvantages of student-faculty interchange posed by many leaders are not completely valid nor can they be used as an excuse for refusing cooperation with the student body and student government in the quest for a better campus in a better society.

After we recognize the need for interchange and cooperation, there is a large area for the development of a constructive leadership. Course and curriculum evaluation is one topic we are presently cooperating on at Wilkes College. Another area is improving the co-curriculum in relation to the academic curriculum in the fulfillment of the goals of higher education. Faculty needs and improvements are another area that could work toward our mutual advantage. These ideas or areas are infinite in number and Student Government is not realizing its potential contribution until it accepts responsibility in all aspects of the student's educational environment.

Presently the Student Government of Wilkes College is in the process of renovation. We are building a new government, starting from the room in which we meet to the constitution by which we function. During this transition we are seeking to increase awareness of and involvement in our organization. We feel that once you recognize Student Government and become familiar with its functions, the total educational process of this community will be improved. It may be interesting to note that the start of these objectives has already been accomplished. We have an open invitation to bring any business to the appropriate groups and committees on campus. In addition we have obtained a permanent position on the Student Life Committee which is now composed of members of the administration, faculty and student body. Many other campus groups have recognized our new organization and they are behind us wholeheartedly. Therefore we must start now in the development and improvement of Wilkes College.

In closing, I see a need for a mutual awareness and interest in our respective problems and policies, a need also for mutual involvement by our groups and once this has been accomplished, a need to keep all channels of communication open. For when we cut these communication lines we frustrate the educational process which results in irresponsible actions causing the destruction of many institutions.

I would like to add that I am sympathetic to your cause. For right now I feel as you probably have felt after delivering an important lecture — you wonder whether you have conveyed the right impression and whether it will be lasting. To overcome this doubt a test would be appropriate but this test is not for one hour, day or year. Rather it continues as long as this college remains an educational community. For every day we attend Wilkes College our abilities and capabilities are tested in developing the ideals of this institution of higher education. If we fail, our college fails. So let us now strive for cooperation and communication between the students and faculty and let us start here today and work together in developing a meaningful relationship which will ultimately result in the improvement of Wilkes College.

TOM KELLY

Vice President, Student Government

Each of you, members of the faculty and administration, share a common goal with the Student Government of the College. In the past, we have shared our common purpose, we have worked on our common task, and we have accomplished our common goal. It is my opinion that our common goal is to provide an increasingly better educational experience for those associated with Wilkes College — especially for our newest arrivals, this year's Freshman Class. However, by this statement I am not attempting to elevate the Student Government to the learned level of the faculty and administration. Nevertheless, the "educated man" is a person who gains experiences both inside and outside the classroom. To experience a well-rounded education a student must take advantage of opportunities not only in your realm of academics, but also in our area of student activities.

During Freshmen Orientation we will attempt to stress the importance of successful academic careers at Wilkes, as well as the importance of involvement in student affairs. Because we, the student leaders, support and encourage the Freshmen to realize the importance of their academic lives, we hope that you, the faculty, will support Student Government and encourage the Freshmen to become involved in our student activities programs. However, we realize that Student Government must earn, and not merely expect your support. In keeping with our campaign promises, we have truly revitalized the Student Government for this coming year.

Through hard work and initiative we have accomplished an "organizational change" in this year's government. To illustrate the progressive actions and attitude of this year's student leaders, I might invite you to visit our Student Government Office and our Student Government Conference Rooms. These rooms were renovated and refurbished this summer by the members of Student Government who volunteered their time and creativeness. For another illustration of our initiative I might point to the fact that Student Government was active all summer long. Throughout the summer, each member was appointed chairman of a specific committee. These committees functioned and planned for future activities. On July 29 we held a Summer Session of Student Government. This meeting lasted about six hours, and it helped to enable Student Government to "get going" during the summer months. For a further illustration I might bring each representative here to discuss his committee plans and activities. Because this is obviously impossible, I would like to discuss my particular aspect of this year's government.

As Freshman Class Advisor I have planned a Seven-Point Program for the incoming freshmen. The program will attempt to create awareness, to promote participation, and to provide experience for the members of the class. The program revolves around seven committees. Each committee will involve activities of special interest to attract the various talents of the class. Each committee will be moderated by one or more upperclassmen who have the qualifications and interest in the activities of each respective committee.

1. One committee will conduct a "United Fund Dance." The theme of this event is "participation of as many freshmen as possible." All proceeds from this dance will be given to the United Fund.

2. Another committee will become involved with the evaluation of "hazing" and the Freshmen Reading Program. This committee will prepare a questionnaire, conduct a survey, and compile the results. Members of this committee will conduct an informal debate at the second class meeting. The debate will consider the pro and cons of our present "hazing" program.

3. The Homecoming Involvement Committee will provide the opportunity for the Freshman Class to become directly involved with the "decorating activities" of Homecoming. This is the

first year that the student organizations (i.e., Student Government, Beacon, Amnicola, etc.) have offices in their own building. The Freshmen will be able to unleash their creative talents to decorate the exterior of the building in the same manner as the students decorate the dormitory buildings.

4. Another committee will organize group participation at athletic events. The committee will create and maintain a sense of class spirit.

5. The Student Government Experience and Assistance Committee will be composed of those freshmen who are considering to run for election to Student Government. These students will become directly involved in assisting S.G. in organizing Parents' Day, Homecoming, and Winter Carnival. These freshmen will also be invited to attend S.G. meetings to become more fully informed about the workings of the government.

6. Another committee of politically oriented freshmen will conduct a "mock presidential election" on campus on election day. This "straw ballot" may also include proposed answers to key issues as well as the proposed candidates for national office.

7. The "Reach Out" Committee will provide activity for community ori-

ented freshmen. This group will sponsor a program whereby Wilkes students will take an orphan to a Wilkes football game on a given Saturday afternoon. Later, this committee can develop other such activities.

It is our hope that this program will enrich class spirit, get the freshmen involved, draw out leadership in the class, and provide worthwhile and beneficial activities. It is our long-run goal that this sense of "participation" will so fully imbue the thinking of the class that its members will continue to be active participants in student activities throughout their four years at Wilkes. Thus the Seven-Point Program is an example of Student Government's work to provide the opportunity for constructive educational experiences in the realm of student activities.

But as I mentioned before, the student activities are only one part of a student's education. The faculty, the administration, and the Student Government are all involved in the student's education at Wilkes. Therefore, I believe that there is a need to augment and maintain the lines of communication between the faculty, the administration, and the student body (through its representative agent, Stu-

dent Government). This year Student Government plans to initiate a program in which we will invite members of the faculty and administration to our regular meetings. We have also begun to attend Administrative Council meetings when topics pertinent to Student Government are discussed. We would also feel honored if we were similarly invited to attend faculty seminars and faculty meetings occasionally. In our current atmosphere of demonstrations on college campuses, the faculty, the administration, and the Student Government must keep their lines of communication open and maintained. For it is effective communication which dispels misunderstandings and settles disputes. If we can communicate successfully, we will provide a more unified, and more informed college community. It is my belief that we must make a decisive effort to maintain our lines of communication, and we must improve and augment communication where it is needed.

In conclusion, Student Government believes that effective communication and active participation are two concepts that will help to maintain and improve the fine educational experience that is provided by Wilkes College.

'69 Annual Appeal

Ronald Simms '60, Chairman

The average American citizen sailed into 1969 on a growing wave of prosperity, consequently the economic outlook is bright in most sectors of the nation. It would seem then, that the Wilkes College Annual Alumni Appeal should benefit from today's affluence.

The alumni of our colleges and universities throughout the United States is the third largest source of voluntary support for education and we must recognize this as a basic responsibility of citizenship.

I regard this letter as much more than an opportunity to communicate about our activities, to provoke some resourceful thinking, to exchange some ideas, rather than a chance to pontificate, because I have the distinct feeling that the Wilkes alumni ranks are filled with many well-informed and promisingly helpful people.

Throughout the years, scholarships at Wilkes College — as in every institution of higher learning — have been a necessity. Without financial assistance, many outstanding students would be unable to gain an education. Our graduate program cannot meet the needs of the 1970's without substantial annual gifts.

What part has the alumni of our College played in the support of these programs? The answer is a very disappointing one. In 1968 only 14% of the 6,000 proud, flag-waving Colonel supporters made contributions to this institution.

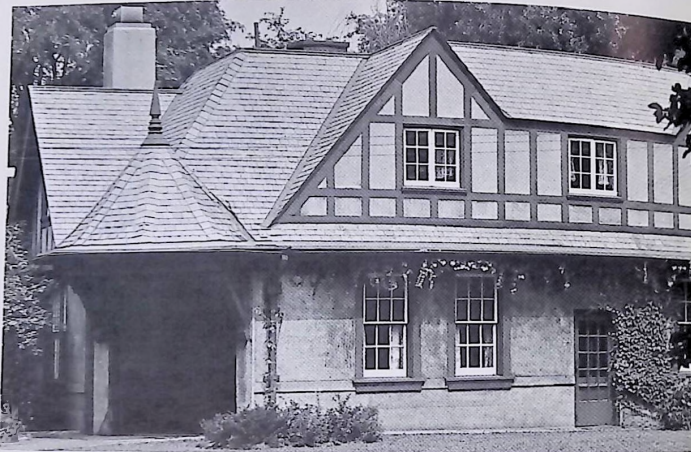
I have come to one conclusion already, however. No dramatic innovation will prove to be the panacea to the 1969 Wilkes College Annual Alumni Appeal. It will be the cumulative result of just plain hard work. It will be successful because a large number of enthusiastic participants will be sparked by enlightened self-interest; it will be successful because the Wilkes alumni will realize their responsibilities.

Our aim in 1969 is certainly to raise money, but much more than that, we must raise the percentage of alumni participation. Large gifts are the key to reaching our dollar goal, but for those who have not made previous contributions, a small gift is the beginning of what we hope will become a habit. You are a part of an ever-expanding group who have been graduated from one of the country's finest

educational institutions. Wilkes College becomes greater as we profit from the education received there. Think back — remember when this was the theater — the year was 1950 and the full-time enrollment was 718. Twelve contributions were made to the scholarship fund and they totaled \$4,025.

Our Center for the Performing Arts replaced Chase Theater in 1965. Here is Gies Hall, the Music department, as it appeared in 1953. In that year full-time enrollment was 628 and twenty-three people contributed \$9,919 toward scholarships. The new School of Music can be seen here as construction moves toward its completion date of 1969. The money for this building came from anonymous donors.

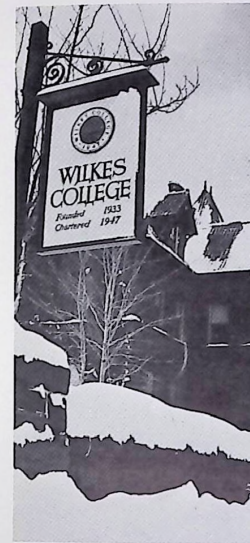
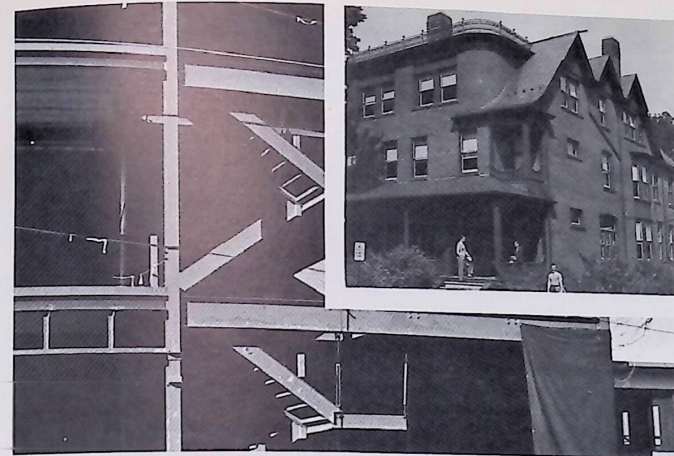
The Kirby Library, pictured here in 1955 when 289 people contributed



\$35,696 toward scholarships, is another beautiful building which has seen the Wilkes enrollment expand. The Eugene Shedden Farley Library has a capacity of 350,000 volumes and is one of the most modern buildings of its type.

At present, 2,368 full-time students make use of the ever-expanding Wilkes facilities and \$116,000 in scholarship money has been granted by Wilkes College to those qualifying. Of this amount, only \$15,589 was contributed by a total of 626 alumni. So you see, the College has made great strides forward while 84% of the alumni have not become cognizant of their obligations to help in this growth.

In the near future, the 1969 Campaign will begin. Your help, no matter what amount, will be instrumental in affording educational opportunities to those who are deserving of them.



Washington, D. C. Virginia Suburbs Meeting

Hank Goetzman '56, Joe Popple '56, and Sam Lowe '58, called a meeting of the Washington, D. C.-Virginia Suburbs Chapter for October 26, 1968. The meeting was successful even though the home office skipped part of the list when the letters were mailed. Chuck Reif and Sam Davenport traveled to Bethesda, Maryland, for the meeting. Dr. Reif brought the alumni up to date as to what is happening on Campus and Sam showed recent slides of the

Campus to help the alumni become acquainted with the present campus facilities.

The following alumni were in attendance:

David R. Kline '62, Mrs. David Kline (Alice Powell) '63, Joe Popple '56, Mrs. Joe Popple (Judith Gommer) '57, Mrs. John Anziulewicz (Patricia Pet-rash) '56, Mrs. Martin Novak (Virginia Leonardi) '58, Martin Novak '57, Sam Lowe '58, Ronald Fitzgerald '55, Mrs. Ronald Fitzgerald (Barbara Bialogawicz) '56, Bill Davis '61, and Henry Goetzman '56.

1968 Annual Campaign

You will notice that the reporting of the 1968 Campaign does not include the amounts of money for each class. According to the directions of the auditors, the Campaign now runs for the twelve months of the fiscal calendar.

This directive means that the campaign officially ended on June 30, 1968. As of that date 626 alumni contributed \$15,589.50. Needless to say, those alumni who contributed after June 30 have received credit for 1968 and their names are included in this *Alumnus*. As you can see by the article about the 1969 Campaign, this next Appeal has already begun. Ron Simms '60, is the Campaign Chairman and he will be assisted by Joe Shambe '62, as Co-Chairman.

In Memoriam

DONALD KERSTEEN

Donald Kersteen '40, suffered a heart attack and died on September 23, 1968. Don graduated from Kingston High School and attended Bucknell Junior College. He graduated from Bucknell in 1942 and served as controller of Wilkes College from 1946 to 1956. Since that time he had been employed by the Pennsylvania Gas and Water Company and was administrative assistant to the vice president.

Don served overseas with the 96th General Hospital of the U. S. Army during World War 2. He was active in the church, Masonic Bodies, and the United Fund.

He is survived by his wife, the former Elsie Koup, and sons, Donald R. Jr., a senior at Lafayette College, Duane E., a freshman at Luzerne County Community College in Wilkes-Barre, and a daughter, Lynette, a freshman at Wyoming Valley West, in addition to his mother, a brother, and a sister.

STANLEY J. KOVALSKI

Stanley J. Kovalski '48, died in the Wyoming Valley Hospital in Wilkes-Barre on September 15, 1968.

Stan graduated from Nanticoke High School in 1938 and received his B.S. degree from Wilkes College in 1948. He received his master's degree from Bucknell University. Stan was head of the commercial department at Northwest Area High School in Shickshinny, Pennsylvania. He also served as guidance counselor and baseball coach at Northwest. He served in the Eighth Army Air Force at Ipswich, England, during World War 2.

He is survived by his wife, the former Elizabeth M. Joseph, and a daughter, Theresa Marie. He is also survived by four sisters and two brothers.

PROFILE OF WILKES ATHLETIC POLICY

The following article about Wilkes College's Athletic Policy appeared in the 1955 Homecoming Official Program.

"College football can and will thrive on a purely amateur level.

Wilkes College announced a strict athletic policy in 1950 which stated that 'At Wilkes College a balance must be maintained between scholastic and extra-curricular activities so that scholarship will not be impaired'.

The policy further stated, 'The college gives no scholarships for the sole purpose of encouraging athletes to attend Wilkes College. Athletes will receive the same consideration in admissions, in the classroom, and in the awarding of scholarships that is given other students'.

The Intercollegiate Athletic Policy at Wilkes College was revised in 1967 and is still in effect. This policy reads as follows:

"Intercollegiate athletics constitute one phase of the extra-curricular program of the College. As such they have an important contribution to make to the life of the students. Because they are an important element in student activities it is essential that their proper relations with other activities be maintained and their contribution to the major objectives of the College be continually evaluated.

Financial Aid

Because experience has demonstrated the difficulty of maintaining a competitive program without giving some scholarships, it has been concluded that limited support may be offered to a few selected students.

To maintain competitive relations with colleges having similar scholastic and athletic policies it is agreed that for each incoming class no more than two tuition scholarships per team may be granted to students who:

1. Need financial assistance;
2. Agree to participate in at least one intercollegiate sport;
3. Graduate in the upper two-fifths of their high school class;
4. Test above 1100 on the College Board Examinations."

As you can see, there has been very little changed in the Wilkes College athletic policy over the years. The

athlete must still compete with other students in his class. You are aware of the Colonel's record on the gridiron. It may surprise you to learn that the football team acquired an accumulative average of 2.41 in the spring semester of 1968. We can be equally proud of the members of our other teams as well.

Reprinted from *The New York Times*,
Thursday, November 21, 1968

by Gordon S. White, Jr.

Wilkes has the Lambert Bowl as the best Division III football team in the East this season plus the headaches that go with one of the three Lambert awards given each year. From now on coaches, players and fans at Wilkes must keep explaining just why their team deserves the Lambert Bowl. The fact that the Colonels from Wilkes-Barre, Pa., have the longest winning streak in college football is not reason enough for some people. This 29-game victory string, over four seasons, doesn't prove much, particularly if you are a Kings Point fan.

But at Wilkes they feel they have the award they deserved a year ago, as well as this fall. Wagner won the Bowl in 1967 after an undefeated season.

George Paterno, the head coach at Kings Point, said, "I have to stick up for my players this year. Any coach will do that. So I have to say we feel badly about the Lambert Bowl committee's selection."

Then Paterno, who led his team from the depths of a 2-6 won-lost record in 1967 to a 7-1 mark this fall, listed a number of reasons why Kings Point should have the Lambert Bowl. One of his strong arguments was that Kings Point lost only one game. That was a 7-0 defeat to Lafayette, the team that leads the voting for the Lambert Cup.

The Lambert Cup goes to the outstanding team in Division II of the East. Division II includes those big-small colleges that stand somewhere between Wilkes and Penn State or Syracuse.

But Wilkes has some good arguments to back its case. Joe Wiendl is one of the reasons why Wilkes has finally nailed down the Lambert Bowl. The defensive safetyman has played four years of football for the Colonels who are permitted to use freshmen on the varsity team.

In that time, Wiendl has run back punts for a total of 1,303 yards and scored six touchdowns on kick returns. He also has scored four times with intercepted passes. Wiendl picked off 15 enemy passes during his Wilkes career. Now the senior will devote a winter to wrestling. He is the defending 160-pound National Collegiate small college wrestling champion.

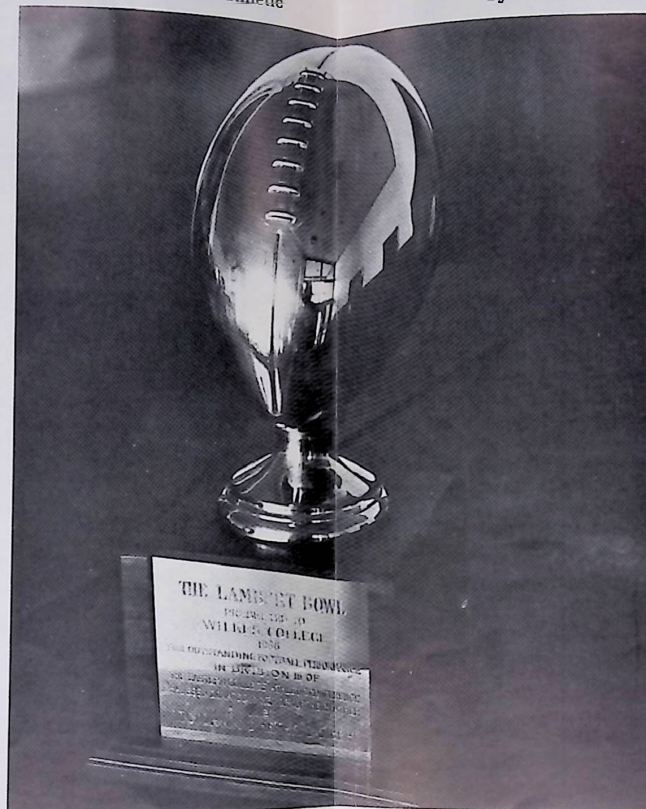
Following his wrestling activities, Wiendl will finish his Wilkes athletic

One thing is certain, however, no matter who wins either the Lambert Trophy (major college), Lambert Cup (middle size college) or Lambert Bowl (small college), someone will be unhappy and say so.

Reprinted from *The Scranton Tribune*,
Saturday, November 16, 1968

JOHN WILKES WOULD LOVE HIS FOOTBALLERS

by Chic Feldman



career with baseball in the spring. Last spring, Wiendl hit .357 and stole 12 bases to lead Wilkes to its first Middle Atlantic Conference Northern Division baseball title.

Joe Skvarla is an end who also played a big part in Wilkes' football success. The 6-foot-3-inch athlete caught 47 passes for 848 yards in his career. Coach Roland Schmidt has plenty of other sound reasons for putting the Lambert Bowl in his trophy case at Wilkes.

which the Wilkes Barreans attained recognition.

It isn't easy to forget when the University of Scranton and King's College were the biggies hereabouts and any reference to Wilkes was apt to bring a snide, unkind "You mean Bucknell Junior College?"

There was even a more cruel belittlement when Wilkes, in the interest of community peace, terminated football and other athletic relations with King's. To which the more vociferous Kingsmen jibed "We mustn't dirty the uniforms of those Little Lord Fauntleroy!"

Manfully, and admirably, Wilkes took the abuse, including some one-sided spankings by the U of S. Time and patience repaid the Colonels. First by surviving when Scranton and King's concluded touchdowning was too expensive and abandoned the sport. There was every reason for the Colonels to retreat. Quitting football had become fashionable. If the more successful ones found an excuse to leave the field, why not the then weakest of the local trio?

"We owe it to our students and graduates to continue," the fine people at Wilkes stated. There were no brash promises of super-teams, or the mildest hint of the historic prosperity to come, although Wilkes obviously had first call on area talent and reckoned to be better for it. This is the refined Ivy-manner in which Wilkes operates. Even 28 consecutive triumphs have failed to change it.

Without braggadocia, or boisterousness, Rollie Schmidt has accomplished the impossible. So much so that instead of making usually envious Scrantonians wax critical, we're as proud of Schmidt and the Colonels as if they are our own. Come to think of it, who else do we have to salute? Proudly and sincerely.

No one would have dared predict such an incredible situation a decade ago when the scoreboard usually read U of S 27 Wilkes 0. Now the Colonels are rightfully famous throughout the USA, with weekly headlines, Lambert awards (this is a most coveted honor) and more while (it hurts to admit it) Scranton and King's most depend on student operated and supported club football.

STROUD GAME HERE WOULD DRAW 10,000

There's talk of Wilkes being invited to a bowl game, which even if it again fails to materialize is good prestige-wise. Also receptive, in the event they conquer California State today and become Pennsylvania "Teachers" champions, is East Stroudsburg State where Charley Reese has performed miracles since John Gregory moved to Villanova by way of the Naval Academy. Stroud is even more "Scranton," than Wilkes, although 40 miles removed. For decades, even before elders Manny Cohen, Fiore Cesare and Frank Duffy, Stroud was a haven for future educators-coaches from these diggings.

Which is a sneaky way of suggesting that if no one else thinks Wilkes-Stroud worthy of a post-season pedestal, they can come to our town and together receive the glory and affection both have unquestionably earned. On two weeks' promotion, which is the Saturday after Thanksgiving, Wilkes-Stroud would attract at least 10,000 to neutral Memorial Stadium.

They need not want for a sponsor, in what could rightfully be the first "Anthracite Bowl." A capable patron could probably be secured through a single telephone call. To repeat this isn't a proposition. Merely a gratis thought from one with a profound regard for Goth.

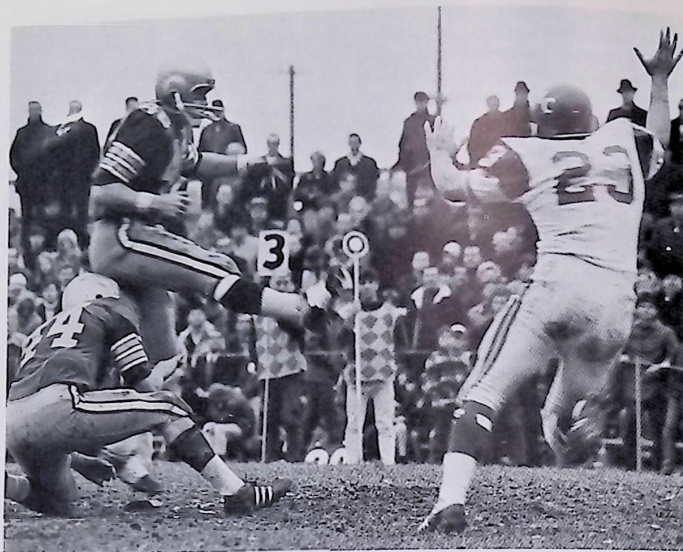
Proof of my esteem for Wilkes can be found in the absence of my favorite "Unconscious Village" bouquet for Wilkes-Barre. Ditto the subdued manner wherein I've refrained from referring to the pleasant community as "the place where people walk around three weeks after being embalmed."

These are holdovers from the happy days when I would tease the late Mike Bernstein with such "laudatory" statements as to how loyal the Wilkes-Barre fans were and proceed to tell about the baseball Barons' roter who walked 18 miles here to the opening game and was too tired to climb the fence.

Wilkes has, at least temporarily, put such ribs in the freeze. To give you an idea of the Colonels' prowess.

Recap of 1968 Football Season

GEORGE PAWLUSH 1968



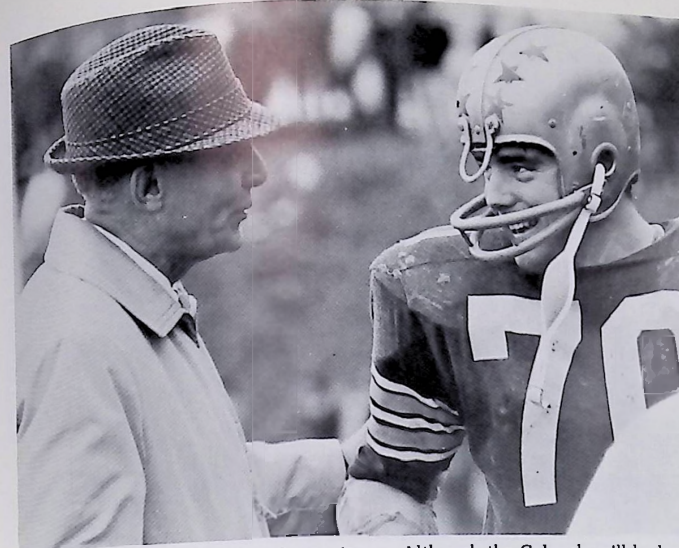
It wasn't too long ago when every school wanted to schedule Wilkes College for their annual homecoming massacre, but now the story is almost quite the opposite.

By winning their 29th straight victory over Lebanon Valley, the Colonels reached further milestones on their four-year rampage—their third consecutive unblemished 8-0 seasonal record, fourth Middle Atlantic Conference crown in a row, and finally regaining the big one. The big one is the Lambert Bowl, which is symbolic of Eastern small college supremacy. After gaining the first bowl ever to be awarded in 1966, the Wilkesmen had to take a backseat to Wagner College last year, as the Seahawks breezed to

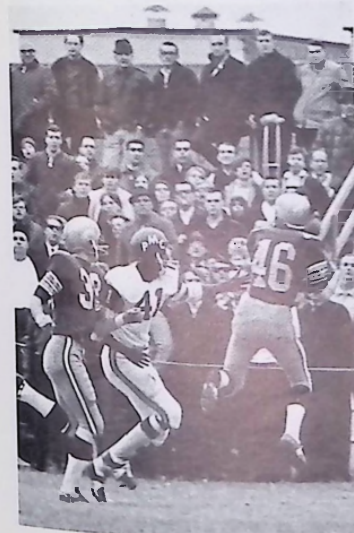
a 9-0 record, just edging the Colonels in final bowl balloting. This season, after a close fight with Kings Point, the coveted award again returned to the Wilkes campus.

The schools that made a habit of clobbering Wilkes season after season now cringe at the thought of scheduling them for future seasons. Just what happened to the Colonels?

Northeastern Pennsylvania has for the last 50 years held the proud distinction of being one of the football hotbeds of the nation. Many former coalcracker alumni still dot the many collegiate and professional football squads of the nation. At Wilkes College, however, a winning season appeared a memory of the past.



The Colonels' rejuvenation began in the spring of 1965 as Coach Roland Schmidt began a crusade to persuade local high school talent to give the home college a try. With an added sprinkling of out-of-towners, the foundation was now laid for a fantastic four years. Using a lineup composed almost entirely of freshmen, Coach Schmidt defied all odds and guided his team to a 7-1 record, losing only to Upsala in the third game of the season by a 26-20 score. Gradually the momentum grew and the team's success did its own advertising. More and more coalcrackers found their ways to the Wilkes campus.



Although the Colonels will be losing 18 lettermen, 13 of them starters, when June rolls around, don't count Coach Schmidt and his Golden Horde out. When you have won 29 straight, defeat won't be had easily over the proud Wilkesmen, who don't seem ready to give up that pride and determination.

The 1968 edition of the Wilkes Colonels was probably the best-balanced team in school history. Facing a tougher batch of opponents, some of them in Division Two class, the Wilkesmen amassed 224 points while limiting foes to a meager 54. The 6.7 points allowed per game was fifth best mark among the nation's small colleges. Offensively, the Colonels hit the airplanes more often than was the case in previous years. The Wilkes Golden Machine gained 1,115 yards via the pass route and battered for 1,639 on the ground.

The Colonels' victory skein started on September 28th deep in the blue mountains of Vermont. With Joe Zakowski doing the pitching and Joe Skvarla catching the bouquets, the Colonels stung a 31-9 defeat on the baffled University of Vermont. The speechless New Englanders soon found out who the heck Wilkes was. Southpaw signal-caller Zakowski fired 13 successful aeriels, three of which found Skvarla for touchdowns, to clinch the victory. Freshman 145-pound mini-back Ted Yeager made his college debut in the game of football a memorable one, taking the second Colonels rushing play of the game for a 67-yard touchdown.

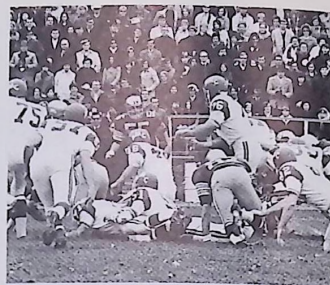
The Greyhounds of Moravian College were the next victims on the Colonels' waiting list. Senior quarterback Rick Simonson, who had replaced Zakowski in the second quarter, found Joe Skvarla eight times to scuttle the punchless Hounds 40-0. Ted Yeager had his second hundred-plus-yardage game, running the ball for 115 yards and two touchdowns.

Delaware Valley was figured to be the toughest opponent of the year for the Blue and Gold. The game was a lot closer than the final 31-3 score seemed to indicate. With previous losses coming by scores of 6-0 and 14-13, the high-flying Aggies seemed intent on knocking off the Schmidtmens. After a first-half defensive stand-off the mauled Wilkesmen led 10-3. The game was close until the Aggies saw lightning strike for the second and third time in a space of a year. Last season Del Val made the mistake of punting to Joe Wiendl and number 44 proceeded to run it back 67 yards for a touchdown and a 14-13 victory. In a space of ten minutes, Wiendl struck terror into the hearts of all Del Val fans, breaking the game wide open with touchdown punt return gallops of 86 and 62 yards.

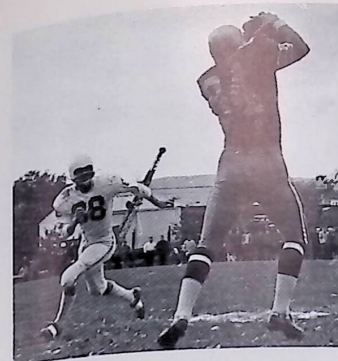
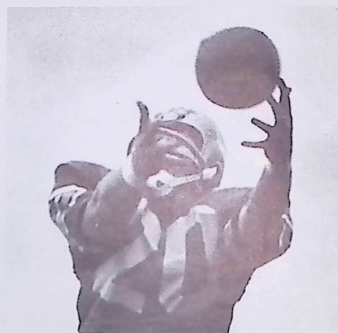


After three straight away contests, the Blue and Gold opened their home slate against Ithaca College. Piling up a 21-7 fourth-quarter lead, the Colonels had to hold on for dear life as the Bombers unleashed a torrid passing attack to come within two points of subduing the Wilkesmen. An Ithaca last-second drive was thwarted by a 39-yard interception touchdown return by Jay Holliday, giving the Colonels a 28-19 victory.

The headline for victory number 27 was provided by Rick Simonson. Having taken over for the injured Joe Zakowski, the field general had one of his finest games of the season, hitting 16 of 32 passes for 240 yards and a 28-0 conquest of Dickinson. Late in the third quarter the outcome of the game was still in doubt, until Joe Wiendl put everyone at ease with a 52-yard interception touchdown return.



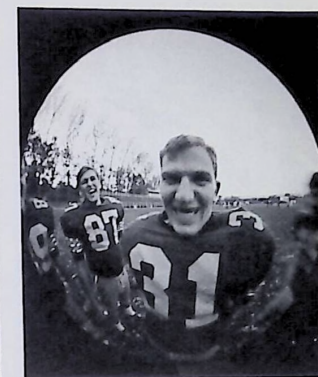
In the annual Alumni homecoming contest, the Gold Machine gave the old grads something to cheer about by annihilating the visiting PMC Cadets. The outcome of the game was never in doubt as the charges of Roland Schmidt played relaxed football for the 34-0 whitewash. Rick Simonson had another big day hooking up with his favorite receiver Joe Skvarla for three touchdowns. Pat Malloy got into the hero act by snatching three PMC passes, one for a score.



The Colonel finale ended with a loud bang as the high-flying Lebanon Valley Dutchmen invaded Wilkes-Barre with a concealed weapon, mainly in the form of the old shotgun offense. The visitors filled the air with an MAC record 51 passes and nearly blew the Colonels off the map until a determined Wilkes defensive alignment dug in to gain a hard-fought 23-16 victory.

punter, accumulating a 39.7 average per boot. Superstar Joe Wiendl, a sure bet to be Wilkes' first 12-letterman, ended his four-year grid career in fine style with a total of 15 interceptions, 10 touchdowns (all punt or interception returns), 103 punt returns for a total of 1,303 yards and a 12.7 average per return! P. J. Kane closed out his career in fine style, accumulating 154 tackles and assists. Mini-back freshman Ted Yeager logged 577 yards on 131 carries in his rookie year.

Joining Wiendl, Skvarla, and Kane on the June list are the Flaming Four of Bill Layden, John Howe, Joe Katerba, and Paul Merrill. The Flaming



Four, Wilkes' front four on defense, were a major reason for the Colonel defense for rushing as being the best in the MAC. Other departing Wilkes defensive specialists are Jay Holliday, Dan Malloy, Mike Connolly and Dave Peterfreund. Missing next season from the offense will be veterans Mike Babuschak, Bruce Comstock, Angelo Lloverro, Rick Simonson, and Joe Frapolli.

Wilkes fared well in post-season honors with five members gaining mention on the Little All American team. Gaining the distinction were tri-captains Joe Wiendl, Bruce Comstock, and Bill Layden plus Joe Skvarla and Joe Zakowski.



The 1968 season proved to be a record-shattering one, filled with plenty of excitement as 32 marks were either broken or extended. The Colonel defense established a new squad record by picking off 22 passes. Joe Skvarla, the top pass receiver in the Northern Division, MAC, established himself as the greatest Colonel end in history by snaring 47 passes for a total of 848 yards and 11 touchdowns. Bill Staake was the Northern Division's leading

LIBRARY DEDICATION



The Eugene Shedden Farley Library was dedicated with a special Convocation on November 1, 1968, in the College Gymnasium. Students, alumni, faculty, and the Board of Trustees participated in the program. Over 1000 people were in attendance at the impressive ceremony.

Dean Thaddeus Seymour gave the main address which is reproduced here in the December ALUMNUS. Following this address Francis Michelini presented three candidates for the conferring of honorary degrees. Thaddeus Seymour was awarded Doctor of Humane Letters "in recognition of his concern for excellence in the teaching of communication skills." He was hooded by Stanko Vujica and Ben Fiester. Fred Hechinger was awarded Doctor of Humane Letters "in recognition of his excellence in communicating to the public an awareness of education in our society." He was hooded by Ralph Rozelle and Fred Bellas. Eugene S. Farley was awarded the Doctor of Science "in recognition of his lifelong devotion to Wilkes College and its Community." He was hooded by Charles Reif and Hugo Mailley.

Following the Convocation the Board of Trustees held a dinner in honor of Dr. Farley in the new dining hall. Fred Hechinger, Education Editor of THE NEW YORK TIMES, gave the address which is reproduced here in the ALUMNUS following the dinner which was attended by 300 people.



"Of Peaceful Men And Violent Ideas"



An Address by Thaddeus Seymour, Dean of Dartmouth College, on the occasion of the dedication of the Eugene Shedden Farley Library at Wilkes College, Wilkes-Barre, Pennsylvania, November 1, 1968.

I count it a privilege to participate in this ceremony to dedicate the Eugene Shedden Farley Library. I offer my congratulations to those who developed the plans for this magnificent facility and my admiration for those who have made it a reality. I am moved to celebrate all that this new library stands for — books, ideas, the aspirations of the men and women who will study here, and, most of all, the orderly and rational process of learning which is symbolized by a house of books.

These are violent times, and violent ideas are astir across the land. Let us use this occasion to dedicate ourselves to the rational, reasonable processes by which peaceful men confront challenge and change.

I believe that we have reached a point of crisis in American life which requires the dedication of each of us, particularly those engaged in the process of higher education, whether we are students, teachers, administrators, or trustees. My text is a simple statement of wisdom by Will Durant, whose life has been devoted to the study of man's earthly history and whose eyes have traveled across the whole panorama of western civilization. He epitomized our present struggle in these few words and warned, "When liberty destroys order, the hunger for order will destroy liberty."

All of us are too painfully familiar with the evidence that order has been strained to breaking in recent years. We have seen dissent erupt into violence, and we have watched the assertion of raw authority as the only alternative to chaos. The forces of liberty

and order have reached the point of open conflict, and the college campus has become the battleground for confrontation. The most cynical of campus radicals seek to destroy all that this new library stands for.

I want to speak briefly about the student revolt, and I do so as a battle-scarred veteran who may qualify for several Oak Leaf Clusters. I have observed the approaching conflict for the past ten years from behind (fortunately never under) a dean's desk, where I have been picketed, sat-in on, and marched on. I have addressed a protest rally from the steps of the administration building, and I have scrubbed off paint from the pavement in front of my home. I think I understand the style of the would-be revolutionaries who have so successfully exploited the generous instincts of the academic community.

I am sure that it is no surprise that I am utterly intolerant of the violent and coercive tactics with which young radicals have disrupted campus after campus. Their style is tactics; their mood is cynical; and their goal is political power. But it may be a surprise that I sympathize very much with the causes which they proclaim. I bought a book recently about the New Left, and the cover carried the message that "campus radicals are marching against racism, puritanism, militarism, and bureaucracy." Well I'm marching against these things, too — as I dare say everyone in this hall is — but to a different drummer. Our steps take us to your new library, a symbol of rational processes, and I find its doors open, not blocked by barricades.

The radical movement threatens to polarize our campuses and our society. I believe that the present academic year, 1968-1969, is the crucial test for American higher education. It is time which calls for collaborative effort on the part of all of us pursuing the goals of higher education. If we are to preserve liberty, we must ourselves preserve order. If we don't, someone else will.

I am concerned that so many fail to see that this violence, this style, can produce only one reaction. We can measure it already, by the recent Congressional legislation to deny federal financial assistance to students involved in campus disorders; by the Wallace vote; by the fact that 77% of Americans endorsed Mayor Daley's treatment of Chicago demonstrators. Last June a Dartmouth senior attacked the Vietnam war in his Valedictory address, and his Phoenix, Arizona, draft board immediately reclassified him 1-A, despite the fact that he was a life-long practicing Quaker. The reason, they explained, was what he said at Dartmouth.

I am alarmed by the fact that violent men can too often win the support of so many of our best students and faculty. And yet, unless "the system" can offer a response and an alternative, I see in the year ahead another cycle of disruptive action and hardening reaction. I would propose three things: First, let us repudiate the disruptive tactics of campus radicalism. Second, let college faculty and staff respond with speed and sensitivity to the legitimate concerns of their students. Third, let students develop a reasonable style for expressing their concern and implementing constructive change.

Let me digress a moment to explain the style of the practitioners of confrontation politics. They exploit issues for political power, not philosophical ends. They readily explain that their style is intended to polarize attitudes, to create crisis, to disrupt orderly processes, so that they can claim victory either for concessions won or for the chaos they have created. The pattern has become nearly classic. First, identify an issue about which many students — faculty — have strong feelings. Develop and escalate the climate with the support of the campus newspaper. Exploit the eternal tension be-

tween students and faculty and The Administration by directly involving deans, trustees, and the president.

Whether the issue is parietals and parking, or Dow and ROTC, the strategy is to establish a coalition and develop a focus. There must be a clearly defined, quite simple issue; there must be an enemy who represents unpopular authority; and then an incident must be provoked to serve as catalyst. These are the simple ingredients which have shattered campus after campus. We must know and understand them in order to repudiate them.

Now let me share some observations with those of you who have bet your lives on the young people whom you serve as teachers, administrators, and trustees. It is not enough to deplore violence and disruption without offering an alternative. We must begin by recognizing that the best of our young people are raising good questions. They have identified the gaps in our society and have helped us to see ourselves as a nation that too often says one thing and does another. The best of our young people call out for individual participation in our institutions, our communities, and our society. I understand the student who recently carried a sign on our campus: "I am a human being. Do not fold, bend, spindle, or mutilate me"; and I've always sympathized with my friend who is in open revolt against direct dialing. When he wants 603-643-2536, he asks the operator for "six billion, thirty-six million, four hundred thirty-two thousand, five hundred thirty-six."

Let us recall that when the over-thirty generation was young, the social system faced two crises: a depression and a war. The system solved them both, in terms that were measurable and finite. The present college generation has no reason for the same confidence in the system, for it perceives no sign of victory in today's wars, whether in Vietnam or against poverty, injustice, ignorance, or urban blight. We must do our best to respond, pledging ourselves to work with whatever tools are closest at hand. Most of all, perhaps, we must resist the visceral reaction to style which makes every issue a test of authority measured in terms of "giving in" to "demands." Authority is preserved by its capacity to respond reasonably. We must learn to separate our reaction to

the style of dissent from our response to the issues that are presented.

Now let me turn to those among you who are students. I have watched my own campus grow in concern, conviction, and commitment over the past ten years, and I know that this concern is equally real here at Wilkes College. I find in your ideals a degree of moral awareness and social concern which makes me proud to associate with you. While developing impressive competence to meet the demands of a complex society, you have demonstrated a sense of conscience which gives promise that mind and heart will work together in your lives.

Nevertheless, I would make bold to offer some specific suggestions to each of you as you participate in the life of your college and as your college shares in the search for solutions to the problems of our society. I begin by citing your fine new library.

First, I urge you to use the library and stay loyal to all that it represents. Your education provides you with tools to fashion the solution to problems. It has been my own experience that too many students who commit themselves to campus and public issues display a shocking ignorance about facts and circumstances. They seem to be saying, "I know what I believe; don't confuse me with all these facts." Their response is too often intuitive, where it should be analytical. Their actions too often are motivated by a kind of paranoia which makes an enemy of those in authority (be they parents, teachers, deans, or college presidents). They are not concerned with ideas that come from books, but rather slogans which come from signs.

Second, I would urge you to be discriminating in the issues with which you identify yourselves. Campus crusades which center on self-gratification do little credit to those who espouse them so passionately. Somehow, in view of all the needs of the world, college students seem terribly self-centered when they commit themselves to a sleep-in to protest parietals or a park-in to protest automobile regulations.

Third, to be truly effective in bringing about meaningful change, and to develop collaborative opportunities for communication, you do well to avoid the now-classic trappings of the political activist. Beards, beads, and bells

are an obstacle to genuine communication between the groups that must be able to reason together. The person in the New Left uniform is going to be written off by the very people he says he wants to reach and persuade. Part of the New Left uniform is rudeness, and I hope that we never forget manners — a fundamental respect for the humanity of others. A wise psychiatrist once said, "Neurosis is no excuse for bad manners."

Fourth, your greatest contribution can be the exercise of the unique gift which youth brings to a society; impatience. At the same time, I urge you for your own sense of fulfillment and effectiveness to balance impatience with a realistic understanding of the possible.

These are four quite obvious and perhaps unnecessary suggestions. Permit me to add a fifth, which shouldn't really count, I suppose. I urge you to keep your sense of humor. The capacity to laugh at one's self, to see the humorous side of any situation, is basic to man's capacity for rationality. If there is any characteristic which forces me to doubt the judgment, objectivity and balance of the radical politician, it is his utter lack of humor.

I have tried to define what I consider the most urgent problems facing American higher education today, and I have urged a collaborative effort on the part of all of us to solve them for ourselves. Edmund Burke, writing two hundred years ago, described the stakes in a few short sentences: "Society cannot exist unless a controlling power upon will and appetite be placed somewhere, and the less of it there is within, the more there must be without. It is ordained in the constitution of things that men of intemperate minds cannot be free. Their passions forge their fetters."

A pessimist would predict more passion and more fetters, but I confess myself an optimist who puts his faith in peaceful men. I sense that the academic community has already repudiated violence; that colleges are increasingly sensitive and responsive to the needs and interests of their students; that there is emerging a new student leadership which is motivated by rationality and good will.

May this new library stand as a symbol and an inspiration in the years ahead.





An Address by Fred M. Hechinger, Educational Editor of the New York Times, given at the Wilkes College Board of Trustees Dinner on November 1, 1968.

"The Importance of a College or University to the Community"

This is a time of change, and also of a good deal more than that. But it is more than change that confronts us today. I suppose each era thinks its problems are worse than any before them. But leaving comparison aside, we live today in a period of terrible uncertainty. All our institutions are being challenged — the public schools in New York, the city administration, the role of local, state and Federal governments, schools and universities. Everywhere, the establishment is under fire — schools and universities in the United States, Paris, Mexico, Prague, and Madrid. Established authority is being challenged with a great deal of justification. In higher education, the debate now rages over the very purposes of the enterprise itself. Students rebel over the question of what is relevant. Faculty committees debate whether the required courses still make any sense at all.

Only a relatively few years ago, the general education curriculum reform was fighting against a thing called fragmentation, trying to provide a common bond of understanding. Now the drive is in the opposite direction — perhaps speeded along by the general vogue of doing one's own thing, perhaps hastened too by the inability of the general education curriculum to keep up with a changing world.

Over all hangs an air of doubt — what is higher education really for?

Over a week ago, Jacques Barzun issued a belligerent statement about the state of higher education today. He said the colleges and universities had been destroying themselves. He accused them of having surrendered

their trust and mission — to foster learning and scholarship — and of having turned themselves instead into service stations. He ridiculed these institutions as a kind of Red Cross that rushes in to help whenever anyone says he is in trouble.

Against this charge, there is the accusation from the other side, which was given maximum visibility at Dr. Barzun's own Columbia. It is the charge by students and some faculty members, that the institutions of higher learning have turned their backs on the problems of contemporary society, that they have ignored their own neighbors and even worse, expanded at those neighbors' expense, that they study the suffering of the poor of the past but do too little to aid the poor of the present.

Like all arguments, the statements by the opposing sides are extreme. But the argument itself is nevertheless relevant — perhaps the most relevant argument to concern higher education today. It is not a new debate. On the contrary, it has been going on as long as American higher education itself.

The purist argument — that today's universities have sold out to service and thus betrayed their scholarly mission — has a serious historical flaw. It implies that, at an earlier, purer age, the universities were ivory towers, interested only in seeking the truth and transmitting knowledge. The fact is, of course, that the colleges always gave service. The old English universities, which are so much of a model for the purists, were clearly service institutions—giving service to a small privileged elite and to the professions

and activities that the elite needed to keep itself strong, prosperous, and in power. Indeed, it required the intervention of a Royal Commission to move the colleges off that course of serving only a narrowly defined Anglican special interest group.

In this country, too, the early colleges provided service. The inscription on the gates of Harvard reminds us, for instance, of a very special mission of service — to assure the perpetuation of a literate ministry. The early colleges served the needs of a privileged class and served society within a rather narrowly defined mission by concentrating on the training of persons for certain professions.

The break with the tradition of this more narrowly defined form of service came over one hundred years ago. In the midst of the Civil War, Lincoln signed the historic land-grant act. With it was born a new concept of higher education. The colleges were given a new mandate — to serve, not the established order, but the future to be built. Along with the preservation of the tradition of liberal scholarship, these new institutions were to help the farms and the factories to help build a new nation and to help provide the foundation for the agricultural revolution.

The new mission was not welcomed by all — any more than today's new mission of the universities is welcomed by all. The established institutions derided the upstarts as "aggies" and cow colleges. The struggle was uphill. But the nation knew what it needed and service became one of the accepted functions, not only by the new cow colleges, but by the great majority of colleges and universities across the country.

Today, we are in another critical era of transition — no less crucial than the turning point of the industrial revolution, but perhaps more violent and dangerous.

Today, we face an unprecedented urban crisis. In the age of the cities, the cities are weakened by festering slums and racial discord. The nation's new, and too long delayed, moral commitment to equal rights for all citizens, has not had the benefit of proper preparation economically and socially. Great masses who demand equality are handicapped by educational and environmental neglect. Among those

who want to right old wrongs, there is an abundance of guilt and good will, but a desperate lack of sound strategy.

Clearly for higher education to stand aside, to remain committed only to the comfort of its ivory tower, would be unthinkable. It matters little whether a college is publicly or privately financed. All institutions of higher learning are surely public — committed to the welfare of the community, both the community immediately surrounding them and the larger community of the nation and the world.

Thus, to serve the community is not an option, but a duty. It is also a matter of enlightened self-interest. Clearly, a college surrounded by poverty will be engulfed by it. Higher education surrounded by ignorance will find itself hounded by the know-nothings, as some of us old enough to remember the early 1950's can recall from bitter experience.

There is hardly any need for me to plead for such service, however, in my present surroundings. Your college, after all, is the perfect example of a mission of service earnestly accepted and brilliantly carried off, not as a burden, but as an opportunity. The community has risen because the college devoted itself to civic, economic, and technological renewal. Who benefited most? Which came first — the chicken or the egg? The college grew because it made the community's growth its business, and so the two complement each other.

Does this pose a threat to scholarship? I doubt it. Does it force the college to do things that are beyond its

competence? It could, of course. But the years of seeing Gene Farley at work have persuaded me that he is a man of sound priorities, and that is the crux of the battle.

Jacques Barzun, of course, is right in fearing that some colleges leave the ivory tower for the call to service, not because of their devotion but because of their aimlessness, perhaps even because of their corrupt nature. The test is one of educational leadership and purpose — to add service to the other functions, but not indiscriminately, to what can be done well and honestly and without distortion of the sum by the composition of the parts.

James Perkins, the able president of Cornell University, has likened the modern college or university to a triangle. The three sides are teaching, research, and public service. The problem is how to keep the three sides in the proper proportion so as not to permit the strength or weakness of one to distort the shape of the whole. This — not the question of ivory tower versus service — seems to be the issue today. The college can and must teach and it must seek to discover and it must serve. There is no conflict between the three missions. There is no reason why they cannot be joined. Wilkes College offers ample proof.

Eugene Farley is a man of priorities who has done much for this institution. He has not only shaped those within it, but he has shaped the community and the region around it as well. It speaks for itself. I need say no more about it. This is the purpose of higher education. ■



ALUMNI NEWS...

'39

Helen Graham, the former HELEN COATS, is librarian at the Richards Memorial Library in Brady, Texas. Her husband, Robert, is pastor of the Presbyterian Church in Brady. They and their children, Bruce and Lois, live at Box 509, Brady, Texas. Their daughter, Janice, is now married.

'41

HOMEOMING REGISTRANTS — Thomas E. Brislin.

'42

ROBERT BABSKIE was recently appointed acting superintendent of Retreat State Hospital at Hunlock Creek, Pennsylvania.

'47

HOMEOMING REGISTRANTS — James Tobin.

'48

HOMEOMING REGISTRANTS — Mrs. Howard Dinstel (Carolyn Jones), Douglas M. MacNeal, Joseph J. Savitz, Joseph Slamon.

'49

JOSEPH TENO is associated with Avco Everett Research in Everett, Massachusetts. He is working on a project dealing with Magneto-Hydro Dynamics. Joe and his wife, Lucille, and their two children live at 463 Fellsway West, Medford, Massachusetts.

HOMEOMING REGISTRANTS — Howard Dinstel, Mrs. George A. Lewis (Dorothy Wilkes), John A. Moss.

'50

JOHN J. STOFKO received his M.A. in Education from Lehigh University in October.

HOMEOMING REGISTRANTS — Robert S. Capin, George E. Hudock, Jr., Mrs. Homer Huffman (Lois DeGraw), George A. Lewis.

'51

WILLIAM J. WILLIAMS has accepted a teaching position on the faculty in the School of Business Administration of Bob Jones University in Greenville, South Carolina.

HOMEOMING REGISTRANTS — Joseph B. Gries, Robert Hall, Thomas S. Jones, J. Paul Thomas.

'52

ROBERT FAHRINGER has been appointed Boston district manager in the field marketing staff of The Okonite Company.

JOHN PALSHA has been appointed elementary supervisor of grades kindergarten through eighth at the Brick Township School.

HOMEOMING REGISTRANTS — Mrs. Robert Croucher (Ruth A. Carey), Mrs. Robert Hall (Carol Reynar), Mrs. Anita Janerich (Anita Piotrowska), Mrs. Thomas Jones (Jeanne Smith), John Kirchman, Mrs. George Ralston (Helen Hawkins), Mrs. Robert Sutherland (Jean Nordstrom), John Wolfkeil, Mrs. Louise Nicholas (Louise Brennan).

'53

JAMES GIBBONS, an Air Force Major, received the Air Medal at Takhli Royal Thai AFB, Thailand, for air action in Southeast Asia. He was cited for his outstanding airmanship and courage as an F-105 Thunderchief pilot on successful and important missions under hazardous conditions.

EDWARD POLLOCK is one of 24 American professors doing outstanding work in their field, following five progressive years after their doctorate and will spend a year in Switzerland doing research. He is presently professor and head of the San Fernando College School of Electron Microscopy Research Laboratory.

HOMEOMING REGISTRANTS — Homer Huffman, Theodore Krohn, William Morgan.

'54

HENDRICK MARR received his master's degree in music education from Pennsylvania State University in September 1968.

MARTIN MEYER is a partner in the general practice of law with Mack and Meyer, 11 West Union Street, Wilkes-Barre. Martin and his wife, Joan, and their daughter, Leah, live at 29 East Union Street, Kingston, Pennsylvania.

LEON LEVIN is a retail operations manager for the Army & Air Force Exchange Service at the Redstone Arsenal Exchange, Redstone Arsenal, Alabama. He and his wife, Marilyn, reside at 236 Queensbury Drive, Huntsville, Alabama.

HOMEOMING REGISTRANTS — Robert Croucher.

'55

DONALD KAYE has been appointed director of chorus and lecturer in music at Keystone Junior College in La Plume, Pennsylvania.

JOSHUA KAUFMAN, attorney at law, has an office at 275 Madison Avenue, New York City. He and his wife, Elaine, and their two children live at 8 Sunny Ridge Road, New Rochelle, New York.

ROLAND FEATHERMAN is the chief social worker at the Community Mental Health Center of Monroe children live at 19 South Green Street, East Stroudsburg, Pennsylvania.

JOHN KEARNEY received his M.S. in education from the University of Scranton in August 1968. John is teaching at North Hanover Township, McGuire Air Force Base, New Jersey.

LAWRENCE NICHOLSON is aspiring for state senator of the Fourth Senatorial District on the Democratic ticket. He is currently teaching with the Alfred I. duPont Special School District, Delaware.

G. DONALD KAYE was featured soloist at the 25th anniversary of the Singer's Guild of Scranton.

HOMEOMING REGISTRANTS — Albert P. Nicholas.

'56

HENRY DEIBEL has been appointed an instructor of mathematics at Centenary College for Women in Hackettstown, New Jersey. Henry and his wife, Carole, and their seven children live at 10 Herbert Lane, Hackettstown.

ROBERT LEE EVANS is teaching French at the Horace Mann School in New York City. Bob lives at 55 West 82nd Street, New York City.

GEORGE BATTERSON is district sales manager for Varco Inc., in Santa Clara, California. George and his wife, Laurie, and their two children live at 370 Olive Street, Menlo Park, California.

HOMEOMING REGISTRANTS — Mrs. William P. Lloyd (Elizabeth Bretz).

'57

HOMEOMING REGISTRANTS — Mrs. Richard Myers (Lois Tremayne), Eugene Roth, William Tremayne, Carl Urbanski.

'58

FRANK GALIA, M.D., is associated with The A. Z. Ritzman Associates, whose practice is limited to radiology. They are located at 1501 North Front Street, Harrisburg, Pennsylvania.

JOSEPH PIPAN received a Master of Business Administration degree from Western Michigan University in August 1968. He is a systems analyst at Defense Logistics Services in Battle Creek, Michigan. Joe and his wife, Marie, and their four children live at 234 Fremont Street, Battle Creek.

Ruth Davidson, the former RUTH YOUNGER, is teaching at Clearview Regional High School in Mullica Hill, New Jersey. She is also doing graduate work at Glassboro State College. Ruth and her husband, William, and their three children live at 9 South Jackson Street, Wenonah, New Jersey.

JEROME LUFT received his M.S. degree in psychology from Rutgers University in June, 1968 and is presently school psychologist for the Phillipsburg School System. He and his wife, the former MARIANNE BURDA, and their three children reside at 807 Young's Road, Phillipsburg, New Jersey.

'58 (Continued)
ROBERT SCALLY has been promoted to accountant GS-13 with the Air Force Accounting & Finance Center, Denver, Colorado.

HOMEOMING REGISTRANTS — Mrs. William Davidson (Ruth Younger), Carl Ernst, Daniel Falkowitz, Mrs. John King (Miriam Thomson), John Kuntz, William P. Lloyd, III, Mr. & Mrs. Jerome E. Luft (Marianne Burda), Robert Morris, Mrs. Robert Luft (Vera Wroble), Josef M. Reese, Ronald Rescig-Pitel (Vera Savitsky), Robert Sutherland, Ronald no, William Savitsky, Robert Sutherland, Ronald no, William Vann, Mr. & Mrs. James Ward Tremayne, David Vann, Keith Williams, Richard Wozniak, (Marilyn Davis), Thomas Yahara, Stanley Yurkowski.

'59

MICHAEL LOZMAN received his D.D.S. degree from Fairleigh Dickinson University, School of Dentistry, in June 1967. He is practicing general dentistry in Hackensack, New Jersey. Michael and his wife, Sharon, and their daughter, Robin Nori, live at 42 Berkshire Place, No. 1, Hackensack.

JOSEPH CONWAY received his Ph.D. in engineering from Pennsylvania State University in September 1968. He is teaching in the Engineering Mechanics Department at the University while conducting shells and structures research at the Ordnance Research Laboratory of the University. Joe and his wife live at R.D. 1, Port Matilda, Pennsylvania.

WALTER KRAMER has accepted a position as special assistant to the president of Clinton Oil Corporation, Tulsa, Oklahoma, and Wichita, Kansas. He and his wife, Sheila, and their daughter live in Wichita, Kansas.

CARROLL DAVENPORT is an instructor in music in the Neshaminy School District, as well as eighth grade coordinator of humanities. Carroll and his wife, Margaret, and their three children, live at 10 Cliff Road, Levittown, Pennsylvania.

EDWARD MCCAFFERTY received his M.S. degree in Chemistry from Lehigh University in October.

HOMEOMING REGISTRANTS — James M. Cornelius, David Schoenfeld, William Smulowitz, Robert Pitel, Michael Goobic, Jr., John R. Lewis, Robert Payne.

'60

WILLIAM SCHLINGMAN is assistant controller at Leslie Fay, Inc., in Wilkes-Barre. Bill and his wife, Dorothy, and their three children live at 234 Academy Street, Wilkes-Barre.

DANIEL LEWIS is an Auditor 65-12 with the Defense Eastern Regional Audit Office in Philadelphia. Dan and his wife, Gloria, and their daughter, Laurie Mae, live at 57 Greenwood Drive, Greenwood Park, Blackwood, New Jersey.

ROBERT ADAMS is a mill marketing representative for Phillips Fibers Corporation. Bob and his wife, Judith, and their two children live at 177 Matson Avenue, Wilkes-Barre.

HOMEOMING REGISTRANTS — John M. Evans, George Gacha, Jr., George W. Murdock, Richard J. Myers, Mrs. Joseph P. Olexy (Jean Shofranko), Gordon E. Roberts, Martin Tansy, Thomas M. Walsh, Marilyn Warburton, Mrs. Philip B. White (Faith Edwards), Raymond Yanchus.

'61
MARTIN CHERONE is a Captain in the U.S.A.F. and is attending the Air University's Squadron Officer School at Maxwell A.F.B., Alabama.

DARYL MCKENZIE has been appointed Business Manager by the Oswego County Board of Cooperative Educational Services. Daryl and his wife and New York.

WALTER PLACEK is an instructor in physics at Keystone Junior College in LaPlume, Pennsylvania. He lives at Mt. Zion Road, R.D. 1, Pittston, Penna.

ROBERT CONNER is an electronics technician in the U. S. Navy at U. S. Naval Communications Station, Balboa, Canal Zone.

HOMEOMING REGISTRANTS — Mrs. Andrew Andreeko (Nancy Davies), Marvin Antinnes, Janice Bronson, Mr. & Mrs. Henry A. Greener (Nancy Rosenfeld), Mrs. William R. Harris (Charlotte Hughes), Mrs. Donald Johnson (Jane Rescorla), Christopher Loesch, Robert A. Martin, James Neddoff, Joseph P. Olexy, Jr., Harry S. Owens, Walter Placek, Frank A. Spudis, Philip B. White.

'62

ROBERT CONWAY has opened his office for the practice of dentistry at 395 North Maple Avenue, Kingston, Pennsylvania. Bob and his family live at the same address.

Judith Niznik, the former JUDITH POWELL, is teaching in the Wilkes-Barre City Schools.

Margaret Douglas, the former MARGARET RUNDLE, is assistant coordinator, Home Medical Care Program of the San Francisco Visiting Nurse Association, Inc. She received her M.S. degree from Boston University in 1967. Margaret and her husband live at 2650 Irving Street, San Francisco, Calif.

PETER HOMETCHKO is a case worker at the Child Service Center in Wilkes-Barre. Peter and his wife, Kay, live at 224 Hughes Street, Swoyersville, Penna.

JOHN BECK has been promoted to semi-senior accountant at Johnson & Johnson, Baby Products Division, New Brunswick, New Jersey. John and his wife, Barbara, and their two children live at 249 South 8th Avenue, Highland Park, New Jersey.

JOSEPH ADOMIAK is teaching at Newark Valley Central School District. Joe and his wife, Carol, live at P. O. Box 516, Newark Valley, New York.

EDWARD WILK is teaching at Abington High School in Abington, Pennsylvania. He is director of music at the Wissahickon Baptist Church in Philadelphia. Ed lives at Jamestown Village, Willow Grove, Penna.

HOMEOMING REGISTRANTS — Kenneth Fox, Barry Gintel, John A. Hosage, Thomas Kanas, David Kline, Mrs. Chester Muroski (Loretta Shutta), Mrs. Harry W. Owens (Carol Zur), Mrs. David Schoenfeld (Rena Lewine), Joseph Shamba, Ted Toluba, Mrs. Thomas M. Walsh (Mary Dreher), Royal A. Wetzel, Mrs. Peter Winebrake (Rachel Altavilla).

'63

RONALD SOCASH received his M.A. degree in Business Education from Rider College in September 1968.

Ann Rupe, the former ANNE LIGETI, is teaching at the Fullerton Elementary School. Anne and her husband, William, and their son, Shade, live at 154 South Yale Avenue, Fullerton, California.

PAUL GAVEL is associated with Honeywell. He sells computers on the National and International Level. Paul and his wife, Mary Lou, and their son, Paul, live at 120 East Hartsdale Avenue, Hartsdale, N. Y.

BERNARD GOLDSTEIN is band director at the Herbert Hoover Junior High School in Edison, New Jersey. Bernard and his wife, Janet, live at 42A Minebrook Road in Edison.

Joan Galaida, the former JOAN ALBRECHT, is associated with the School of Nursing at Clara Maass Men. Hospital in Belleville, New Jersey. Joan and her husband, Gregory, live at Bounton Avenue, Fayson Lakes, Kinnelon, New Jersey.

HOMEOMING REGISTRANTS — Ted Begun, Robert Bomboy, Preston J. Campbell, Herman Feissner III, Robert Gloman, Leo F. Gavlick, Joseph A. Gelli, Harold Hart, Mrs. David Kline (Alice Powell), Pete Kundra, David Meister, Richard Rowlands, Michael Russin, Philip H. Siegel, Mrs. Ronald Silverstein (Claire Handler), Mrs. William Smulowitz (Marjorie Samuels), Mrs. Royal A. Wetzel (G. Elizabeth Schafer).

'64

ROBERT BEDNAR is band director at Ramsey High School. Bob and his wife, Kathy, live at 86 Garden Road, Pompton Lakes, New Jersey.

JOHN S. FINE, JR. has been admitted to the Luzerne County Bar. John and his wife, Mariellen, and their son, John, live at 20 Sterling Avenue, Dallas, Pennsylvania.

FRANK ZANE is teaching math and science at Pinellas County, Tarpon Springs Junior High School. Frank won the 1969 Mr. Universe title in Miami Beach and 1969 Mr. America title in New York City. He was the first person ever to win both titles in the same year. Frank and his wife, Christine, live at 1260 76th Avenue, St. Petersburg, Florida.

MICHAEL RAYCOWICZ is a guidance counselor at Rahway Public Schools in Rahway, New Jersey. Michael and his wife, the former MARY LOU SEARLES, '65, live at 695 New Brunswick Avenue, Perth Amboy, New Jersey.

DAVID MOYLE is studying for his Ph.D. at Rensselaer Polytechnic Institute. David and his wife, Margaret, and their daughter live at 1735 Tibbits Avenue, Troy, New York.

RICHARD SHEMO has recently accepted a position as a registered representative with the brokerage firm of Kidder, Peabody & Co. He and his wife, the former GAIL ROBERTS, and their son will reside at 807 John Drive, Moosic, Pennsylvania.

CHARLES SCHMAUCH has recently left for Sweden where he will teach Swedish workers to program International Business Machines Corporation computers. He and his wife, Nancy, and their two sons will reside in Stockholm for approximately 10 months.

HOMEOMING REGISTRANTS — Steve Bosch, Cameron Campbell, Owen Frances, Leonard Koerner, Alan Krieger, Mrs. George W. Murdock (Lorraine Rowland), Dave Puerta, Mrs. R. Trask (Pat Chappack), Peter Winebrake.

'65

WILLIAM SOKOLA has been named acting principal at William G. Weaver Elementary School in Wilkes-Barre, Pennsylvania.

WAYNE SWARTWOOD is a systems accountant at Fort Detrick, Frederick, Maryland. Wayne and his wife, Sandra, and their two sons live at 520 Military Road, Frederick.

Flora Weber, the former **FLORA ANDERSON**, is teaching first grade in the Parkland School District in Orefield, Pennsylvania. Flora and her husband, William, reside at 1723 Main Street, Orefield.

WILLIAM DOUGLAS is associated with Bache & Co. Inc., in Wilkes-Barre. Bill and his wife, the former **VIVIANNE SUN**, '68, live at 750 C. Gateway Apartments, Edwardsville, Pennsylvania.

HOMECOMING REGISTRANTS — Constance Butler, Mrs. DeWitt Davis (Marilyn Davis), Mrs. Mary Gaultstone (Mary Russin), Benjamin Grella Jr., Barry J. Hartzell, Mrs. Charles J. Huey (Jane Charlton), Mrs. Leonard Koerner (Suzanne Stica), John Lore, R. Mahoney, Gustave E. Martin, Jr., William R. Mainwaring, Buckley Miller, Michael Mostello, John Sickler, Barrie Singer, Roger Squier, Mrs. William Weber (Flora Anderson).

'66

ERHARD KOLLER is teaching at the Wyoming Seminary Day School in Kingston, Pennsylvania.

JAMES EITEL is presently a teacher of music at Kingsway Regional High School in New Jersey.

NED MCGINLEY has been appointed head wrestling coach at King's College, Wilkes-Barre. He is associated with the Mutual Life Insurance Company of New York City. Ned and his wife, Mary Ellen, live at 276 East South Street, Wilkes-Barre, Penna.

JAMES LEONE has joined the faculty of Keuka College, New York. He will be teaching in the field of psychology.

WILLIAM S. FOOSE is presently Director of Science with the Dallas School District. He and his wife, Mary, and their two children live at Route No. 3, Box 828, Dallas, Oregon.

CLEMENT A. GAYNOR, JR. is presently serving with the U. S. Navy at Fort Meade, Maryland.

DAVID LARMOUTH is head of the Biology and Chemistry Departments at Lakemont Academy. He is presently working for a degree in Radiation Biology at the University of Wyoming. David and his wife, Lois, reside at Box 203, Prattsburg, N. Y.

ROBERTA HAMMER received her M.S. degree in Education from Lehigh University in October, 1968.

WILLIAM PINKOWSKI received his M.S. in Education from Lehigh University in October, 1968.

Sandra Bauman, the former **SANDRA WOOLF**, received her M.S. degree in Education from Lehigh University in October, 1968.

CARLETON SMITH recently graduated from The College of Law of The University of Tennessee and has been appointed law clerk on the staff of Federal Judge C. G. Neese.

ANTHONY ROSS has begun his studies toward an M.D. degree at Temple University School of Medicine. Maria, his wife, the former **MARIA SUPKO**, is a third year medical student at Women's Medical College of Pennsylvania.

ENSIGN STEPHEN VAN DYCK has been selected to skipper the Maradea, one of the racing sailboats entered by the Naval Academy in the Newport to Bermuda race. Ensign Van Dyck last year skippered the Maradea to second place in the Annapolis to Newport race and placed first in last year's Skippers Race, the Naval Academy Sailing association annual regatta, and the Tred Avon regatta.

LOIS PETROSKI is a systems programmer with IBM of Endicott, New York. She resides at 500 West Main Street, Endicott, New York.

HOMECOMING REGISTRANTS — Mrs. Benjamin Grella, Jr. (Doris Woody), Charles J. Huey, Mrs. Buckley Miller (Tina Koopmans), Mrs. Michael Mostello (Barbara Yannunzio), Christine A. Orlando, Nancy P. Reed, Roger Rolfe, Simon S. Russin, Joyce L. Turner.

'67

BARBARA LIBERASKY made her debut with the Pittsburgh Symphony Orchestra in September. Barbara appeared as soloist in the Symphony's opening concert presentation of Richard Strauss' opera "Elektra." She is currently a graduate student in voice at Carnegie-Mellon University, Pittsburgh.

EUGENE KLYNOOT has been promoted to First Lieutenant in the First Battalion 109th Artillery. Eugene and his wife, Marie, reside in New Jersey.

GORDON ROBERTS is the director of the newly organized Young Musicians Mixed Chorus. The 80 voice chorus is composed of high school and college students of the Wilkes-Barre area.

JOEL ROTH MYERS is Senior Underwriter with the Hartford Insurance Company, New York City. He and his wife, Jonnie, and their son reside at 2363 South Grand Avenue, Baldwin, New York.

WOODROW HERRON has completed his psychological clinical internship at Chester County Psychotherapeutic Services and Elizabethtown Crippled Children's Hospital. Woodrow has accepted a position to work with emotionally disturbed children in the Chester County Schools, Pennsylvania. Also, he is working on his master's thesis in connection with the Devereux Foundation at Millersville State College.

EDWARD J. STRUCKE is a sales representative for Morse Chain division of Borg-Warner at the Columbus, Ohio district office. He and his wife, the former **PATRICIA NOVAK** '67, and their son, reside at 5020 Dierker Road, Apt. C-5, Columbus, Ohio.

NANCY POINTEK is a biology teacher at Meyers High School, Wilkes-Barre, and lives at 42 Airy Street, city.

WILLIAM SCHMIDT is currently working on a Bachelor's degree in Foreign Trade at the American Institute for Foreign Trade, Glendale, Arizona. Bill lives at 7130 West Meadowbrook Avenue, Phoenix, Arizona.

DAVID COWAN is a Language Arts teacher at Winthrop Junior High, Winthrop, Maine. David resides at 10 Melville Street, Augusta, Maine.

GERALD FLORA is presently enrolled in the graduate program at the University of Scranton for a Master's degree in Education with a major in rehabilitation counseling.

HOWARD H. NESBITT has been accepted for professional study by the Kirksville College of Osteopathy and Surgery, Missouri.

JOHN PILOSI is a sixth grade science teacher at Lebanon Township Elementary School, Califon, New Jersey. He and his wife, Salvatrice, and their daughter reside at 158 Broad Street, Washington, New Jersey.

MARK BAUMAN received his master's degree in history from Lehigh University in October.

JOHN J. MALLOY is an industrial engineer at Owens-Illinois Company in Pittston, Pennsylvania. John is also studying for his master's degree from the University of Scranton. He and his wife, Louise, and their two daughters reside at 95 Edison Street, Wilkes-Barre.

SUZANNE HARKNESS is an art teacher at Pennbrook Junior High, North Wales, Pennsylvania. She is presently doing graduate work at Tyler School of Art, Temple University.

DANIEL ROSENCRANCE is an agent for the New York Life Insurance Company. He and his wife, the former **MARY ELLEN MUENCH** '65, and their daughter Wendy live at 620 D Deberly Drive, Edwardsville, Pennsylvania.

RICHARD R. KULESA has completed a year-long program of classroom and on-the-job training in one of ten Pennsylvania units of Allied Stores Corporation. Richard is a junior executive at Pomeroy's in Wilkes-Barre.

Mrs. Barbara Flor, the former **BARBARA SIMMS**, and Mrs. Arlene Sokoloski, the former **ARLENE MEZANKO**, are teaching in the Wilkes-Barre City School District.

HOMECOMING REGISTRANTS—Mrs. Norma Blanchette (Norma Falk), Walter Dalon, William Kimmel, Virginia Llewellyn, James G. Marks, Jr., Judith Noyle, Paul Pura, Daniel Rosencrance, Edward Shiner, William Sorber, Antionette Supchak.

'68

JOHN MOHANCO is presently serving with the U. S. Army at Fort Dix, New Jersey.

DOUGLAS SAKIN has been named research laboratory instructor and will also teach physics at Rutgers State University.

JAY RUCKEL is presently serving with the U. S. Army at Fort Dix, New Jersey and will then report to Officers' Candidate School for 23 weeks of training.

RICHARD COOK has accepted a teaching position at Jonathan Dayton Regional High School, Springfield. He will teach world cultures and U. S. History and serve as head wrestling coach.

BONNIE JAMES has been named to the elementary faculty of Lake-Lehman School District. She will teach first grade.

FRED BROWN has been named to the faculty of Pottstown Public School District, where he is teaching the sixth grade at Jefferson Elementary School. He is residing at 246 Chestnut Street, Pottstown, Pennsylvania.

'68 (Continued)
MERRILL FARRELL is teaching at the Schuylerville Elementary School, New York. She teaches music in the Elementary School and directs the junior and senior high school chorus.

MICHAEL KAUFMAN is presently teaching English and is also in charge of the library at Falls-Overfield High School, Pennsylvania.

CAROL GASS has joined the staff of Sentry Consolidated where she is in charge of the female insurance division.

FRANK ORLANDO was appointed training analyst in the Industrial Training Division of the International Correspondence Schools. He will be responsible for formulating, coordinating and visiting training programs for use by ICS industrial clients. Frank and his wife, Patricia, reside at 231 South Hyde Park Avenue, Scranton, Pennsylvania.

JAMES JUDGE is working for his Bachelor's degree in Foreign Trade at the American Institute of Foreign Trade, Phoenix, Arizona.

EDWARD KORDEK, **SUSAN JONES**, **MRYNA BRODBECK**, **GEORGE BUCKLEY**, **BRINLEY VARCHOL** and **Rose Mary Novroski**, the former **ROSE MARY BORSAVAGE**, are all presently teaching in the Wilkes-Barre City School District.

THOMAS CEBULA is working for his Ph.D. in Biochemistry at the Johns Hopkins University. He resides at 3401 North Charles Street, Baltimore, Md.

Beverly Worthington, the former **BEVERLY CRANE**, is teaching with the Penn-Delco Union School District. Beverly and her husband, **CARL** '63, reside at 914 South Avenue, Selane, Pennsylvania. Carl is presently a staff accountant with Price-Waterhouse & Co., Philadelphia.

GEORGIA MCCUTCHEON is working for her Masters degree in Child Development at Tufts University.

NICHOLAS NICKLES is a staff accountant with Haskins & Sells of New York.

ARTHUR TREVETHAN is presently a Junior Manager with Pomeroy's, Wilkes-Barre. He and his wife, Cheryl, reside at 170 East Dorrance Street, Kingston, Pennsylvania.

Joyce Aumiller, the former **JOYCE McDERMOTT**, is teaching with the Franklin Township School System.

JUDITH MORGAN is teaching English at the Troy Senior High School, Troy, Pennsylvania.

GERALD MISSAL is teaching with the Pennsburg High School, Fallsington, Pennsylvania. He resides at 8590 Newportville Road, Levittown, Penna.

DANIEL DAVIS is the recipient of a French Government teaching assistantship. His assignment is at the Lycee Mixte in Talence, a suburb of Bordeaux. The honor was bestowed on him by the Government of France. He will teach conversational English in the Lycee and to introduce students to various aspects of American life through discussion and the use of films. The grant will also enable him to take courses at the University of Bordeaux.

JOSEPH GATTO is teaching advanced chemistry and coaching junior varsity football and basketball at the Perkiomen School of Pennsylvania.

STANLEY URBANOWICZ has completed his basic training and has been assigned to the Air Force Technical Training Center at Keester AFB, Mississippi for specialized schooling in the air traffic field.

THOMAS MORETTA has recently been named a Peace Corps Volunteer and has been assigned to the Dominican Republic.

ELLEN FEINSTEIN is an advertising copywriter for Reach McClintock, Inc. of New York. She resides at 145 East 27th Street, New York, New York.

HOMECOMING REGISTRANTS — Allan Bachman, Janet Blair, Patricia Beshada, Donna Broda, Dana Charles, Anthony Cherundolo, Anita Humer, Joseph Janoski, Susan Kallen, Julie Kapral, Margaret Klein, Theresa Martincavage, Mr. & Mrs. James O'Boyle (Rosanne Cobb), Barbara Poska, Basil Russin.

DOWN THE AISLE



'53

JOSEPH YAROSHINSKY was married to Rita Milligan. Joe received a master's degree in social work from the University of Pittsburgh. He is associated with the VA Hospital in Wilkes-Barre. Rita is on the nursing staff of the same hospital. They are living at 3 Glendale Drive, Mountaintop, Pa.

'60

ADAM GAJEWSKI was recently married to Lorraine Piscotty. Adam is also a graduate of Pennsylvania State University. They are residing in Reading, Pa.

'61

ROBERT AMEY was married to Kathleen O'Donnell. Bob is employed as a personnel staffing specialist for the Philadelphia Naval Ship Yard. Kathleen was the secretary to the Director of Alumni Relations at Wilkes College from 1957-1966. They will reside at Brandywine No. 2, The Birches, Country Place Apartments, Turnersville, New Jersey.

DAVID LEAR was married to Florence Engler. Florence is a member of the faculty at Geisinger Medical Center, Danville, Pa. Dave is doing graduate work at Pennsylvania State University.

'62

NICHOLAS SIECKO was married to Marianne Specht. Nick is associated with Educational Computer Corp., King of Prussia, Pa., in educational research and development. Marianne is a fourth grade teacher in Downingtown, Pa. They are residing in Malvern, Pennsylvania.

HOWARD HALL was married to Genevieve Dilts. Howard is working for the Pennsylvania Human Relations Commission. Genevieve also works for the same Commission.

ROBERT YETTER was married recently to Jeanne Disque. Bob is assistant credit manager at Fowler, Dick and Walker, the Boston Store. Jeanne is also associated with the Boston Store. They are residing at 119 Pine Street, Oak Hill, Dallas, Pennsylvania.

'63

JULIA OLZINSKI recently became the bride of Robert Elgart. Julia received her master's degree from Hofstra University in reading guidance. She is associated with the Kings Park Central School District, Kings Park, New York. Bob will receive a doctorate degree in microbial biochemistry from St. John's University. He has accepted a lecturing position at New York City Community College.

'64

WILMA SCHMALZ became the bride recently of Prentice Nothnagel. Wilma taught elementary music in Franklin, N. J. Her husband teaches junior high science in The Community School, Susquehanna, Pa., where they are living.

'65

MOLLY MacINTYRE was married to Joseph Darcy. Molly is a member of the faculty of the Teaneck School Systems, N. J. Joe is associated with the New York Port of Authority.

LYDIA McCLOSKEY became the bride of Roy Shubert on August 17. Lydia is on the faculty of Wyoming Seminary Day School, Kingston, Pa. Her husband is a senior at Wilkes College. They are living at 80 South River Street, Wilkes-Barre, Penna.

JACK ZIELINSKI was married to Lorraine Menn. Jack is stationed at the New Cumberland Army Depot. Lorraine is a post graduate student at the University of Scranton. They are residing in Harrisburg.

MICHAEL MOSTELLO and **BARBARA YANNUNZIO** '66, were married in August. Mike is attending the New School of Social Research, where he is doing graduate work in psychology. He is an executive trainee with Abraham and Strauss, Brooklyn. Barbara is a statistical analyst for General Motors, New York City. They are residing in Wallington, N. J.

DONALD UNGEMAH was married to Marie Siano on October 26, 1968. Don recently passed the New Jersey Bar Examination and is presently serving as a 2nd class petty officer in the U. S. Navy "Seabees" at Port Huemene, California. They are living at 37 Larkspur Lane, Clifton, New Jersey.

'66

JOSEPH CRANE was married to Marlene Martin on August 24. Joe will enter his junior year at Temple University School of Medicine, Philadelphia. Marlene is on the staff of the Abington Memorial Hospital, Abington, Pennsylvania. They are living at 1937 B. Mather Way, Lynnwood Gardens, Elkins Park, Pennsylvania.

CHARLES MASTERS was recently married to Lynne Johnson. Charles is associated with Minneapolis Honeywell Corporation as an evaluating engineer. Lynne has accepted a position in the University of Minnesota Library.

'67

WAYNE BILLINGS was recently married to Janice Matiskella. Wayne is associated with the Pennsylvania Department of Health in Bethlehem as a sanitarian. Janice is on the nursing staff in the obstetric department of St. Luke's Hospital, Bethlehem, Pennsylvania. They are residing in Bethlehem, Pennsylvania.

MARIAN KLOS became the bride of David Comroe. Marian is associated with International Telephone and Telegraph Company. Dave is associated with General Electric. They are residing in Hackensack, New Jersey.

MARTHA THOMPSON recently became the bride of Albert Kvortek. Martha is an instructor at Muhlenberg Hospital School of Nursing. Al is a draftsman for F. M. O. Company in Carteret. They are living in East Brunswick, New Jersey.

EDWIN PASHINSKI was married to Mildred Ritza. Ed is a teacher with the greater Naticoke Area Schools and a music specialist and choral director. He is conductor of the Eddie Day Orchestra. They are residing at 53 Lawrence Street, Wilkes-Barre.

ELIZABETH CLOSTERMAN became the bride of Thomas Roberts. Elizabeth is an obstetric instructor at Nesbitt Hospital. Tom is associated with International Correspondence School in Scranton, Pennsylvania. They are residing at 231 Rutter Avenue, Kingston, Pennsylvania.

JOANNE SHUTLOCK recently became the bride of Richard Tesar. Joanne is employed by Bell Telephone Laboratories in Allentown. Rich is a system engineer for IBM Corporation, Bethlehem. They are living at 2311 Catasaquia Road, Stonehenge Court, Bethlehem, Pennsylvania.

ROBERT WOSHER was married to Cynthia Palmiere on July 20. Bob is in his second year at Temple University Graduate School for his doctorate in biology under the National Institute of Health Fellowship. Cynthia is a senior nursing student at Nesbitt Memorial Hospital. They are residing in White Marsh Apartments, Lafayette Hills, Penna.

WINDSOR THOMAS was recently married to Barbara Cadden. Windsor is a physicist at the Rome Air Development Center, Griffiths Air Force Base in Rome, New York. They are living at 409 West Thomas Street, Rome, New York.

KATHERINE SMITH became the bride of Robert Campbell on October 21, 1967. Katherine and Bob are living at 3211 Toledo Place, No. 204, Hyattsville, Maryland.

'68

CHARLENE COLLINS became the bride recently of Robert Brandy. Charlene is a teacher with the Maine-Endwell School District, New York. Bob is associated with Link Group, General Precision, Inc., Binghamton, New York, as a system programmer. They are residing in Endicott, New York.

SHARON SCHRADER became the bride recently of Charles Roush. Sharon is teaching in the Park Ridge School District as an elementary teacher. Charles is associated with Camloc Fastener Division, Rex Chainbelt Corp., Paramus. They are living at Ridgfield Park in New Jersey.

DIANNE GARRISON recently became the bride of Jack Moderswell. Dianne is on the faculty of the Marion City School District, Marion, Ohio. Jack is associated with the Erie-Lackawanna Railroad in Marion. They are residing at 583 David Street, Marion, Ohio.

SANDRA WALDER was married recently to Robert Schoenholtz. Sandra is an eighth grade art teacher at Wyoming Valley West School District. Bob is a student at Wilkes College. They are living at South Franklin Street in Wilkes-Barre.

PAUL SMITH and MAE VERA TREWERN were married recently in Wyoming, Pennsylvania. Paul and Mae are teaching in Niagara Falls, New York. They are residing at Grand Island, New York.

CARL SPONENBERG was married to Jean Dunn. Carl is a music teacher in the Canastota School System. They are living at 124 West Chapel Street, Canastota, New York.

JOYCE McDERMOTT became the bride recently of Walter Aumiller. Joyce is teaching the fourth grade at The Pine Grove Manor School, Franklin Township, New Jersey. Walt attends Rutgers University and is a member of Zeta Psi Fraternity. They are residing in Highland Park, New Jersey.

WILLIAM BUSH was married to Barbara Knorr. Bill recently completed six weeks of basic training at Fort Benning, Georgia, as part of the Reserve Officers Training Corps program. They are living in Carlisle, Pennsylvania where Bill will attend Dickinson College Law School.

RICHARD COOK was married to Patricia Sickler. Dick is on the teaching staff of the Jonathan Dayton Regional School District. Pat is working toward a degree in elementary education at Newark State College. They are residing in Union, New Jersey.

ROSEMARY KRZYWICKI recently became the bride of Walter Jablonski. Rosemary was on the nursing staff of the Mercy Hospital, Wilkes-Barre. Walt is associated with the Department of Defense and is attending American University, Washington, D. C., in pursuit of a master's degree. They are living at 7416 Eastmorland Road, Annandale, Virginia.

JAMES O'BOYLE and ROSANNE COBB were married recently in Wilkes-Barre. Jim is assistant community planner with Lancaster County Planning Commission, Lancaster, Pennsylvania. Rosanne is on the faculty of St. Joseph's Hospital in Lancaster. They are living at Conestoga West Apartments, Lancaster, Pennsylvania.

DOROTHY ECK was married recently to Daniel Strauch. Dorothy is an instructor at Nesbitt Memorial Hospital School of Nursing. Dan is a student at Wilkes College. They are living at Harvey's Lake in Pennsylvania.

THOMAS AMBROSI was married recently to Susan Hagen. Tom is on the audit staff of Touche, Ross, Bailey & Smart. They are living at 12 East 78th Street, New York, New York.

GLEN KLINGER was married on September 31, 1968. Glen is associated with Lybrand, Ross Brothers & Montgomery in Philadelphia. He and his wife, Nancy, are residing at 507-A1 Beacons Court, Andalusia, Pennsylvania.

JOHN ENGLE was married to Cynthia Eisenman. John is associated with Pomeroy's, Inc., in Reading, Pennsylvania. They are residing at 1954 Alsace Road, Reading, Pennsylvania.

THIS BRIGHT NEW WORLD



'55

a son, Steven Richard, on June 26, 1968, to Attorney and Mrs. Joshua Kaufman. They live at 8 Sunny Ridge Road, New Rochelle, New York.

'56

a daughter, Blair Anne, on September 25, 1968, to Mr. and Mrs. George Batterson. They live at 370 Olive Street, Menlo Park, California.

'57

a daughter, Kerry Ellen, on September 20, 1968, to Mr. and Mrs. George Kolesar. Mrs. Kolesar is the former NANCY CARROLL '61. They live at 24 Cypress Avenue, R.D. No. 2, Newtown, Penna.

'60

a daughter, Valerie Dyan, on July 2, 1968, to Mr. and Mrs. William Ackerman. Mrs. Ackerman is the former BARBARA WEBB. Mr. Ackerman is a member of the class of 1962. They live at 25 Oakwood Lane, Wilkes-Barre, Pennsylvania.

a son, Andrew, on August 8, 1967, to Mr. and Mrs. Thomas Herstek. Mrs. Herstek is the former CAROL PELCZAR. They live at 569 Anderson Street in Wilkes-Barre.

a daughter, Bonnie Sue, on June 12, 1968, to Mr. and Mrs. Robert Adams. They live at 177 Matson Avenue in Wilkes-Barre.

a son, Wyatt B., on May 31, 1968, to Mr. and Mrs. William Foose. They reside at Route 3, Box 828, Dallas, Oregon.

'61

a son, Lewis Robert, on October 3, 1968, to Mr. and Mrs. Lewis Zwiebel. They are living at 4011 Wimpole Road, Louisville, Kentucky.

'62

a daughter, Denise Anne, on September 17, 1968, to Mr. and Mrs. Donald Harris. Mrs. Harris is the former MARION RIPLE. They are living at 1025 Lancer Drive, San Jose, California.

twins, Kenneth and Kevin, on February 28, 1968, to Mr. and Mrs. Kenneth Krupinski. They are residing at 117 Patee Drive, Pittsburgh, Pennsylvania.

'63

a son, Shade Lewis, on August 23, 1968, to Mr. and Mrs. William Rupe. Mrs. Rupe is the former ANNE LIGETI. They live at 154 South Yale Avenue, Fullerton, California.

'64

a son, Paul Kendall, on September 17, 1968, to Captain and Mrs. J. Douglas Haughwout. They live at Tropic Terrace Apartments, 1440 Dover Road, Panama City, Florida. (Continued on page 45)

1968 Alumni Campaign

THE LEADERS BY NUMBER OF DONORS

1st	1966	43
2nd	1950	41
3rd	1960	38
4th	1949	36
5th	1965	35

THE LEADERS BY PARTICIPATION

1st	1943	14.5%
	1944	14.5%
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4th	1956	13.6%
5th	1957	13.3%

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% of participation 14.5%

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% of participation 8.2%

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Levit, Edith, Dr.
Search, June
Trachtenberg, Harvey

CLASS OF '46 DONORS - - 3 out of 51

% of participation 5.9%

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CLASS OF '47 DONORS - - 2 out of 101

% of participation 2.0%

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CLASS OF '48 DONORS - - 22 out of 242

% of participation 9.1%

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CLASS OF '49 DONORS - - 36 out of 331

% of participation 10.9%

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Omichinski, Chester
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(Charlotte Davis)
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(Beverly Van Horn)
Wheatley, Edward
Williams, Robert
Williams, Russell
Young, John

CLASS OF '51 DONORS - - 32 out of 368

% of participation 8.7%

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(Marion Wiltman)
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Northrop, Kenneth
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CLASS OF '52 DONORS - - 19 out of 252

% of participation 7.5%

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Dugan, Joseph, Mrs.
(Marilyn Wilkes)
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(Priscilla Swartwood)
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Scheers, George
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Wallison, Edward

CLASS OF '53 DONORS - - 20 out of 207

% of participation 9.7%

Beers, Paul B.
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Reynolds, James
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Yelen, Sandor

CLASS OF '54 DONORS - - 25 out of 220

% of participation 11.4%

Adams, Thomas
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(Anita Gordon)
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(Thelma Williams)
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Karassik, Carl
Konsavage, John
Madden, Wayne
Mago, Henry
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Moss, James
Paparoski, William
Peckham, Katherine, Mrs.
(Katherine Goetzman)

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Rozelle, Ralph, Dr.
Savitz, Abe, Mrs.
(Sylvia Strauss)
Sheppard, Ronald, Mrs.
(Albina Urbanus)
Tait, Raymond
Taylor, Arthur
Wallace, Albert
Wallison, Carl, Mrs.
(Ruth Dilley)
Wurm, Peter
Young, Stanley, Mrs.
(Eleanor Perlman)
Yuscavage, John

CLASS OF '55 DONORS - - 19 out of 207

% of participation 9.2%

Arvan, Dean A., Dr.
Curtis, John D.
Denn, Virginia
Farkas, Melvin
Feld, Allen
Furey, Sandy, Mrs.
(Elaine Witiak)

Furey, Sandy, Dr.
Hoats, David L.
Hopkins, Judith
Kaufman, Joshua
Martin, Glenn
Merrill, Paul, Mrs.
(Doris Sadowski)

Neveras, James
Nicholas, Albert, Mrs.
(Louise Brennan)
Nicholas, Albert

Ondash, Bernard S., Mrs.
(Ellen Wint)
Ondash, Bernard, Dr.
Picton, Russell R., Jr.
Updyke, Howard

CLASS OF '56 DONORS - - 34 out of 250

% of participation 13.6%

Batterson, George
Beers, Paul B., Mrs.
(Joan Shoemaker)
Boote, Fred J.
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Evan, Sylvester
Ferris, James
Firestone, Monroe
Goetzman, Henry
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Jones, Reese
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Metroka, Daniel

Miller, Chester, Jr.
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(Irma Bianconi)
Pezzner, Harold
Popple, Joseph
Radner, Raymond
Reed, Donald, Mrs.
(Helen Krackenfels)
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Schloo, Pearl, Mrs.
(Pearl Onacko)
Shearer, David
Shugar, Samuel
Steinhauer, Richard, Mrs.
(Carol Heuer)
Steinhauer, Richard
Turpin, Lawrence
Whitmer, Ralph E., Rev.
Williams, Bruce
Zavada, Paul

CLASS OF '57 DONORS - - 32 out of 241

% of participation 13.3%

Abate, Charles
Chimiola, Joseph
Choper, Jesse
Coates, John
Cohen, Lawrence
Eisenpreis, Alfred, Mrs.
(Bettijane Long)
Falchek, Raymond
Farish, William
Griffith, Wayne, Mrs.
(Jacqueline Jones)
Gripp, Natalie
MG- Keller, Nicholas, III
Kolesar, George
Kuchinsdas, Albert, Mrs.
(Jean Schraeder)
Lychos, John
McNew, Melvin
Meneguzzo, Frank

Miller, James, Mrs.
(Frances Yeager)
Mines, Samuel C., Dr.
Pauley, Robert J.
Popple, Joseph, Mrs.
(Judith Gommer)
Rosenn, Max, Mrs.
(Tillie Rose)
Roth, Eugene
Rubin, Bernard
Smith, Margaret
Smith, Terry, Dr.
Stauffer, Nelson
MG- Tremayne, William
Trzcinski, Matilda
Tubbs, William, Mrs.
(Marion Payne)
Urbanski, Carl, Dr.
Weaver, George
Zachmann, John

CLASS OF '58 DONORS - - 29 out of 295

% of participation 9.8%

Birnbaum, Edward
MG- Coray, Anthony
Davenport, Harry B.
DeLuca, Roger, Mrs.
(Judy Menegus)
DiMarco, Walter K.
Elam, Mary, Mrs.
(Mary Campbell)
Falkowitz, Daniel
Giacomini, William

Ginader, George
Hayward, Royal
Hiscox, Harry, Mrs.
(Beverly Blakeslee)
James, William
Karmilowicz, Carl
Kazimi, Ahmad
King, John, Mrs.
Kotula, Edmund
Leibman, Joseph

Levey, Merle
Lyons, Edwin L., Mrs.
(Gloria Friedman)
Myers, Thomas
Pipan, Joseph
Savitski, Joseph
Sally, Robert

Standish, John
Thomas, Edmund
Tracy, Paul J.
Thomas, David
Woznaik, Richard
Yuscavage, John, Mrs.
(Shirley Lisman)

CLASS OF '59 DONORS - - 33 out of 340

% of participation 9.7%

Bedeski, Edward
Boitz, Ed
Buczynski, Robert
Butler, Charles
Casella, Pershing, Mrs.
(Mary Spinelli)
Conway, Joseph
Davenport, Samuel M.
Davis, Robert
Eidam, James L.
Griffith, Wayne
Guterman, Jerome, D.D.S.
Hill, Arline
Juns, Carl
King, Donald, Mrs.
(Elizabeth Schwartz)
Kuchinskis, Albert
Lally, Thomas J., Mrs.
(Joan Riskhowski)
Lally, Thomas J.

Lewis, Rodger J.
Llewellyn, Buelah, Mrs.
(Buelah Johnson)
Lovett, Steve J.
Majikas, Leonard
Mask, John
McCafferty, Edward
Mertens, Ronald, Mrs.
(Barbara Draser)
Morris, George
Morris, Margaret, Mrs.
Myers, Thomas, Mrs.
(Shirley Baroody)
Nocek, Chester
Richards, Ann
MG- Rogovin, Arthur
Ruggiero, Thomas
Sabel, Richard, Mrs.
(Mary Anchel)
Weinstein, Rose Mae

CLASS OF '60 DONORS - - 38 out of 320

% of participation 11.9%

Ambrose, Robert
Austin, Charles, Mrs.
(Lynne Boyle)
Bogdan, James
Capo, Vincent, Mrs.
(Marie Realmuto)
Charles, Earle V., Jr.
Dohl, Adeline, Mrs.
(Adeline Chopak)
Florio, Robert
Friebis, George, Mrs.
(Gayle Jacobson)
Gavazzi, John G., Mrs.
(Bernadine Zpatowski)
Gavazzi, John G.
Godfrey, Dorothy, Mrs.
(Dorothy Miller)
Hadsel, Martha
Hoesl, Nicholas, Mrs.
(Virginia Lyons)
Jones, Allyn
Krull, Patricia A.
Levandoski, Patricia
Levin, Paul
Llewellyn, Jack
Mack, Frank, Mrs.
(Doris Dzurica)

Mack, Frank
Markowitz, Richard, Mrs.
(Roberta Feinstein)
Mills, Melvin, Mrs.
(Mary Ziviebel)
Murdock, George
Phillips, Ronald, Mrs.
(Beverly Butler)
Phillips, Ronald
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Rushin, Andrew
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Warburton, Marilyn
Wileman, Richard, Mrs.
(Raye Thomas)
Wileman, Richard
Williams, Larry
Yurchak, Joanne

CLASS OF '61 DONORS - - 34 out of 273

% of participation 12.5%

Andreeko, Andrew, Mrs.
(Nancy Davies)
Armstrong, Michael

Basta, James, Mrs.
(Marie Honcharik)
Battle, Francis, Jr.

Boyle, Patricia
Bronson, Janice
Bugbee, Mary, Mrs.
(Mary Eisenhower)
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Chwalek, John, Mrs.
(Ottie Hill)
Clark, William, Mrs.
(Louise Hirschak)
Culverhouse, William J.
Dickerson, Robert
Faber, Eberhard, Mrs.
(Ellen Scurria)
Gavenas, Clem, Mrs.
(Judy Warnick)
Gavenas, Clem
Hale, William
Harris, William, Mrs.
(Charlotte Hughes)
James, Maurice, Mrs.
(Gale Hughes)
James, Maurice

CLASS OF '62 DONORS - - 32 out of 295

% of participation 10.8%

Andrusis, John J.
Armstrong, Michael, Mrs.
(Nancy Tinklebaugh)
Bolton, Kenneth, Mrs.
(Maryanne Lavelle)
Dimond, John
Eller, Donald
Evans, Robert L.
Feldman, Sandra
Gibbons, John, Mrs.
(Evelyn Hudyck)
Gintel, Barry D.
Hartman, Warren R.
Harrison, Joel
Hassay, Andrew
Hosage, John A., Dr.
Jones, Morgan R., Atty.
Koontz, Joseph
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(Judith Wasileski)
Lawrence, Jerome

Lewin, Richard
MG- Machung, Francis
Melberger, Clifford, Mrs.
(Ruth Boorum)
Menaker, Frank, Jr.
Peters, David S.
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Reis, Morgan
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Sotirhos, Michael, Mrs.
(Estelle Manos)
Smith, Vincent J.
Snyder, Leonard, Mrs.
(Marilyn Krackenfels)
Umla, Walter
Wilkinson, Robert, Mrs.
(Janet Simpson)
Winebrake, James, Mrs.
(Rachel Altavilla)

CLASS OF '63 DONORS - - 28 out of 292

% of participation 9.2%

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Lawson, Stuart
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(Rowena Simms)
MG- Mohn, Jerry
Pawlenok, Alex
Perlick, Felicia
Pero, Michael, Mrs.
(Eleanor Nielsen)

Rakshys, Joseph, Mrs.
(Elaine Wishart)
MG- Rakshys, Joseph, Dr.
Schwartz, Louise, Mrs.
(Louise Leonard)
Shemanski, Henry, Mrs.
(Christine Wentz)
Silverman, Gloria
Silverstein, Ronald, Mrs.
(Claire Handler)
Swift, Oliver, Mrs.
(Beverly Munson)
Trax, Dorothy
Turoski, Victor
Weinkle, Joseph
Wilk, Edward J.
Godlewski, Irene, Mrs.
(Irene Szulinski)

Keller, Jay P.
Klein, Joseph, Mrs.
(Shirley Brandwene)
Kolesar, George, Mrs.
(Nancy Carroll)
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(Margaret Churchill)
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(Arlene Galli)
Meyers, Carl
Neddoff, James
Pinkowski, Francis, Mrs.
(Mary Bender)
Raub, William
Schafer, Barbara, Mrs.
(Barbara Price)
Shales, Ruth
Shovlin, Patrick
Zwieberl, Lewis

CLASS OF '64 DONORS - - 28 out of 292

% of participation 9.6%

Barrett, Mary C
Blank, Carroll J.
Bond, Robert
Burns, Richard
Cobleigh, Arthur, Jr.
Coopey, Louis
Einhorn, Gary
Gratkowski, Cecile
Haughwout, John
Hess, Clinton
Jones, Mary
Koerner, Leonard
Landesman, Michael
Lyons, Daniel
Manganaro, Catal
Murdock, George, Mrs.
(Lorraine Rowland)

Pearlman, Malcolm
Peters, David S., Mrs.
(Joan Pitney)
Pohala, Ronald
Raschal, Jeffrey
Smith, Franklin
Stoffa, John, Mrs.
(Barbara Gallagher)
Wasilewski, Lee
Werner, Ronald
Winebrake, James
Yankosky, Leonard A.
Yencharis, Barbara, Mrs.
(Barbara Karcheski)
Zampetti, Louis, Jr.

CLASS OF '65 DONORS - - 35 out of 317

% of participation 11.0%

Antonini, Kenneth
Birbaum, Fayth
Closterman, David, Mrs.
(Doris Evans)
Closterman, David
Comstock, Edward
Czarnecki, Joseph R.
Davis, William
DeAngelis, Catherine A.
Elias, Michael
Eulich, Robert, Mrs.
(Barbara Kempel)
Eulich, Robert
Gatcha, Margaret
Giberson, Delmer F.
Hall, John
Handzo, Judith
Huey, Charles, Mrs.
(Jane Charlton)
Jenkins, James, Mrs.
(Leslie Tobias)
Jenkins, James

Karsnak, Stephen
King, Shirley, Mrs.
(Shirley Westberg)
Koerner, Leonard, Mrs.
(Suzanne Stica)
Kowalski, Natalie
MacLauchlin, Roger
Mainwaring, William
Minelli, Anita
Paradise, Steven
Podesta, Arthur
Raschal, Jeffrey, Mrs.
(Evelyn Jaffe)
Reid, James
MG- Rogers, George
Sapp, Theresa
Shotwell, Judith, Mrs.
(Judith Sisco)
Swartwood, Wayne
Travis-Bey, Eubank
Yurchision, Alice

CLASS OF '66 DONORS - - 43 out of 297

% of participation 14.5%

Arendt, Stephen
Bakish, Reina
Bencivengo, Mark
Berkey, R. Jackson, Mrs.
(Janice Collins)
Berkey, R. Jackson
Bucko, Richard
Cavallini, John
Cohen, Mark
Cousland, Ted, Mrs.
(Barbara Lewis)
Crane, Joseph
Davis, Henry
Dukoff, David
Ericson, Robert
Esler, David, Mrs.
(Vicki Tatz)
Gawchik, Patricia
Grant, Stephen P.
Greene, Robert
Gross, Mildred
Hershey, Enid
Huey, Charles
Hughes, Robert, Mrs.
(Joan Klos)
Jones, William

Kaylor, Enders
Knierim, Millicent
Koller, Erhard
Kotowski, Jeanette
Kraynanski, John, Mrs.
(Margaret Gee)
Martin, Jeanne
Moran, Karen
Mostello, Barbara, Mrs.
(Barbara Yannunzio)
Oram, Rhoda
Orlando, Christine
Pahls, Donald
Pasonick, Arlene, Mrs.
(Arlene Andreeko)
Petrillo, Florie Charles
Polnaszek, Carl
Reed, Nancy
Rishko, Edward
Rofe, Roger
Strojny, Norman
Van Dyck, Stephen
Wasilewski, Lee, Mrs.
(Joan Sipko)
Yonkin, Carolyn

CLASS OF '67 DONORS - - 24 out of 341

% of participation 7.0%

Ardan, Raymond
Bsdman, David
Bergstrasser, Ethelda, Mrs.
(Ethelda Moon)
Cheifetz, Philip
Cowan, David
Esler, David
Harkness, Susanne
Kirschenbaum, Joan
Kleynowski, John
Klynoot, Eugene
Lucarelli, Cheryl, Mrs.
(Cheryl Tarity)
Major, Larry

Mistichelli, Judith, Mrs.
(Judith Adams)
Morrison, Peter
Price, Daniel, Jr.
Raspen, Richard
Reis, Thomas, Mrs.
(Pamela Eustis)
Reis, Thomas
Sachs, Robert
Schmidt, William H.
Stchur, Peter, Jr.
Winans, Karen
Wint, William
Yanochak, Sharyn

(Continued from page 40)

'64 (Continued)
a son, Brian, on September 10, to Mr. and Mrs. Gerald Williams. They live at 6470 Oakwood Drive, Falls Church, Virginia.
a daughter, Megan Christine, on July 26, 1968 to Mr. and Mrs. David Moyle. They live at 1735 Tibbits Avenue, Troy, New York.

'65
a son, Robert Chester, on September 28, 1968, to Mr. and Mrs. Ronald Grohowski. Mrs. Grohowski is the former MARY FIELDS. They are living at Long Meadow Drive, Staatsburg, New York.

a daughter, Elizabeth Ann, on August 18, 1968, to Mr. and Mrs. Edward Groves. Mrs. Groves is the former RITA DOUGHERTY. They are living at R.F.D. 4, Baldwin Path, Huntington, New York.

'66
a daughter, Kimberly Ann, on September 9, 1968, to Mr. and Mrs. George Straka. Mrs. Straka is the former DOLORES BARONE. They reside at 475 West End Avenue, Apartment 07, North Plainfield, N. J.
a daughter, Faith, on June 7, 1968, to Mr. and Mrs. Robert Hughes. Mrs. Hughes is the former JOAN KLOS. They live at 1471-48th Avenue, San Francisco, California.

'67
a son, Darryl Edward, on April 16, 1968, to Mr. and Mrs. Edward Strucke. They live at 5020 Dierker Road, Apartment C-5, Columbus, Ohio.
a daughter, Lisa Marie, on June 14, 1968, to Mr. and Mrs. John Pilosi. They live at 158 Broad Street, Washington, New Jersey.

Wilkes Lambert Bowl Delegation

The Lambert Bowl was presented to John Reese, the Director of Athletics, at a luncheon sponsored by the Lambert Committee and the New York Touchdown Club on December 12, 1968. Wilkes College received much praise because of the turnout for the luncheon. There were over 100 persons in the Wilkes College delegation (pictured below leaving), the largest delegation present. The Hub, the First National Bank of Wilkes-Barre, Lazarus, and the Frank Martz Coach Company volunteered to send any football player that was able to attend the luncheon, in addition to the eighteen seniors who were scheduled to attend. Coach Rollie Schmidt gave special recognition to the seniors in the course of his remarks for their academic achievements as well as their diligence on the gridiron. Dr. Farley paid tribute to Rollie and the coaching staff in addition to the team.

The rest of the delegation was made up of parents of the football players, faculty, administrators, alumni, and friends. All alumni in the New York City area received notification of the luncheon.

Special recognition was given to five alumni who played football while at Wilkes — Ted Travis-Bey '65, Nick Heineman '51, Bob Hall '52, George Lewis '50, Al Molosh '52, and Paul Purta '67. The Lambert Bowl will be on display in the Gymnasium trophy case for one year. A bronze plaque will be a permanent possession commemorating this award.



Delaware Valley Alumni Reunion

A buffet was held on Saturday, October 12, 1968, for the Wilkes College alumni, faculty, and friends following the Delaware Valley football game. The event was held at the Jug-In-The-Wall of the Doylestown Inn. There were about forty in attendance. Douglas MacNeal '48, handled the arrangements.

Conyngham Fire

Fire caused extensive damage to Conyngham Hall in the early hours of Saturday, December 28, 1968. The fire of undetermined origin started on the first floor and went between the partitions to the third floor.

Conyngham Hall was presented to the College in 1937 and housed the art, engineering, and math departments. Conyngham Annex and other nearby buildings were not damaged during the fire. Conyngham Hall is a total loss to the College and will be razed in the near future.



THE WILKES COLLEGE CHAIR

- Wilkes College Seal is a Gold copy of the original design.
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- Made of northern birch and finished in black and gold trim.
- Distinctive and comfortable.

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ALUMNI ASSOCIATION



WILKES COLLEGE ALUMNI ASSOCIATION

Enclosed is for Wilkes College chair(s) checked below.

- ☐ 342-214 Arm Chair, Black Arms @ \$39.25
- ☐ 342-218 Arm Chair, Cherry Arms @ 40.00
- ☐ 341-214 Side Chair @ 24.50
- ☐ 183-214 Boston Rocker @ 32.25

Name

Address

Town Z/C

(Express is collect from Gardner, Mass.)

WHAT'S YOUR LINE ?

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

1. NAME

(LAST)
(FIRST)
(MIDDLE)

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

4. PLACE OF EMPLOYMENT Title
 Business Address
 Duties

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

6. LAST POSITION HELD: Title Employer
7. PERMANENT REFERENCE ADDRESS

(NAME)
(PHONE)

(STREET)
(CITY)
(STATE)
(ZIP CODE)