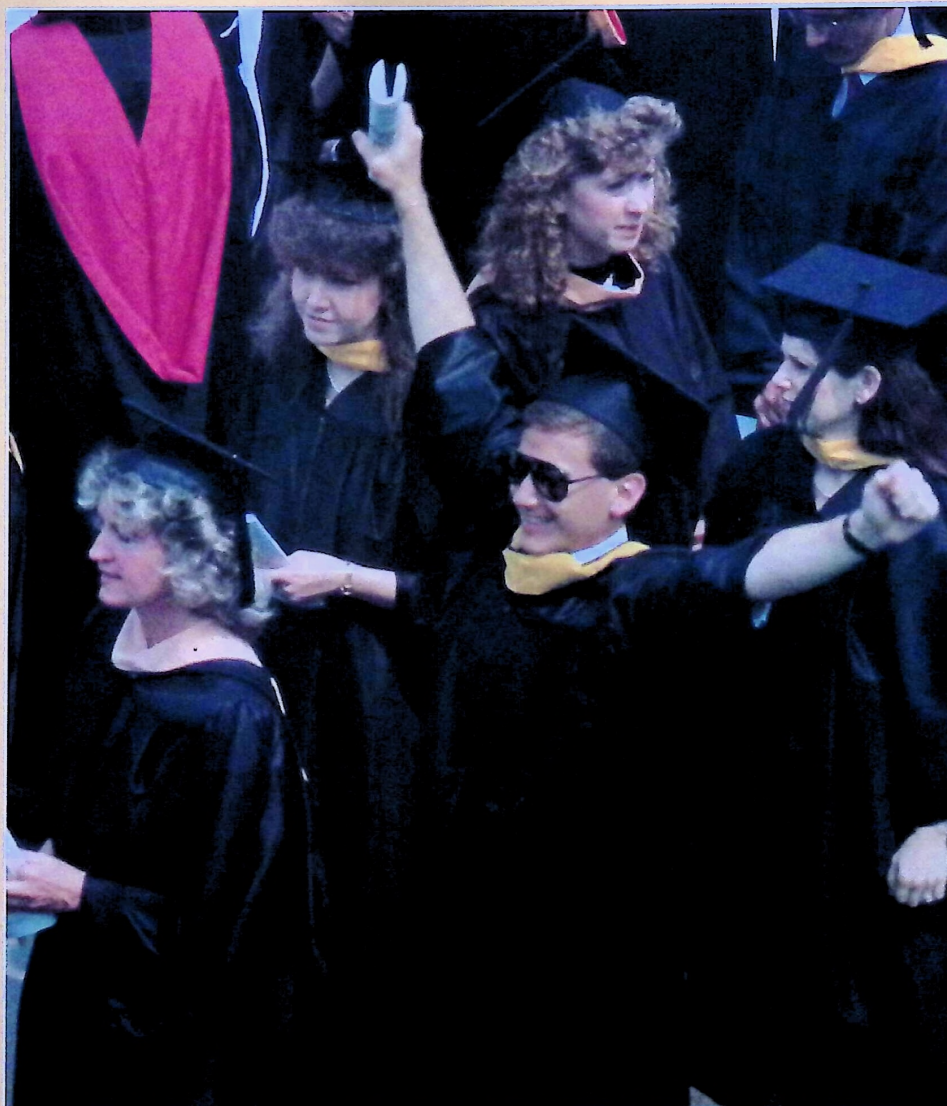


QUARTERLY

WILKES COLLEGE SUMMER 1988





Opposite

Helen Farr Sloan, artist, educator, writer and philanthropist is shown receiving, from Christopher N. Breiseth, the Honorary Doctor of Humane Letters degree conferred at Commencement.

Mrs. Sloan is the widow of John Sloan, an influential American realist painter and co-founder of "The Eight."

She is recognized for her outstanding work in "helping to preserve a significant chapter of American art history."

(see page 10)

QUARTERLY

WILKES COLLEGE SUMMER 1988

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FOCUS

Louise Berard an Outstanding Teacher

"Teaching is Dr. Berard's commitment, her life's goal. When you talk to her about it there is an enthusiasm that is contagious." This comment came from a student, Mary Jo Zukoski, class of 1988, and there are hundreds more who would give like statements in evaluating the impact that Louise Berard's teaching has had on their lives.

At commencement, Dr. Berard's commitment to her students and her profession was rewarded when she became the recipient for the 1988 Carpenter Outstanding Teacher Award. This award is presented each year to a member of the faculty who is nominated by his/her colleagues and selected by a peer committee in recognition of exceptional teaching ability. Dr. Berard received strong support from every segment of the academic community.

Dr. Richard Sours, Chairman of the Mathematics and Computer Science Department, said, "Teaching is Dr. Berard's real area of strength. Her dedication, hard work, and attention to detail are immediately evident. She has refused to compromise academic standards in her courses. Instead, she continually 'goes the extra mile' to find ways to help students overcome obstacles. It is especially tempting these days to water down our mathematics courses by de-emphasizing theory and proofs. Dr. Berard believes that students need to grasp the theory and learn to do proofs. Doing this requires time with students outside of class and demands very detailed preparation for lectures. She expects a lot from her students, but she gives them a lot of help in meeting those expectations."

Dr. Berard is a Conyngham native and resides in Hazleton. She joined the Wilkes faculty in September, 1980. She



Dr. Berard, right, is shown receiving congratulations from Dr. Breiseth.

graduated maxima cum laude in mathematics from King's College, Wilkes-Barre, in 1975 and then received a fellowship at Brown University, Providence, R.I. After receiving research and teaching assistantships, she earned the Ph.D. from Brown in 1980.

The positive influence Dr. Berard has had on students perhaps is best demonstrated in additional excerpts from Ms. Zukoski's statement. She writes,

"This fall I will begin a Ph.D. program in mathematics and I hope to teach. I had never really considered teaching as an option because I felt the rewards were just not enough. But, if I can 'turn on' students to mathematics, help them discover the beauty of this subject, make them feel about learning — and about themselves — the way Dr. Berard has made me feel, then I think that would be the greatest reward."

Alumni Honored for Achievement



Shown prior to commencement are, from left — president Christopher N. Breiseth, John Baron, Dean Choper, Dr. Hollis, Anthony J. Shipula.

Jesse H. Choper, '57, dean of the School of Law at the University of California at Berkeley, and Gregory Franklin Hollis, '74, senior research specialist, Monsanto Company, St. Louis, MO., were honored as distinguished alumni by Wilkes at commencement.

Dr. Choper received the Eugene S. Farley Memorial Award and Dr. Hollis the Distinguished Young Alumnus Award.

After graduating from Wilkes summa cum laude in 1957 Dr. Choper, a native of Wilkes-Barre, entered the University of Pennsylvania to pursue the LL.B degree and to teach in the prestigious Wharton School. He graduated magna cum laude from U. of P. in 1960 and was then among a select few law clerks chosen to serve with the late Chief Justice Earl Warren until 1961. Upon completion of

that, he joined the faculty as an associate professor at the University of Minnesota Law School. There he taught Constitutional Law and Corporation Law until 1965. He then accepted a professorship at U. of C. Law School at Berkeley where he was appointed Dean of the School in 1982.

The recipient of numerous awards, Dr. Choper is recognized as a leading author and lecturer in his field.

He is the past recipient of an honorary Doctor of Humane Letters from Wilkes, conferred in 1967 by Dr. Farley. Dr. Choper is an elected member of the American Academy of Arts and Sciences and the American Law Institute.

Dr. Hollis, a native of Union City, N.J., graduated from Wilkes summa cum laude in Biology in 1974 and earned his Ph.D. in Biochemistry from John Hopkins University in 1981. He did post-doctoral research at both the

National Institutes of Public Health and at Harvard University.

Dr. Hollis, whose special research interest is in Molecular Genetics and Immunology, has been published extensively and is the author of over forty articles and papers relative to his areas of research in both fields.

Between 1974 and until his appointment at Monsanto last year, Dr. Hollis has had experience and has done research at prestigious institutions including the National Institute of Child Health and Human Development, N.I.H., Bethesda, MD., and The National Cancer Institute, where he served as Senior Staff Scientist. He now holds a joint appointment and is a member of the faculty at Washington University.

Dr. Hollis is a member of the Editorial Board for "Molecular and Cellular Biology."

1st Annual Alumni Weekend ... A Huge Success

Editors Note:

There is no way to convey the spirit of fun, collegiality, and warm feelings that were part of the 1ST ANNUAL WILKES COLLEGE ALUMNI REUNION held on May 27, 28 and 29, just a week after Commencement. We hope the collage of photos on these pages will tell you how wonderful and successful it was.

On Friday with registration in a brightly colored tent on the student center lawn, the weekend of events got off to a great start. There were barbecues, tours, picnics, cocktail parties, and dinner. There were also information sharing sessions about programs, curriculum, and people.

The following text is taken from the welcome by President Breiseth to Alumni from the classes of '38, '43, '48, '53, '57, '58, '63, '68, '73, '78 and '83.

This first alumni weekend comes at an important stage in the development of Wilkes College. Last week we had a wonderful Commencement ceremony, held outside between rainstorms. While it was the 41st Commencement of Wilkes College, it was the 55th anniversary of the founding of the institution which began as Bucknell University Junior College. The previous week, at the Board of Trustees meeting, we reported a most successful year of recruitment of new students, which has required us to scramble for space both in terms of available beds for students and academic space for programs that continue to grow in response to regional needs and enrollment demand.

The trustees unanimously endorsed the application to the Commonwealth of Pennsylvania to change the name from Wilkes College to Wilkes University. While this process is only just beginning and we must not presume how the state will respond to our application, the consensus of each of the significant constituencies — alumni, faculty, students, and trustees in their unanimous vote — indicate an awareness of the increased ambition and

comprehensiveness of Wilkes and its programs.

While there has been a heightening of activity — and I would like to think a focusing of activity — in my first four years at the College, the developments you are hearing about reflect progress built on foundations that go back a very long way at Wilkes. We have been a strong liberal arts institution since the beginning of Bucknell University Junior College. We began our expansion to the graduate level in science in the late 1950's in response to the needs of this region for economic development. The partnership between RCA and Wilkes College goes back to that period and represents the kind of commitment to this region that Wilkes has made throughout its history. Indeed, in reflecting on Dr. Marts' accomplishment as the President of Bucknell in finding and hiring Dr. Eugene Farley to be the Director of BUJC, I had occasion to reflect upon how fundamental the commitment to this community and this region was in the very founding of Bucknell University Junior College.

The expansion of our degree programs in business, in health care, in engineering, in the teaching of teachers — both those preparing to teach and those already in the classroom working on their own professional development — represent commitments that are of long standing. The discussion over university status comes as a response to the richness and comprehensiveness of our curricular offerings.

The keynote for this emerging new era at Wilkes is to preserve the intimate contact between faculty and students of a small liberal arts college with the comprehensiveness of a university serving its region. This has been the balance at Wilkes almost since it began. It matches the balance between the liberal arts and the professional and pre-professional curricula which has become a particular hallmark of Wilkes in the last decade.

At last week's Commencement we also acknowledged the distinguished contributions to their professions of two of our alumni. The Eugene S. Farley

Distinguished Alumnus Award was given to Dean Jesse Choper, Dean of the Law School at the University of California at Berkeley. In his remarks, Dean Choper acknowledged the importance of knowing our alumni and their accomplishments throughout the nation, indeed the world. He also emphasized the importance of recognizing the contributions of Wilkes alumni who have stayed here and helped to rebuild this economy and culture.

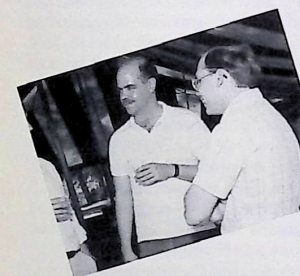
While no one would press the claim that Wilkes is the only institute of significance in this turnaround, if we took away the Wilkes alumni who serve this region in so many different ways, one could argue that you would not be witnessing the renaissance now underway in the Wyoming Valley and Northeastern Pennsylvania.

The young alumnus of the year was Dr. Gregory Hollis, '74, a distinguished biologist doing research into the immune system at the Monsanto Corporation in St. Louis, MO.

Dr. Hollis described his first academic experiences after leaving Wilkes College. They mirrored so perfectly the responses I have had from alumni all over this country that I want to share them with you. Greg recalled his first exam in biochemistry at Johns Hopkins University. The problem set in the exam covered material the course had not introduced but required an application of the methodology developed in the course. When comparing notes with the other students, individuals from prestigious colleges and universities, he found that they felt unprepared for the exam which he had found to be a snap. At that moment he realized that the lack of confidence he had in going from a modest institution like Wilkes College to a great research university like Johns Hopkins evaporated and he recognized that he had experienced a first-rate education at his alma mater.

If I were to define the broader job which is mine to do as the fourth president of this grand institution, it would be to articulate the virtues that this college has demonstrated to help assure

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FOCUS On Students

Wilkes Students Honored At Commencement

The diversity of Wilkes College students was exemplified at the College's 1988 Commencement when the six major student awards were presented. Among those receiving the awards for excellence were an international student, a mother, a trustee scholar, a ROTC member, and a leader in Wilkes Student Life.

These six major awards are presented each year at Commencement to members of the graduating class who have distinguished themselves through academic achievement and exceptional contributions to student life. These awards are:

The Mable Scott Wandell and Sterling Leroy Wandell Awards — presented to the man and woman graduate attaining the highest academic average for four years at Wilkes College.

The Humanities Award — established in 1958 by Annette Evans, a member of the Board of Trustees, and awarded to the man or woman in the graduating class who has demonstrated outstanding scholarship in the humanities.

The Social Sciences Award — the Hugo Mailey Memorial Award, given annually to that graduate in the social sciences who has best demonstrated overall abilities in scholarship, intellectual curiosity, and community service during his or her career at Wilkes College.

The Natural Sciences and Mathematics Award — given annually to the graduate who has attained the highest academic accomplishment in the pursuit of knowledge across the breadth of the division.

Alumni Award for Leadership — presented by the Wilkes College Alumni Association to the member of the graduating class considered by a special committee to have made the strongest

contribution to student life and the student activities program of the college.

Nada Vujica Memorial Award — established in 1972 in memory of Nada Vujica, and given annually to a deserving international student.

This year, the six awards were won by five students, who through their diverse contributions and achievements, exemplify the ideals of a Wilkes College education.

The major award winners for 1988 are: **Arijit Mitra, Elizabeth A. Mazzullo, Joan B. Meehan, Darcy J. Broody, and Susan B. Imboden.**

Arijit Mitra, an electrical engineering major from Calcutta, India, is one of two Wilkes students to be presented with two (2) awards, receiving both the Wandell and the Nada Vujica honors. Winner of the Carpenter Scholarship (full tuition) for the past three years at Wilkes, Mitra graduated magna cum laude. While at Wilkes, Mitra was President of the International Organization of Wilkes College, and an active member in the Engineering Club.

He recently completed an internship in engineering at Owens-Illinois in Pittston, and hopes to continue his education by pursuing a masters degree before beginning a career of research work on Very Large Scale Integration (VLSI) design, robotics or power systems. Although he was able to visit his home in India only once in the past four years, and does not expect to return there in the near future, he does hope to live in his homeland again someday.

"Wilkes has helped me make my dreams come true; they helped me achieve what I could not do otherwise. Wilkes was a fine choice; I knew instinctively it was a good place for me," said Mitra.

Elizabeth Mazzullo, recipient of the Wandell and Humanities Awards, is the second of the two students who graduated from Wilkes in May of '88 with a major award in both hands. A summa cum laude graduate, Mazzullo was an English major with a minor in history, and she wrote for several of the College's student publications.

For "The Beacon" (the College's student newspaper), she has filled the roles of photo, news, and copy editors, and a staff writer, and columnist. She has also been a staff member of the "Amnicola" (the College yearbook), and the "Manuscript" (the student literary magazine), as well as the Phi Alpha Theta (History Honor Society).

Mazzullo now plans to attend the University of Michigan in the fall on a Regents Fellowship, through which she will pursue a Ph.D. in English Literature.

"Wilkes has helped me in two ways. I've been able to get to know some of my professors well and work with them closely on papers and projects in my field. At the same time, I've had opportunities at Wilkes to develop personal interests through extracurricular activities like photography," she said.

Mazzullo is a past recipient of the Davies Award in English (a Trustee Scholarship), and a member of "Who's Who Among American High School Students." At her high school in Williamsport, she was Editor-in-Chief of the student newspaper, a National Merit Finalist, and recipient of several awards for articles she wrote for the student newspaper.

She is the daughter of Ben and Karen Mazzullo, Williamsport.

Susan Imboden received the Alumni Award for Leadership for the great amount of support she gave to Student



MAZZULLO



MITTRA



IMBODEN

Government and student life. A Nursing major from Easton, she has been a vice president and representative of both Student Government and the Interresidence Hall Council, as well as vice president of Human Services and a member of the Student Life Committee.

Among her honors are: the Nursing Student Organization (NSO) Leadership Award, "Who's Who Among American Colleges and Universities," and Sigma Theta Tau (the Zeta Psi chapter of the International Nursing Honor Society).

Winner of several scholarships and awards at Easton Area High School, Imboden now plans to return to that area and work as a graduate nurse at the Allentown Hospital.

"Wilkes has allowed me the opportunity to become an active member of the Wilkes Community and by doing so has helped me to achieve leadership qualities I could not have learned elsewhere. The personal closeness I have felt here will always be an integral part of me wherever I go," she said.

Joan Meehan, an accounting major from Shavertown, was the recipient of the Hugo Mailey Award. Meehan recently completed an internship with one of the largest accounting firms in the nation, Arthur Andersen Co., NY, NY. She began her pursuit of an accounting degree at Luzerne County Community College, where she earned an Associate in Service Business Administration with a grade point average of 3.97, and a Certificate of Specialization in Accounting with a 3.94 G.P.A.

Since enrolling at Wilkes in 1986, she has not missed being on the Dean's List, and has maintained a perfect 4.0 G.P.A. in Accounting, while participating in the College's Accounting and Business Club.

A past recipient of the Laventhol and



BROODY



MEEHAN

Horwath Scholarship and the Pennsylvania Institute of Certified Public Accountants Scholarship (PICPA). Meehan now plans to work in public accounting and to become a CPA.

She also has a good deal of experience in business outside the college atmosphere, having worked as an Independent Contractor at First Eastern Bank, Wilkes-Barre and a Controller/Office Manager at United Foundries, Inc., Wyoming.

In addition to her academic responsibilities, Meehan has a husband, James, and son, Jonathan, with whom she lives with in Shavertown. She is the daughter of John and Shirley Havir, Trucksville.

Darcy Broody, winner of the Natural Sciences and Mathematics Award, is a Biology major with a minor in English. She is a member of the Army Reserve Officer Training Corps, and the Army Reserves, and is president and secretary of Wilkes Biological Society.

She has won the Wilkes Biology Department Senior Scholarship Award, the Charles B. Reif Scholarship, Army Health Professions Scholarship, Daughters of the American Revolution Award, and the U.S.A. ROTC Association Award.

Broody was also one of the select few Wilkes students who received approval to conduct independent research in Biology. Under the direction of Dr. Kenneth Klemow, Professor of Biology, her project dealt with Botany, and its results have an excellent chance of being published nationally, according to Klemow.

Former X-ray technician in the army reserves, she plans to become a Doctor of Osteopathic Medicine at the University of Health Sciences, College of Osteopathic Medicine, Kansas City, MO.

"I have received an excellent education and much encouragement from my professors," she said.

Wilkes Confers Honorary Degrees At Commencement



Mrs. Sloan receives the degree from Pres. Breiseth (right) and Dr. George W. Waldner (left).

Wilkes College conferred two Honorary Doctor of Humane Letters degrees at Commencement.

Helen Farr Sloan, artist, writer, educator and philanthropist, was honored and a posthumous degree was conferred on Dr. Arnaud Marts, one of the founders and sustainers of Bucknell University Junior College.

Mrs. Sloan is the widow of John Sloan, who was an influential American realist painter, co-founder of "The Eight," and promoter of an independent forum for artists at the turn of the century.

She established the John Sloan Memorial Foundation through which she has funded a plethora of events, from exhibitions, books, catalogs, and advanced research, concerning American art of the early twentieth century. Mrs. Sloan has been responsible for the production of major monographs and retrospective exhibitions on such stellar figures in American art history as William Glackens, Robert Henri, John Sloan, and numerous secondary artists whose work she has documented. Her concern for historical accuracy has set straight many misconceptions of the era. At the Sordani Art Gallery, Wilkes College, she has assisted with *The Eight, Students of The Eight, 1933 Revisited*,

Carl Sprinchorn, and, more recently, *George Luks*.

In the Spring of 1987 Mrs. Sloan, acknowledging the need for a center of studies in American art history, opened the Sloan Archives at the Delaware Art Museum which is quickly becoming a significant center for primary research in 19th and 20th century American art. She has acquired the personal papers of many artists, collectors and critics by recognizing their importance and consolidating them in one important accessible research center.

The young scholars who were recipients of her financial support and encouragement are now influential museum directors, curators, collectors, and educators. Their cumulative impact on the academic world alone warrants the presentation of an honorary doctorate for Mrs. Sloan. More importantly, her role in shaping the success of Wilkes' Sordani Art Gallery makes this distinction both appropriate and significant.

Dr. Arnaud C. Marts was a past-president of Bucknell University who brought that institution out of the Depression and helped turn it into one of the country's leading smaller universities. With George Lundy, he founded and developed Marts & Lundy, Inc., one of



Joseph Savitz left, President Breiseth and Alfred Groh flank a portrait of Dr. Arnaud S. Marts.

the nation's foremost professional fund-raising firms, raising well over \$2 billion for thousands of colleges, schools, hospitals, churches and other institutions.

Through his dynamic leadership, he led in the founding of Wilkes College, the American Association of Fund-Raising Counsel, and a score of other agencies that now play vital roles in the nation's educational and philanthropic life. Called upon by his government, he created Pennsylvania's Civilian Defense Program during World War II, and organized and directed the 100,000-man Temporary Reservists Program for the U. S. Coast Guard Reserve, serving with the rank of Captain.

Dr. Marts was a central participant in many of the events that shaped the nation's destiny. But it was in his dual roles as a college president and as a founder of the modern profession of fund raising that he made his most far-reaching contributions. He perceived the need for sound financial development and planning for America's vast system of independent schools and colleges, hospitals, social service organizations, and other volunteer agencies upon whom millions of Americans rely for their well-being and development.

1st Annual Alumni Weekend

continued from page 6

adequate enrollments of future students, both at the undergraduate and graduate levels, and to secure the support of alumni for an institution, which they rediscover with pride, has been a significant source of their success as adults, as professionals, perhaps even as citizens and parents.

To release this pride and the commitment to support Wilkes is a joyous task, but is not a straightforward one.

The humility of people in this Valley about themselves and about this area following its own traumatic history has inhibited the kind of open and confident expression of pride that one sees more routinely elsewhere. On the other hand, there is a fierce devotion and loyalty to family, and to region even by people who have been gone from here for two or three decades.

My job along with my faculty and administrative colleagues, with the Alumni Association and our Board of Trustees, is to mobilize this devotion, to release the pride, to explain in effective and honest terms what is going on at Wilkes.

We need to justify that full measure of support upon which any college depends from its alumni. We must secure alumni contributions to the recruitment of students around the country, support for our graduates in terms of career opportunities, and the financial support upon which the capital investment in a continually improving Wilkes must ultimately depend.

This weekend of reunion marks the beginning of our national alumni campaign in support of the WILKES TOMORROW capital campaign. The campaign is chaired by Eugene Roth, Class of '57, and our honorary national chair is Joseph Pinola, Class of '49. Our capital objective is \$8 million in an overall campaign of \$18 million. We have already raised nearly \$5.3 million toward the \$8 million. The major project within that \$8 million is the Sports and Conference Center. We are currently seeking the next \$3 million to complete that project in order to pay off early the bonds we issued to do the bridge financing for construction.

For planning purposes, we see a million dollars coming from a single gift which we continue to pursue, another million coming from the solicitation of major projects which we have been

working on for the last two years, and a million dollars coming from the alumni nationally. That one million secured from our alumni nationally may seem modest. The nature of the task, however, requires recognition that through our history only 33% of our alumni have ever given even a single gift to the College and there has been no systematic national capital campaign prior to this time. Thus we can only go up in this effort to build the support of our alumni for Wilkes.

As that support begins to grow and as the alumni come back into closer touch with what's happening at Wilkes and become a part of it, we will see a subtle shift in the balance between the support from the local community — much of this is from non-alumni who are supporting an institution crucial to this region — and the support from the alumni body which expresses the importance of their alma mater, a type of support in the greatest tradition of American higher education.

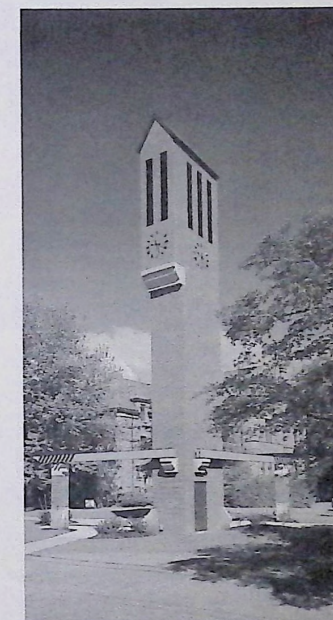
Symptomatic of this shift in the balancing of support from its several constituencies, the Wilkes Board of Trustees is increasing the membership of alumni on the Board. We have just added Dr. Dan Kopén of the Class of 1970 and Dr. Catherine DeAngelis Harris, Class of 1965. They are taking as their particular challenge the securing of support for Wilkes from nearly 500 physicians who went to Wilkes and who now represent successful practices all over the country.

Bruce Gover, '72, '77, has joined the Board as representative of the Alumni Association in a seat on the Board which has been filled by presidents of the Alumni Association since Joe Savitz performed that duty 30 years ago. The present Board includes 14 alumni out of a membership of 32. Thus the leadership role for the alumni has been growing at the Board level. It needs now to grow in other ways, through alumni chapters and other support activities across the land.

Your presence here as a sign of your affection for Wilkes, of your appreciation for fellow students with whom you shared this experience, of your gratitude for faculty who helped broaden your horizons and challenge you to become an educated man or woman all help the effort by which we, together, secure Wilkes for tomorrow.

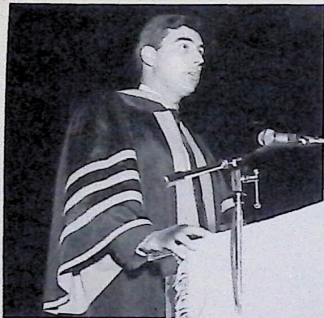
C. N. Breiseth

Dedication of Burns Tower & Carillon



Funds from the Class of 1970 and donations from alumni and friends made possible the construction of the Charles N. Burns Alumni Tower and Carillon, which was dedicated at the First Annual Alumni Weekend. The tower was named in recognition of Charles N. Burns, M.D., who was a member of the class of 1935 and was among the first of Wilkes' graduates to be accepted into medical school.

A plaque unveiling was included in the dedication, and in addition to honoring Burns also recognized John J. Chwalek, whose outstanding leadership in the fund-raising for the tower helped make it a reality.



Wilkes — The Last 55 Years & The Next Era of Progress

*Commencement Address by George W. Waldner
Vice President for Academic Affairs*

Mr. President, Honored Guests, Alumni, Members of the Class of 1988, Colleagues and Friends.

I was pleased to accept the assignment given to me by President Breiseth and the Executive Committee of the Board of Trustees to comment on the history of the college, as we prepare to celebrate the 55th anniversary of Wilkes' founding. I was asked to direct my remarks to the graduating class and also to the Wilkes community, so that we may all have a better understanding of the development of this institution and where it fits in the broader picture of American Higher Education. My purpose is that those of you who are soon to become Wilkes Alumni will know something more about your *Alma Mater*. My remarks will also serve as background information for the next portion of the commencement program in which we shall honor five individuals, including three of our alumni, who have rendered valuable service to Wilkes and have reflected credit on the college through the conduct of distinguished careers in Education, Science, and Cultural Affairs.

But now to my assignment, which is to characterize Wilkes College in terms of the structure and history of American Higher Education.

I would hasten to assure the members of the Class of 1988 that this is the last

lecture you will have to endure before receiving your diploma and it will be a relatively brief one — brief for a college professor, that is.

I should begin, perhaps by sketching for you four different models or types of colleges that constitute the richly diverse world of higher education in the United States.

The first model is that of the English college, particularly the kind of college which developed at Oxford and Cambridge in the 18th and 19th centuries. The distinctive features of such colleges are:

1. An emphasis on the basic academic skills:
Reading and analyzing complex texts,
Writing with precision and style,
Speaking persuasively.
2. A curriculum stressing a broad cultural education in the Liberal Arts and Sciences, as the best preparation for positions of leadership and responsibility.
3. Close, interactive relationships between students and faculty, in the classroom and in extra-curricular life.

At its best, this type of college produces graduates who display, in their skills and habits of mind, the ideal of a liberally educated person. That is, a person who is prepared to excel in a free society and to uphold its fundamental values.

John Henry Newman, a great educational philosopher, summarized liberal education in this way in an essay he wrote in 1851. Given the year, he did not use gender-neutral prose, so please forgive him . . . or her for that lapse of prescience and mentally supply the feminine equivalent, as I read the quote.

What is liberal education?

"It is the education which gives a man a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them . . .

It teaches him . . . to go right to the point, to detect what is sophistry and to discard what is irrelevant.

It prepares him to fill any post with credit, to master any subject with facility.

It shows him how to accommodate himself to others, how to influence them, and how to come to an understanding with them.

It is a blessing, a gift, a treasure, first



to its owner and then through him to the world."

This is the great tradition of Western higher education, which is the heart and soul of the English collegiate model and which has tended to define the ultimate intellectual horizons of many American Institutions of Higher Education.

The second great model or ideal type of institution is the German Research University, which developed in the 19th century on the European continent in a number of countries.

The Johns Hopkins University was one of the first institutions in the United States to emulate the research university model.

This model emphasizes:

Basic research to discover new knowledge, particularly in the natural sciences.
Professional education, particularly in medicine.
Research-focused graduate studies leading to the Ph.D. Degree.

The third influential model for institutions of higher education, unlike the preceding two, is of American origin.

This concept, embodied the Morrill Act passed by Congress in 1862, created a uniquely American institution, the Land-Grant University.

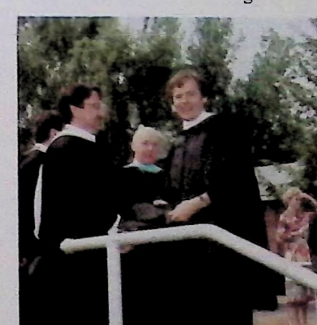
The large state universities of the midwest are notable examples of this type of institution; so is Cornell University here in the Middle Atlantic region. The essential characteristics of the land-grant model are:

1. An emphasis on applied research, which is then made available to the society through extension services and other outreach programs.
2. The systematic study and development of technical fields, such as Agriculture and Engineering.
3. A vision of the university as an integral component of the process of regional economic development.
Here the ideal is not the college as separate from society, a serene place where either character and intellectual skills (as in the English model) or basic research knowledge (as in the German model) are quietly cultivated. Rather, the Land-Grant University is fully enmeshed with society, not different or better than it. In the land-grant concept the University becomes a

democratic institution and brings into touch with the lives of people in their day-to-day occupations and even their leisure activities.

The fourth model takes the concept of democratization one step further and closer to the people. If the land-grant university views its focus as the state and technical support of agriculture and industry, the community or junior college focuses on the country or city in which it is located, defining its clientele as local individuals seeking to better themselves through training beyond high school. Moreover, the community or junior college is an institution which allows families to economize on college costs, since the student typically lives at home and, often, works on a part-time or full-time basis. The characteristic emphases of the community or junior college are:

1. Access to educational opportunities for all purposes, especially those whose economic circumstances do not permit them to attend college far from home or on a full-time basis.
2. Community development through professional and vocational training



3. Talent identification, in that the most able junior college students are encouraged to transfer to a four-year institution to complete a bachelor's degree and perhaps go on to graduate and professional study.

The vision of the junior college is service to those who have been forgotten by the higher education establishment. The focus is on helping members of the community to better themselves and identifying persons of great promise but humble circumstances to go on for further study.

These, then, are four models of different kinds of colleges and universities.

How can we best characterize Wilkes in terms of these models? Which one does Wilkes resemble most closely?

I would argue that a review of the events and developments in the 55-year history of this institution and Wilkes' current realities and goals require us to say that Wilkes represents a dynamic combination of all four models. The combination is dynamic in that, even today, Wilkes reflects important aspects of each of the four models, aspects which at times may have appeared to be in conflict or in contradiction to each other, but which are turning out to be mutually consistent and reinforcing. Indeed, the richness of Wilkes' history and eclectic combination of educational traditions represented in it are great sources of energy for the future progress of the institution. Let's take a minute to look at Wilkes in terms of the four models and in the sequence of Wilkes' institutional history.

Wilkes was founded in 1933 as a junior college. In the early 1930's, Dr. Frank G. Davis, chair of Bucknell's Education Department conducted a study of Pennsylvania's educational needs. One of his findings was that many of the 1200 high school graduates in Luzerne County each year lacked the funds to go away to college and had no local institution to serve their needs. Thus, Bucknell University Junior College was begun, on Dr. Davis' recommendation, to help the youth of this area, who did not have effective access to opportunities for post-secondary training of any kind. BUJC was to provide convenient Access for any who wished to attend college.

It was not long, however, until Bucknell University Junior College began to lose one of the essential characteristics of a community college — open door access — and to begin to exhibit purposes such as leadership development, rigorous education in the arts and sciences, and a

full program of extracurricular activities. As we know these are the defining elements of the English Liberal Arts model.

The key person in this transition was Dr. Eugene S. Farley, who became BUJC's Director in 1936 and, in consultation with Dr. Arnaud Marts, President of Bucknell University, decided that in the area of admissions:

"We would exclude those who showed little possibility of benefiting from strenuous intellectual exercise and large doses of academic work."

This decision, made in 1936, foreshadowed the appearance of Wilkes College in 1947, as an independent, four-year institution, emphasizing a broad education in the arts and sciences and a full program of campus activities.

However, change and development continued to transform Wilkes and lead it in new directions. In the later half of the 1960's when graduate programs in physics, engineering and other fields were developed to attract and support the area's industrial development, Wilkes began to take on some of the functions of a land-grant institution. The crucial decision, again, was made by Dr. Farley, when he promised the leaders of the Radio Corporation of America that Wilkes would extend its curriculum in engineering to the graduate level, if RCA would locate its planned new facility in the Wilkes-Barre area.

To a lesser extent Wilkes also has some of the characteristics of the German Research University, but less in terms of its programs and policies than in the quality and credentials of its faculty, the overwhelming majority of whom possess the Ph.D. or equivalent terminal degree in their fields and who completed their graduate training at some of the nation's leading research universities. The faculty, as a group, reflect the commitment to truth, scholarship, and inquiry that is at the heart of the ethos of the research university.

Wilkes today, and in the next decade, is poised to develop further as a composite of all four of the models, combining many of the most worthwhile and attractive features of the four models we have discussed.

In its support services for student learning and emphasis on careful academic advising, the tradition of its founding as a junior college lives on. In the core curriculum's breadth and rigor as well as in the full program of extracurricular activities the essential characteristics of the British Liberal Arts College survive. And with an increasing capability to offer graduate programs in business, education, engineering,

nursing, and health care as well as improved mechanisms for the conduct of extension activities to business, industry and education Wilkes makes an important and increasingly significant contribution to the economic and cultural renaissance of this region, which is happening before our eyes.

Wilkes' primary purpose is to produce graduates who have developed the essential skills of educated persons, who are well trained in their chosen fields and disciplines, and who are prepared for the next stage in their lives, whether that is a career position or graduate study. We expect our graduates to distinguish themselves in a variety of fields, here and in other parts of the country and the world.

Our secondary and complementary purpose is to offer programs and extension services which will facilitate the further progress of this region. Our deepest heritage is service to the Wilkes-Barre area and the Wyoming Valley. It is a heritage we shall not forget.

You, the members of the class of 1988, are about to become members of an even more special and distinguished group — the Alumni of Wilkes College. We of the faculty and staff wish you great success and happiness. You can be sure that your professors will follow your careers with great interest, and your successes will bring great joy. If you settle here, we shall hope to see you frequently. If your career and life take you far from here, we shall expect that you will keep in touch, but, wherever you go, you should know and feel deeply that Wilkes is your *Alma Mater* and that you will always be welcome here among friends.

In closing I'll be bold enough to give you some advice, not my own, but the thoughts of Dr. Farley:

Make your life meaningful by doing every day something which helps the community or uplifts another in need of your concern, for it is in extending yourself to others that you will find the person you are and discover that you admire the person you have found.

Good luck and thank you.

George W. Waldner

Editors Note:

On March 7, Dr. Ernest L. Boyer, President of the Carnegie Foundation for the Advancement of Teaching, spoke at Wilkes College, a guest of the Wyoming Valley Council of Presidents. Dr. Boyer, a former U.S. Commissioner of Education and an eminent scholar and author, is recognized as the foremost authority on education in the nation. We are pleased to share with you on the following pages, Dr. Boyer's lecture entitled "A Celebration of Teaching."

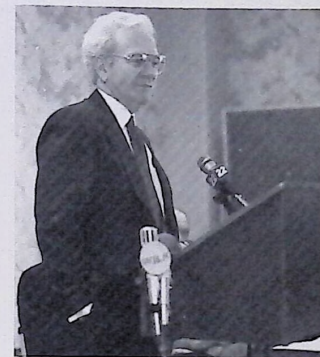
I am delighted to be here. This has been a remarkably satisfying day for my wife Kay and me. We have felt the vitality of this valley, the generosity of your relationships, and your dedication to the cause of excellence in education. It is that goal — and the centrality of teaching in its pursuit — that has brought us here this evening. In the end, we will achieve excellence in the nation's colleges and schools only to the extent that we give dignity and status to those who meet with children every day.

For more than 300 years, America has had a love affair with education. Our first college began when the little colony on Massachusetts Bay was only six years old. In 1647, the colony passed a law requiring every town and village of fifty or more souls — that is, white, male landowners — to hire, at public expense, a schoolmaster to teach all children to read and write. One hundred and thirty years before the American Revolution, this nation decreed that education was too important to be left to chance.

George Washington said that knowledge is the "surest basis of public happiness." John Jay declared that knowledge is the "soul of the republic." Thomas Jefferson drew up a plan for universal education. In 1787, the Congress of the United States passed a law to set aside land in the Northwest Territory for the benefit of education. And during the dark days of the Civil War, President Abraham Lincoln signed the Morrill Act, which planted colleges from Maine to California. We love education; we have from the first. It has been inextricably intertwined with the vision of a democratic people.

But there is a darker side to all of this. While Americans have had a love affair with education, we have been enormously ambivalent about teachers.

Dan Lortie of the University of Chicago captured our ambivalence when he wrote in his remarkably interesting book, *Schoolteacher: A Sociological Study*, that teaching in America is at once honored and disdained. It is praised, he



A Celebration of Teaching

by Ernest L. Boyer, Ph.D.

said, "as dedicated service" and lampooned as "easy work." "Real regard shown for those who taught has never matched professed regard," Lortie wrote.

Several years ago, when we were preparing our report on the American high school, I read a fascinating story about a late-nineteenth century Nebraska school that colorfully captured the ambivalence of our attitude toward teachers. The writer said the first teacher who worked at the little one-room school on the western prairie was "run out of town by a boy who used stones as weapons of assault." The second teacher, he said, met with the same agony. When the third teacher had soundly thrashed one boy and the father of another, the reign of terror ended. Parents sometimes need to be disciplined, too. Still, many students at that Nebraska school considered the teacher public enemy number one.

Today, we don't stone our teachers or run them out of town, but we do expect them to work miracles day in and day out. Teachers are expected to do what our homes, communities, and churches have not been able to accomplish. They are called on not only to teach the basics, but

to monitor the playground, police for drugs, reduce teen-age pregnancy, teach students how to drive, and eliminate graffiti. If teachers fall short anywhere along the line, we condemn them for not meeting our idealized expectations. The harsh truth is that teaching in this nation is still imperiled.

In just fifteen years, from 1969 to 1984, the number of parents who said they would like one of their children to go into teaching dropped from 75 percent to 48 percent. In 1981, more than one-third of the nation's public school teachers said they would not become a teacher if they had to do it over again; that's up from one-fifth in the mid-1970s.

The good news is that in the five years since a "Nation at Risk," the priority assigned education in this country has gone up. For the past two years, the number of college students who said they would like to become a teacher has notched upward. I consider that cause for great celebration. Indeed, that is why we are here tonight.

Still, during our research for *High School*, it became clear that the basic problem of teaching in America is not salaries or merit pay, but the working conditions of teachers. Too many students, too much paperwork, and too many mindless interruptions. And we concluded that the P.A. system is a symbol of all that is wrong with public education. During one school visit, the public address system interrupted one class three times without warning — once to let a student know that his lunch money had been delivered to the office! Throughout, the teacher was expected to maintain a state of dignity before beginning again with a sense of equanimity.

I am troubled that while we want better education, we aren't celebrating the essentialness of teaching or assigning the profession the status and dignity it deserves.

Several years ago, when I was U.S. Commissioner of Education, I called together twenty high school students from around the country. We spent the day talking about schools. Near the end of that revealing conversation, I asked the students to give a grade to their teachers. I asked, "When you average the grades out for your teachers from kindergarten to grade eleven, what do you get?" When all was said and done, we ended up with a solid "B." Pretty good, I thought, given the inclination of students to be somewhat critical.

I then asked another question: "How many of you have had a teacher who has changed you life?" Every hand went up. Finally, I asked, "How many of you have

ever thanked a teacher?" Not one hand was raised. Teachers are expected to work day after day to enlighten and inspire their students, yet they don't get one word of thanks. I told the students, "That's asking too much from any human being." I asked them to promise me one thing: "Before you graduate, take a teacher to lunch." They agreed they would.

There are poor teachers, to be sure, and the teaching profession must do a better job of regulating itself. We cannot defend incompetence in the classroom. Indeed, I think a poor teacher is more dangerous than a poor surgeon, because a surgeon can cut up only one person at a time. But the larger point I want to make is this: No profession can be made healthy by focusing only on what is bad. Since the early 1980s, the preoccupation of the reform movement has been to clear out the bad instead of affirm the good, and that is enough to make any profession psychotic. If you get out of bed in the morning, stare at yourself in the mirror, and say, "I'm going to the dogs," I guarantee you will be a basket case within a week. The only way to get out of bed and do what needs to be done is to believe in yourself. So it is with a profession.

I visit *The New York Times* occasionally to talk to the education and editorial writers. Not too long ago, I noticed a bulletin board in the lobby. On it were pictures of reporters and copies of stories being recognized by the publisher of the paper. Each time I go to the paper, the pictures have been changed. Not once have I seen the bulletin board say, "Dud of the Week."

You don't improve an institution by focusing only on what's wrong. The only way to move a profession forward is to affirm the good, establish standards of excellence, and remind the practitioners that there is a higher level to which they can aspire. If we want better teachers, we must not be preoccupied with the failures. Instead, we should affirm the successes that are occurring every day in classrooms from coast to coast. Frankly, I'm convinced that most school critics could not survive one week in the classrooms they so eloquently condemn.

We hear a lot of talk these days about education in Japan. I do not believe that we should import the Japanese system of education. The Japanese do have two conditions worth considering, however. First, there is a close connection between the family and the school; indeed, parents are assumed to be extensions of the school.

Our grandchildren have gone to school in Japan, and when our daughter took our

little granddaughter to school on the first day, she thought she would walk in and drop her off. Not at all. She discovered that the first day of school in Japan is a day of celebration. My daughter and her daughter were there all day. The Japanese mothers were dressed in their finest. They sat in the back of the room while the children participated in a ceremony up front. A big banner proclaimed "Welcome To School" and "You Will All Succeed." The parents and the children were engaged in a common cause with the teachers. The parents also would get notes each Friday from the teachers, reminding them of the work they had to do to continue their parenting as a teacher.

A second characteristic we might want to import is the status the Japanese give to the teacher. To be a "sensei" in Japan is to be a person of great honor. The teacher is regarded highly by students and parents. A teacher is seen as someone who provides continuity to the culture.

Several years ago, I couldn't sleep. Instead of counting sheep, I tried to count all the teachers I had ever had. I remembered about fifteen rather vividly. I must confess there were a few nightmares in the bunch, but, on balance, I was rather pleased. Since I was still awake, I tried to recall the teachers who had truly changed my life. I thought of three.

First, I thought of my first-grade teacher, Miss Rice. I remember walking with my mother on my first day of school in southwest Ohio and asking her whether I would learn to read that day. "No," she said, "you won't learn to read today. But you will before the year is out."

Well, mother didn't know Miss Rice. I walked into the room, and there she stood — half human, half divine. I sat there awestruck with twenty-eight other frightened, reverential children, and Miss Rice looked at us and said, "Good morning, class. Today we learn to read." Those were the first words I ever heard in school. And not one student said, "No, not today; let's string beads." If Miss Rice says you learn to read, you learn to read. We spent all day on four words — "I go to school."

I ran home after school, ten feet tall, and I announced proudly to my mother, "I learned to read." I showed her a piece of paper that said, "I go to school." I probably had memorized more than I had decoded. Miss Rice had taught me something absolutely fundamental — that language is the centerpiece of learning, and we must become empowered in the use of symbols.

I thought of Mr. Wittingler, a high school history teacher. One day he passed

my desk and asked me to stop by after class. I had sweaty palms. What awaits me now? I was not what you would call a model student. Later, Mr. Wittingler told me, "Ernest, you're doing very well in history. You keep this up, and you just might be a student."

That may sound like an academic putdown, but it was the highest accolade I had ever received. "You just might be a student," Mr. Wittingler had said. Not a cowboy, or a fireman, or a sandlot softball player. As a result, I started to redefine who I was and what I might become — all because a teacher, acting more on faith than evidence, gave me a new vision to which I could aspire. Great teachers live forever.

I thought of Dr. Joseph Smith, a literature professor who loved to read Shakespeare aloud in class. Dr. Smith relished every line; he brought each word to life, and he reread passages with joy, even though he had read *King Lear* and *Macbeth* a thousand times before. He taught me something about the power of the spoken word, as we take from print something that holds powerful, spiritual, and aesthetic meaning for us all.

I then asked myself what made these teachers truly great. Why did these three people stand out from all the rest? What are the characteristics of excellence in teaching? As I reflected on these teachers, three conditions came to mind:

- First, great teachers are knowledgeable and informed. That is, they have a message to convey; there is something there to teach. So, while we're thrashing about, let's agree that teaching involves something to be conveyed. We need substance.
- Second, great teachers can communicate at a level students understand. That is, they can take their knowledge and connect it with the reality of their students' lives. They not only know their subject, they know children.

During research for *High School*, I visited a junior high school in New Haven, Connecticut and walked into a sixth-grade classroom, unannounced. At first, I was appalled because thirty students had crammed up against the teacher's desk. I really thought the teacher was suffering some kind of physical abuse.

Then I observed that something truly remarkable was happening. The students were crowding the desk, not in anger, but in enthusiastic engagement with the teacher. They were reading Charles Dickens' *Oliver Twist* together and discussing whether *Oliver Twist* could

survive in New Haven. This teacher had brought the urban jungle of London to New Haven, and little Oliver was their hero. They knew the good and the bad guys, and they weren't sure that Oliver could make it in New Haven. Here was a brilliant teacher who not only knew nineteenth century literature, he knew twentieth century New Haven and children as well.

- Finally, and most importantly, great teachers shape lives because they are authentic and believable human beings. There is something about their relationships with others that students automatically understand. They not only know their subject and their students, they are able to reveal themselves as believable human beings as well. In addition to teaching subjects, these teachers teach themselves.

In the end, I believe that great teachers are viewed as good and trusted friends. I suspect that everyone in the audience can remember at least one great teacher who has changed your life. If this were a Quaker meeting, I would suggest a moment of silence to recall the outstanding teachers that we have known. Bear in mind, many of the influences likely came in the early years.

About two years ago, I was in the airport in Kansas City and read an opinion-page article in the newspaper that poignantly reminded me of the influences of early education. It was written by Robert Faughum and was entitled, "All I Ever Really Needed to Know I Learned in Kindergarten." Faughum wrote:

Most of what I really needed to know about how to live, and what to do, and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate school mountain, but there is the sandbox at the nursery school. These are the things I learned: Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm cookies and cold milk are good for you. Live a balanced life. Learn some and think some and draw and paint and sing and dance and play and work every day some.

Take a nap every afternoon. When you go out into the world, watch for traffic, hold hands, and stick together. Be aware of wonder. Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the plastic cup — they all die. So do we. And then remember the book about Dick and Jane and the first word you learned, the biggest word of all: LOOK. Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and sane living. Think of what a better world it would be if all of us — the whole world — had cookies and milk about 3 o'clock every afternoon and then lay down with our blankets for a nap. Or if we had a basic policy in our nation and all other nations to always put things back where we found them and to clean up our own messes. And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together.

(Reprinted from the *Kansas City Times*, September 17, 1986.)

We have an arrangement in our society in which the higher up the ladder you go the more status we assign teaching. Why not reverse this pattern and affirm that the most profound influences and the most sustaining lessons are learned during the foundation years. Indeed, if this nation were to give as much status to first grade teachers as we do to full professors, we might well bring excellence to education in that one act alone.

I would like to say a word about my colleagues in higher education. We should be honest enough to confess that very often it is the climate on campus that discourages the brightest from entering teaching. During our study of the American college, we talked to students who said, "I would love to be a teacher, but my senior adviser said that is the worst choice I could make." Despite the inclement climate on campus, the higher education community has the audacity to criticize the schools.

I would like to see high school students recruited into the profession because some teacher said, "You're good enough to be a teacher." I would like to see summer seminars in which young people are brought to campus to celebrate good teaching. If we are truly serious about recruiting the coming generation into teaching, we should start with those students who are in today's high school classrooms; they are the teachers of tomorrow.

I also believe that colleges can offer symbols to indicate how important this nation feels about its teachers. I was complaining to President Tim Healy of Georgetown University a few years ago

that we don't give adequate attention to teaching, especially in higher education. Father Healy allowed me to rant and rave and then, in his very gentle, judicial manner, said, "Let me tell you about what we have done at Georgetown."

In looking over the records of freshmen, he discovered fifteen students from Bronx High School of Science, one of the best schools in New York City. He was so intrigued that he called the students into his office and asked them to tell him about their experiences at Bronx and why they had chosen Georgetown. He then turned to them and asked, "Could you name a teacher at Bronx High School who is truly outstanding?" After consulting with one another, the students agreed that one particular teacher had been truly unusual in their lives.

That evening, Father Healy called the teacher. "This is Father Healy of Georgetown. I would like you to come to our campus this spring because I have it on good authority that you have devoted your life to the education of the coming generation. I would like you to accept an honorary degree from Georgetown."

The teacher was speechless, but, come the spring, the man participated in commencement exercises. When it came time to award the last honorary degree, Father Healy said, "The last honoree is a high school teacher who has given seventeen years to the education of the next generation."

Father Healy said he wasn't prepared for the wave of support from the audience. Students, he said, were reminded of the teachers they had had before coming to Georgetown. Parents were reminded of the importance of teaching in our culture, and faculty members were reminded that education did not begin with them. For one powerful moment, this teacher who had given his intelligence and soul to young people was celebrated. By awarding that honorary degree, Georgetown recognized that it could not exist as a great and distinguished university without teachers in the public schools.

To achieve excellence, this nation must affirm the essentialness of teaching. I would be very pleased if the next President of the United States would declare that a top priority for the nation must be to give status to our teachers — the unsung heroes of America.

To do so, would celebrate the singular importance of teachers to school improvement and school reform. In the end, the quality of American education can be no greater than the dignity we assign to teaching.



DR. DAN F. KOPEN



DR. CATHERINE
DeANGELIS



CONSTANCE K.
McCOLE



BRUCE E. GOVER



ROY POLLACK

FOCUS On Trustees

Five Elected to Board

Wilkes this year welcomed five new members to the Board of Trustees.

Elected were: Constance K. McCole, Bruce E. Gover, Roy Pollack, Dr. Catherine DeAngelis, Dr. Dan F. Kopen, and David L. Tressler.

Dr. DeAngelis, '65, serves on the faculty of Johns Hopkins as the fourth woman in the institution's 100-year history to hold pediatric professorship.

In addition to her current position, DeAngelis serves as Director of Residence Training and Deputy Chairman, and as Director of General Pediatrics and Adolescent Medicine.

Dr. Kopen is the President of the Northeastern Surgical Specialty Group, Inc., and is on staff and/or committee member of five area hospitals.

Kopen, '70, holds certification from the American Board of Surgery. An instructor in Advanced Cardiac Life Support and an adjunct professor of Clinical Medicine at King's College, he is also certified in both Basic Life Support and Advanced Cardiac Life Support.

In 1986, he chaired the successful Wilkes College Alumni Phonathon, has been a member of the college's Campaign Council, and is currently a member of the Steering Committee for the WILKES TOMORROW Campaign.

Pollack, a graduate of Columbia University and the School of Engineering of Columbia University, is Director of the Silicon Valley Group, Inc., Triax Corporation, Lattice Semiconductor Group, and is a consultant with High Technology Electronics.

The registered professional engineer has a distinguished career record with RCA Corporation, beginning in 1950. He served RCA in various capacities,

including Executive Vice President and Director of the corporation; in that capacity he was responsible for all RCA electronic businesses, before retiring in 1987.

Gover, Vice President and Manager of the Trust Business Development Group of Northeastern Pennsylvania, earned both the B.S. degree in Finance and the M.B.A. from Wilkes. He is also an alumnus of the National Graduate Trust School at Northwestern University; the Pennsylvania Bankers Association Trust School at Bucknell University; and the Manufacturers Hanover Trust Company School in New York City.

Gover has served Wilkes as Vice Chairman of the College's Annual Campaign in 1987, and became Chairman of that successful campaign in 1988. In addition, he has been elected President of the Wilkes College Alumni Association for 1988-89.

McCole was very active in the Allentown community, where she lived for 30 years before coming to Wilkes-Barre in 1986. Among her associations in the Lehigh Valley are the Lehigh County United Way, Division Leader and Recipient of Outstanding Leadership Award for 1977; President of The Guild, Lehigh County Historical Society; and Vestry, St. John's Lutheran Church.

She is a former member of the Boards of the Moravian Academy; and the Executive Committee of the Muhlenberg College Board of Associates. Other board memberships have included the Community Concerts Association; Lehigh Valley Youth Symphony; and the Allentown Art Museum, SOTA.



BEVERLY B. HISCOX

Hiscox Named National Chairman of Regional Campaigns

Beverly B. Hiscox, '58, has been named National Chairman of the WILKES TOMORROW Regional Campaigns. She will be the chief volunteer through which City Chairpersons will report on their efforts to contact alumni in 25 various cities, including Boston, Chicago, Los Angeles, New York, Philadelphia, Washington and Baltimore.

Hiscox, who has been an active volunteer for Wilkes for many years, previously served as the President of the National Executive Committee of the College's Alumni Association.

"I can't think of a better person to head the National Regional Campaign than Bev Hiscox. As an alumna, devoted Wilkes volunteer, former Trustee, and the immediate past President of the Alumni Association, she is ready and eager to share the WILKES TOMORROW story with all alumni," said Thomas B. Hadzor, executive director of development.

Wilkes College Cites Two Board Members

Wilkes College cited Board members Joseph J. Savitz and Thomas H. Kiley, both former Chairmen of the Board, at a recent Board meeting for their combined 35 years of service to the college.

Savitz, an attorney with Rosenn, Jenkins and Greenwald, was honored for his 30 years on Wilkes Board. An eminent community leader, Savitz has served Wilkes in many capacities for the past three decades, including being elected the original president of the College Alumni Association. His involvement with Wilkes dates back more than 40 years, when he was among the College's first graduating class in 1948.

Kiley, retired, former President and Chairman of the Board of First Eastern Bank, N.A., has been a member of Wilkes Board for a quarter of a century. In addition to being Chairman, he has been a member and/or chairman of several committees including Building and Grounds; Campaign Planning; and Finance and Audit. In 1980, Kiley became Trustee Emeritus, but remains vigorously active, and rarely misses a Board meeting.

Raub Cited by President Reagan

William F. Raub, an executive at the U.S. Department of Health and Human Services and an alumnus and trustee of Wilkes, was among 58 top Federal workers honored by President Ronald Reagan as a winner of the 1987 Presidential Rank Awards. The awards, presented at a White House ceremony, recognize excellence in the Federal government's managers for extended exceptional performance in government.

Raub, '61, is the Deputy Director of the National Institutes of Health (N.I.H.) in Bethesda, Md., and has extensive experience in public health administration. He has served for three years as deputy director of Extramural Research and Training at N.I.H., which is the nation's major health research agency. In 1986 he was named to his present position and is now responsible for both the Extramural and Intramural Offices of Research and Training at N.I.H.

In presenting the awards, President Reagan said, "These dedicated public servants fulfill a public trust and truly deserve our congratulations."

CHRONICLE

WILKES BEGINS NEW PRE-MED PROGRAM WITH PCOM



From left, Dr. Joseph Dieterle, Dr. Christopher N. Breiseth, President of Wilkes; Dr. Peter J. Tilley, President of PCOM; and Dr. Ralph Rozelle, Wilkes Dean of Health Sciences.

Wilkes now has a new pre-med program with the Philadelphia College of Osteopathic Medicine (PCOM). The program will enable qualified students to earn both a baccalaureate and a Doctor of Osteopathic Medicine in just seven years, and guarantees at least 15 qualified students annually admission to PCOM.

"We are enthusiastic about the opportunity this pre-med program provides for students. We are especially pleased that the affiliation is with PCOM, the largest osteopathic medical college in the nation," said Dr. Christopher N. Breiseth, President of Wilkes.

According to Wilkes Dean of Health Sciences, Ralph B. Rozelle, the career track requires students to complete (successfully) three years at Wilkes

before entering the selection process that will take them to PCOM for four years of study. Upon graduation from PCOM, the students will hold both the baccalaureate degree from Wilkes and the Doctor of Osteopathic Medicine degree from PCOM.

Dr. Peter J. Tilley, President of PCOM, said, "This joint program is a good fit. Using curriculum adjustments, we will be able to coordinate with Wilkes College to reduce the overall cost of medical education. In addition, we will be preparing a stream of general practice physicians, many of whom will return to practice in an area of the state that has been historically underserved."

(Look for Wilkes Pre-Med Story in Fall Quarterly)

Wilkes Drug and Alcohol Center Receives Grant

WILKES-BARRE — Wilkes Drug and Alcohol Center recently received a grant which will allow instruction of law enforcement officers and parents. Wilkes is already helping to educate high school teachers on how they can play major roles in the fight to eliminate drug problems in their respective schools.

The program, which is funded through a "Drug Free Schools and Communities Program Grant" from the United States Department of Education, is the only one of its kind in the state. This spring, the first two of eight cycles were completed. Approximately 30 teachers representing 12 public schools in Luzerne and Wyoming counties were in each cycle.

"The course was practical and informative. The insight I gained was

invaluable, it was fantastic!" said Al Dobrowski, psychology teacher at Wyoming Valley West. "They taught us to help with treatment, rather than just the punitive measures. We found out, it's a disease, and we hope to treat it and help the person go on."

The course for teachers is under the direction of the Division of Graduate Studies, and graduate credits will be awarded. However, the courses for law enforcement officers and parents, which will begin in September, will be under the Division of Continuing Education. Both are part of the college's "Center for Excellence," an educational resource center on campus.

Wilkes Breaks Ground for New Sports and Conference Center

A groundbreaking ceremony was held in preparation for the construction of the new Sports and Conference Center, which will replace the previous gym at the same location on South Franklin Street.

The basic structure of the \$4.9 million building is to be completed by September, and it should be ready for occupancy by December.

The existing gym was built in 1950 to serve a student body of 750. However, the facility became overwhelmed by the requirements of the current 3,000 full-time, part-time, graduate and undergraduate students.

To be included in the three-story, 75,000 square-foot SCC are additional classrooms and a full floor of offices, as well as conference rooms, a multi-purpose recreation room, and a training center.

The SCC is being funded through the WILKES TOMORROW Campaign, a multi-year effort with a goal of \$18 million by 1990.



At the groundbreaking portion of the ceremony (left to right) are: Peter Bohlin, Architect; John Homza, Sordoni Construction Services; Philip L. Wingert, Chairman of the College's Physical Education Department; David C. Hall, Chairman of the Board's Physical Facilities Committee; Lee Namey, Mayor of W.B.; President Christopher N. Breiseth; John Rosania '89, President of Student Government; Patricia S. Davies, Past Chairman of the Board of Trustees; and Stella Miner Moat, member of the Miner Family who gave the land on which the facility is being built. In the cab of the bulldozer is Frank Henry, Chairman of the Board of Trustees.

Wilkes Confers Masters Degree on 170



Of the 635 Wilkes degree recipients at the 41st Annual Commencement, 170 received their Masters Degrees from the Wilkes College Division of Graduate Studies, marking the largest class of Masters ever. These students successfully completed requirements for a Wilkes Master of Business Administration (MBA), Master of Health Services Administration (MHA), Master of Science in Education (MS/Ed.), or Master of Science in Elementary Education (MS/El.Educ.). Pictured are 21 of this year's Masters.

First row, from left: Dr. Mahmoud H. Fahmy, Dean of Wilkes Graduate Studies; Gilish Rejh, Wilkes-Barre, M.B.A.; Susan Hritzak, Forty Fort, M.B.A.; Linda Mary Ancin, Plymouth, M.S.; Dianne Tomechko Ruch, Shavertown, M.S.; Ann Markowski,

Exeter, M.B.A.; James W. Chang, Taiwan, M.B.A.; and Jacqueline Brand, Wilkes-Barre, M.H.A.

Second row, from left: Ralph F. Cook, Plymouth, M.S.; Biswajit Mazumdar, India, M.B.A.; Tom Gasper, Binghamton, N.Y., M.B.A.; Frederick A. Schloth, Jacksonville, Fla., M.B.A.; Deborah Ann Lulis, Mountaintop, M.B.A.; Pollyann Calello, Drifton, M.H.A.; Antonette Cisowski, Wilkes-Barre, M.H.A.; Linda D'Amato, Courtale, M.B.A.

Third row: Barbara Rosick Moran, Larksville, M.S.; Albert Timko, Harvey's Lake, M.S.; Frank Krimowski, Plains, M.B.A.; John C. Mazuka, Nanticoke, M.B.A.; George Clayton, Kingston, M.S.; John Denisco, Exeter, M.H.A.

Wilkes Campaign Raises \$121,000

Wilkes Community/Corporate/College Campaign announced, following an evaluation meeting, that over \$121,000 had been raised, which surpasses this year's goal and the amount raised by the time of the Final Report Luncheon by over \$11,000.

The 1988 Community/Corporate/College Campaign had a goal of \$110,000, ten percent higher than last year's. This part of the campaign is a phase of the Annual Fund which has an overall goal in 1988 of \$750,000. The Capital Campaign is a separate project with a five-year goal of \$18 million.

This is the first year that Wilkes has added the College Division to what was called the Community/Corporate Campaign, and it proved to be successful, with the college collecting over \$21,000.

According to Richard Hendershott, Director of the Annual Fund the successful dollar amount was reached in spite of the fact that 30 percent of the 1,200 pledge cards were still out at the time of the evaluation meeting, and work was being done to follow-up on those.

"We got tremendous input and suggestions about the campaign at the evaluation meeting. Overall, everyone thought the campaign went well," said Hendershott. "We've got great people who are willing to give time and effort to

make it work. It is they who are working most closely with local businesses and the community. Their comments are very important, and their constructive statements will not only make things even better next year, but will create a stronger organization in the years to come."

This year's Campaign Chairman was Trustee Bruce Gover, Vice President of Northeastern Bank, and the Vice Chairman was Dale Duncan, publisher of "The Time Leader."



Bruce Gover, Chairman of the 1988 Community/Corporate/College Campaign, speaks to volunteers at a Campaign Luncheon.

In Memoriam

Professor Catherine H. Bone, a former member of the Wilkes College Chemistry faculty (1946-1965) died May 1988 at the age of 95. She will be missed by the Wilkes College Community.

Professor Bone enjoyed a very fruitful and rewarding life as an excellent teacher and professor. A graduate of Bloomsburg State Normal School in 1914, she subsequently received her B.S. and M.S. degrees in chemistry from Pennsylvania State College during a period when very few women worked toward advanced degrees in science.

At Wilkes College she taught the introductory courses in chemistry until her retirement in 1965. Anyone who was fortunate enough to attend her lecture and laboratory classes at Wilkes will testify not only to her effectiveness as a professor but also to her sympathetic understanding of students' problems.

At Commencement in 1976, the Wilkes College Board of Trustees designated her Professor Emerita of Chemistry.

Professor Bone devoted her entire adult public life to teaching and was an ardent conversationalist. Her colleagues had occasion to visit her periodically following her retirement and observed that her keen mind remained until the end.

Chapline Honored With Alumni Concert

More than 100 Wilkes music alumni and students from 11 states across the country returned to the college recently for a concert to honor Richard Chapline, who retired after 30 years of teaching at the college.

"From the farthest corner of the country, wild horses couldn't keep me away," said alumna Carolyn Kresge Erman, who now resides in El Centro, California, eight miles north of the border of Mexico.

Since coming to Wilkes in 1959, Chapline has been both a musical director and conductor for musical theatre and opera productions for more than 25 performances at Wilkes. At the colleges commencement exercises last year, he was named professor emeritus, and in that same year, at Philadelphia's Music Academy, Chapline was one of ten Pennsylvania music editors to receive the 1987 Citation of Excellence Award presented by the Pennsylvania Music Editors Association.

"Normally, I'm not one who is at a loss for words, but I'm still speechless. From beginning to end, it was wonderful. I couldn't look into the people's faces when I was conducting because I might have broken down. I've never seen anything like it," Chapline said after the concert.

Although he is retiring, Chapline said he will remain active in Wilkes' Music Department.



RICHARD CHAPLINE

Included in the program were remarks by Jim Ruck, former student of Chapline's and coordinator of the concert, and a poem in tribute to Chapline and commemorating the occasion by Alfred S. Groh. Special Assistant for Cultural Affairs. Chapline also received congratulatory letters from Governor Robert Casey and President Ronald Reagan.

Ruck said in his remarks at the concert, "The performance of Mr. Chapline's students clearly reflects the uncommon ability to communicate in public the high standards of artistic performances held by Mr. Chapline. . . . People from all walks of life have come together during the past 24 hours to share in the joy of music and to honor our teacher, Mr. Chapline."

ALUMNI NEWS

1950

LAWRENCE B. PELESH, Phoenix, AZ, retired from the Phoenix & Valley of the Sun YMCA after 37 years of service. He is currently serving as an Adjunct Professor in the College of Public Programs and Development Office at Arizona State University.

EVEN R. SORBER, Ed.D., Penn Yan, NY, has retired from Temple University where he was serving as Executive Director of Temple's Institute on Aging.

1951

WILLIAM H. ECKERT, JR., Lexington, KY, has retired from IBM.

1956

CHARLES B. NEELY retired from Pfizer Laboratories after 28 years of service as a Senior Medical Representative, so that he can assume the position of Borough Manager in Ridley Park, PA.

1958

WALTER DIMARCO has been appointed Realtor-Associate with Adams Cameron & Company in Daytona Beach, FL.

GERALD MINTURN, Owego, NY, is an engineer for IBM Corporation in Endicott, NY.

1959

PAUL EARL was recently presented the award for "Outstanding Contributions to New York State Mathematics Association of Two-Year Colleges."

This award is presented only when merited to the person who has best served the organization in helping it meet its goals of furthering mathematics education and for formulating recommendations on curriculum. Paul and his wife, **MERRI JONES EARL '58**, live in Castle Creek, NY.

1963

D. CRAIG HUDDY, Ph.D., Corvallis, OR, is an Assistant Professor of Health Promotion with the Department of Health at Oregon State University.

1964

DAVID PUERTA, Chesterfield, MO, is the Director of Marketing for Emerson Electric in St. Louis, MO.

1966

F. CHARLES PETRILLO has been elected President of the Board of Directors of the Wilkes-Barre YMCA. His most recent historical book, *Anthracy & Lackawanna: The North Branch Canal 1828-1901*, has been published by the Center on Canal History at the Hugh Moore Canal Museum in Easton, PA. He is the Executive Director of Legal Services of Northeastern Pennsylvania, Inc.

1968

ROBERT ZIEGLER, Franklin, MA, is the Director of the Data Products Division of Millipore Corporation, Waters Chromatography Division in Milford, MA.

1969

DANIEL M. MALLOY, Newton, NJ, has received his MBA from Rutgers University.

1971

John and **SHARON FORLENZA STEVENS**, Wilkes-Barre, PA, announce the birth of a daughter, Lindsay Marie on April 30, 1988. Lindsay joins her brother, Anthony.

JOHN R. SNYDER, Ph.D., has been named an associate dean of the Indiana University School of Medicine and director of the school's Division of Allied Health Sciences.

1972

ROM CHMIOLA, Jeffersonville, PA, has been named the top sales engineer for 1987 for Inter Innovations LeFebvre's Philadelphia region.

MICHAEL A. COLLINS, W. Palm Beach, FL, is a singer with the Boca Raton, FL, Symphonic Pops Orchestra, "Voices of the Pops." He also is founder and director of the North Palm Beach Children's Theater.

RONALD B. FRITTS is the new Pastor of the Fairview Presbyterian Church in Glen Moore, PA.

LINDA LANGONE Theer, Luzerne, PA, has been elected to serve as secretary on the Luzerne Borough Sewer Authority.

1973

MARIA BARBELLA Blackburn has opened her own consulting firm, Blackburn Consulting in Ithaca, NY.

NANCY ANNE BOOTH Jones, Aurora, IL, is an R & D Chemist/Writing Instruments for Sanford Corporation in Bellwood, IL.

TERRY BROMFIELD is the Owner of Custom Resume Service in Overland Park, KS.

DARRYL CECCOLI, Marietta, GA, is the Vice President of Cox Broadcasting Company in Atlanta, GA.

JOHN G. MARGO, Falls Church, VA, has been appointed Program Analyst with the Veterans' Administration in Washington, DC.

DR. ANN M. ORZEK is a Counseling Psychologist for the Counseling Center at Southwest Missouri State University in Springfield, MO.

JEFF and MAUREEN SHAY PRENDERGAST announce the birth of their fourth child, Todd Michael born March 6, 1988. Todd joins Ryan Patrick, 8, Ashley Maureen, 6½, and Sean Jeffrey, 4, at home. Jeff works for the Marketing Department of Aetna Life and Casualty in Charlotte, NC.

HOWARD L. TUNE is a Sales Manager for Emco Industrial Plastics in Paterson, NJ. Howard, his wife Peggy, and their son, Ryan make their home in Avenel, NJ.

1974

COLLEEN SKIFF CATERSON KRISS, Cazenovia, NY, is an Activity/Art Therapist for Crouse Irving Memorial Hospital in Syracuse, NY. Colleen and her husband, Erik announce the birth of a daughter, Emily Jocelyn on January 28, 1988. Emily joins Shaua at home.

JAMES MACNEAL is the new Manager of Cryogenic Applications and Equipment for AGA Gas, Inc. in Cleveland, OH. James, his wife, Barbara, and their family live in Burton, OH.

SHARON RODGERS NAPLES, co-owner of Freelance Associates, Inc., a Kingston-based advertising and graphic design studio, was recently accepted into "Who's Who in the East." The publication is a biographical guide to individuals in several regions of the United States. Sharon, her husband Gary, and their daughter, Sabrina reside in Wilkes-Barre, PA.

1975

DONALD W. NASH, MD, has recently opened a Sports Medicine Clinic as part of his medical practice in Chenango Bridge, NY.

1976

RICHARD and DIANE SHERMAN LACY, West Chester, PA, announce the birth of their first child, a son, Ryan Jay on May 17, 1988.

GARY J. PAICH, Stanhope, NJ, is working as an Investment Analyst for FMI Insurance Company in

Branchville, NJ. Gary and his wife, Debra announce the birth of a daughter, Kristina Leigh on March 11, 1988. Kristina joins Lauren Ashley at home.

1977

FRANCINE GREENBER COLTON has been appointed as a sales representative with Allied Office Supply in Hasbrouck Heights, NJ. Fran and her husband, Marc reside in Rockaway, NJ.

PANAYIOTIS and DEBORAH STEPHENS '78 KALARITIS have recently moved to Buffalo Grove, IL, where Panayiotis is working for Abbott Laboratories.

KAREN SZYCHOWSKI ROGOWICZ was recently appointed the Region I Representative to the NBC TV Affiliate Promotion Committee, and represents 20 NBC affiliated television stations in the northeast region of the country. Karen is the Promotion Director at WBRE-TV, Wilkes-Barre, PA.

1978

JOHN W. ADONIZIO, MBA, recently joined the board of directors of Junior Achievement of Northeastern Pennsylvania, Inc. John is a senior vice president and chief financial officer at First Eastern Bank in Wilkes-Barre, PA. He and his wife, Ann Marie make their home in Pittsford, PA.

VALERIE BALESTER is an Assistant Professor of Rhetoric at Texas A&M University in College Station, TX. Valerie received her Ph.D. from the University of Texas at Austin, TX, where she resides.

KATHRYN BOZINSKI is Director of Broadcast Communications for Community College of Luzerne County in Nanticoke, PA.

MICHAEL P. CARBONE is an Associate School Psychologist for the Fulton County School System in Atlanta, GA. Michael, his wife, Cheryl and their children, Steven and Michael live in Smyrna, GA.

DEAN WILLIAM EVANS, Warrington, PA, is the Coordinator Nursing Resources/Management Systems at Temple University Hospital in Philadelphia, PA.

MICHAEL A. HELLER has a new position as Merchandise Consultant (Gemologist) for the Gordon Jewelry Corporation in Houston, TX, where he and his wife Barbara reside.

JOHN LACK, Rocky Point, NY, is a District Manager for NY Telephone Company. John received his MBA from Columbia University in May, 1988.

LAWRENCE J. LARIONI, Pismo Beach, CA, is a Computer Programmer/Analyst for RJC Energy Consultants in Vista, CA.

JOHN O. LYCHOS, JR., is the Region Controller for Waste Management — TruGreen in West Chicago, John and his wife, Kimberly reside in St. Charles, IL.

NANCY MAMMARELLA NAGY has received her Reading Specialist Certification from Temple University. Nancy and her husband, Art live in Brunswick, NJ.

DONNA MARIE PAPE, Cockeysville, MD, is a Nurse Practitioner for the VA Hospital in Baltimore, MD.

JOHN W. SCHUBACK, Landsdale, PA, is Hazard Mitigation Coordinator for F.E.M.A. in Philadelphia, PA.

ANTHONY J. SHIPULA, II, has been appointed to the Board of Directors of the Northeastern Pennsylvania Chapter of the Cystic Fibrosis Foundation. Tony is Director of Alumni Relations at Wilkes College.

1979

LINDA FODOR is a neonatal nurse at Albert Einstein North in Philadelphia, PA. Her husband, **JOSEPH PANNICK '80** is a Doctor of Veterinary Medicine at the Citywide Animal Clinic in Dickson City, PA. Joe and Linda reside in Dunmore.

LYNN WERKHEISER MUEHLER is working as a Math Instructor with the Keystone Job Corps in Drums, PA. Lynn, her husband, Robert and their son, Gary live in Edwarsville, PA.

1980

SUSAN R. FREDA and Ronald R. Woodcock, Westborough, MA, were married on May 7, 1988. Susan is a Supervisor of Finance for the Raytheon Company in Marlboro, MA.

DAVID KORBA, Glen Allen, VA, has a new position as General Manager for Rehabilitation Management Corporation in Richmond, VA. David received his MBA from Penn State University in May, 1987.

PATRICK A. DELORENZO, JR., Reading, PA, received his MS in Human Organization Science from Villanova University in May, 1988. Patrick is a Claims Investigative Agent for the Department of Public Welfare.

George and **DIANE BRODBECK LOWE**, Portland, OR, announce the birth of a third son, William Andrew on January 1, 1988.

HOLLY DERR LUNN is the Catering Manager for the Marriott Hotel in Charlotte, NC. Holly and her husband, Richard reside in Charlotte.

PATRICIA LUPI STOUTD has a new position as Creative Consultant & Writer for WSEB Radio in Englewood, FL, where Patricia, her husband, William and their two sons, Nathan and Timothy reside.

SUSAN ISAACS and Dr. Amir Shapiro, Gladwyne, PA, were married in May, 1988. Susan is the Assistant Director/Counseling Coordinator at the Hahnemann University School of Health Sciences and Humanities and is a Doctoral Student in Psychoeducational Processes Program at Temple University.

WILLIAM TURCAN and DR. ELAINE CZACHOR '84 were married recently. The couple will reside in Groves, TX.

DR. SCOTT WIENER has opened a chiropractic office in Valencia, CA.

ANN MARIE CARDILLO was married recently to Richard Williams. Ann Marie is a teacher in the Wallenpaupack Area School District and is also taking graduate courses in educational computer science at Wilkes College.

1981

William and **LISA CHARNICHKO BOGAN** announce the birth of a daughter, Nicole Allyce on January 27, 1988. Nicole joins her sister, Alexa at home in Brick, NJ.

MARY ELLEN DISCAVAGE COCKERHAM was recently promoted to Associate Clinical Director of Adult Services at Nazareth Hospital, Philadelphia. She will also be completing a Master's Degree in Health Administration this summer.

Michael and **DAWN EVANS FALDONSKI**, Hampton, VA, announce the birth of a son, Joshua Michael on March 3, 1988.

William and **SUSAN MATLEY HRTITZAK, MBA '87**, of Forty Fort, PA, announce the birth of their first child, a daughter, Danielle on January 6, 1988. Susan is Assistant Director of Career Services at Wilkes College.

JAMES E. KOVAS, D.O. was married recently to Diana Sobota. James and Diana reside in Pottstown, PA.

SUSAN M. LIBERSKI, M.D., Hummelstown, PA, has recently completed her third year of Medical Residency at Lankenau Hospital. She is beginning a fellowship in gastroenterology at the Milton S. Hershey Medical Center in Hershey, PA.

ALEX MALARCHUK is a Healthcare Financial Consultant for Prewitt & Stirling Associates in Newburgh, NY, where he resides with his wife, Cheryl.

SHOSHANA TROY MELMAN, M.D. has a new position as Pediatric Clinic Director with Hahnemann University Hospital in Philadelphia, PA. Shoshana and her husband, Edward live in Cherry Hill, NJ.

DORENE WALKER SCHLOEDER is working as an RN-SICU, Trauma Center with Mercy Hospital in San Diego, CA. Dorene and her husband, Donald are expecting their first child in November, 1988.

1982

JUDITH SOLACK DOBLIX, MBA '87 has been promoted Controller at The First Bank of Greater Pittston. Judith and her husband, Edward live in Hanover Township.

JOSEPH ADAM GORKO, JR. has received his Doctor in Veterinary Medicine degree. Dr. Gorko works in Latin America in conjunction with the U.S. State Department.

DENIS HATCH and ELIZABETH PERICH '83, Swyersville, PA, were recently married. Eliza-

beth is employed at First Hospital Wyoming Valley, Denis is an electronics engineer in the Automated Systems Division, Tobyhanna Army Depot.

1983

ROY BRODY has been appointed Senior Programmer/Analyst with Stone/Elkay Industries in Wilkes-Barre, PA.

DAVID and JENNIFER OUGURKIS CAREY announce the birth of a son, John David on January 1, 1988. They also have a daughter, Lauren Grace, 2½. David is an Electronics Engineer at Tobyhanna Army Depot.

KAREN LICATA CROWLEY is employed as a Staff Nurse — NICU at Crouse Irving Memorial Hospital in Syracuse, NY. Karen and her husband, Joseph reside in Cazenovia, NY.

JOSEPH K. GAY, JR. received his MSEE from Syracuse University in May, 1988. Joseph and his wife, Diana live in Endwell, NY.

GERALD O'HARA and TRACY MCELROY '84 were recently married and reside in Charlottesville, VA.

SUZANNE ULITCHINEY JASTREM is employed as RN at Sacred Heart Hospital in Norristown, PA. Suzanne and her husband, Thomas '81 and their son, Thomas Joseph live in Phoenixville, PA.

MARK POPPLE and Kimberly Paige Ford, Bear Creek Township, were married recently. Mark is employed as a bidder/estimator with his family's firm, John L. Popple Trucking and Excavating.

ELLEN KRUPACK RAINERI has been appointed as a Consultant with Computer AID, Inc. in Scranton, PA. Ellen, her husband, Mark and their son, Mark Loren reside in Wilkes-Barre, PA.

ELLEN VAN RIPER, Cave Creek, AZ, is working as an Associate Attorney with the law firm of Renaud, Cook, Vidian, Geiger & Drury in Phoenix, AZ.

JUDY M. RYDZEWSKI, Blue Bell, PA, is a Programmer Analyst for IMS America Ltd. in Plymouth Meeting, PA.

AMY STAUFFER has been awarded the Doctor of Medicine Degree from The Medical College of Pennsylvania.

CYNTHIA WIRKMAN and PAUL SZCZEPANSKI were married recently and reside in Ringwood, NJ.

JILL P. WHITEHEAD has been appointed CNII — in Intensive Care Nursery at Thomas Jefferson University Hospital in Philadelphia, PA.

1984

FRANCES WILDE Atwell has completed a Master of Science Degree in Human Resources Administration from the University of Scranton and is now the Director of Nursing at the Mental Retardation Unit at Clarke Summit State Hospital for the Commonwealth of Pennsylvania.

THERESA KASSAY BELLO is employed part-time at Thomas Jefferson University Hospital in Philadelphia, PA. Theresa and her husband, **REED '84** reside in Mt. Holly, NJ.

JOHN R. HARRAN is the Owner/President of Economy Uniforms in Carle Place, NY. John and his wife, Robyn reside in Wantagh, NY.

ANDREA HINCKEN and THOMAS J. MOSCA '87 were married recently and will live in Washington, DC.

DRS. JOSEPH and KAREN EVASKITIS MENN, JR. St. Louis, MO, were awarded medical degrees from the University of Osteopathic Medicine in Des Moines, Iowa. Karen has begun her internship in medicine and Joe his residency in podiatry.

LEO T. MORGAN, III was married recently to Kimberly Kriskovich and they are living in Woodbridge, VA.

ALBERT L. SOLOMITO was awarded his doctor of medicine degree from the Medical College of Pennsylvania recently. Dr. Solomito will begin his residence in surgery at Allegheny General Hospital, Pittsburgh, PA in July.

CAROL ELGONITIS SOSNOWSKI was married to Alex Sosnowski, III recently and they will be residing in State College, PA.

DAVID A. TALENTI recently received a Doctor of Medicine degree from the Hahnemann University

School of Medicine, Philadelphia. Dr. Talenti will complete an internal medicine residency at Robert Packer Hospital, Sayre, PA.

PHYLLIS TOTARO has been appointed Speech-Language Pathologist: Augmentative Communication for the Kennedy Institute for Handicapped Children in Baltimore, MD.

JOHN D. WARTELLA recently received a Doctor of Medicine degree from the Hahnemann University School of Medicine, Philadelphia. Dr. Wartella will complete a general surgical residency at Robert Packer Hospital, Sayre, PA. While at Hahnemann, Dr. Wartella completed an externship at the National Institutes of Health, Bethesda, MD.

1985

VINCENT JOHN CAPPELLINI recently received a Juris Doctor Degree from Ohio Northern University.

KAREN BIRMINGHAM CERIANI has been appointed assistant vice president and manager of the Cedar Cliff Office of Commonwealth National Bank in Camp Hill. Karen and her husband, **GARY** reside in Franklin Township, PA.

JOHN CHIPEGO, Cranbury, NJ, was promoted recently to Investment Analyst for Home-Life.

SEAN CONNOLLY is a Reporter for *The Morning Call*, in Allentown, PA.

WINNIE LYNOTT FRACALLOSSI has been appointed Probation Officer for Montour County Probation in Danville, PA. Winnie and her husband, **WILLIAM** and their son, Sean reside in Riverside, PA.

DAVID P. GAYESKI has been appointed Public Relations/Advertising Manager for Thoro System Products in Miami, FL, where he and his wife, **MICHELLE MCKEOWN '85** reside.

JOE KUSHNER, Wyoming, PA, was recently promoted to Sales Manager of the Mercedes-Benz, Volvo, and Honda Division in the Ertley Dealership.

TAWNY RUSHOE, Muncy, PA, was recently graduated from The Williamsport Hospital and Medical Center Paramedic Training Institute, where she won the Director's Award for Class Valedictorian. Tawny is currently certified as a Paramedic II in Pennsylvania.

1986

JOANNE M. BUFALINO, Pittston, PA, is the Account Executive for WOLF-TV Channel 38 in Scranton, PA.

DAVID C. COBURN has been appointed chemist for Beecham Laboratories in Piscataway, NJ. David and his wife, Ronda reside in Bound Brook, NJ.

DIANE GATFIELD, Pt. Pleasant, NJ, has received her teaching certification for grades (N-8) from Georgian Court College, Lakewood, NJ.

SANDRA LONG, Wilkes-Barre, PA, is Admissions Counselor for College Misericordia in Dallas, PA.

MICHELLE PLUTA is working as an RN in ICU of the Hazleton General Hospital.

DAVID D. REYNOLDS recently received a Doctor of Medicine degree from the Hahnemann University School of Medicine, Philadelphia. Dr. Reynolds will complete an internal medicine residency at Lehigh Valley Hospital Center, Allentown, PA.

SUSAN SILFEE-RUACH recently graduated from Northeastern Ohio Universities College of Medicine in Rootstown, OH with a Doctor of Medicine Degree. Dr. Silfee-Rauch will be in residency in Internal Medicine at St. Thomas Medical Center, Akron, OH.

1987

LYNNE BEREGSZAZY, Wrentham, MA, is Junior Designer for the Flatley Company in Braintree, MA. The Flatley Company owns all the Sheraton Tara Hotels.

MICHAEL JAMES CALLAHAN is an Electronics Engineer with the Rome Air Development Center at Griffitts AFB, Rome, NY.

THOMAS J. CENTRELLA is a 2nd Lt. with the USAF at Eglin AFB, FL.

MICHAEL FAUCONE, Allentown, PA, recently received a sales position promotion with the Ernest & Julio Gallo Winery Co., and is also in charge of the Lehigh Valley Market.

JENNIFER KNICKMAN, Wilkes-Barre Township, recently earned her real estate license after successfully completing the necessary courses with Eastern Pennsylvania Real Estate School. Jennifer is employed as a Sales Associate with Century 21 Pool Realty.

CATHERINE A. MCCANN is now employed as a first grade teacher with the Clark County School district in Las Vegas, NV.

KAREN MCKINLEY, MHA '87 has been promoted to Executive Director for First Hospital Panamericano in Puerto Rico.

THOMAS J. MOSCA and **ANDREA HINCKEN '84** were married recently. The couple will be residing in Washington, DC, where Thomas is attending Columbus School of Law at Catholic University.

JOHN R. PATTERSON, JR., Kingston, PA, is the Assistant Manager for Long John Silvers in Scranton, PA.

Navy Seaman **JONATHAN B. PHILLIPS** has completed recruit training at Recruit Training Center, Orlando, FL. During Phillips' eight-week training cycle, he studied general military subjects designed to prepare him for further academic and on-the-job training in one of the Navy's 85 basic fields.

KRISTYN PORTER, Harrisburg, PA, is a Test Engineer for AMP Incorporated in Harrisburg, PA.

GEORGE RITZ recently received a Doctor of Medicine degree from the Hahnemann University School of Medicine, Philadelphia. Dr. Ritz will complete an orthopedic surgery residency at Kings County Hospital Center, Brooklyn. While at Hahnemann, Dr. Ritz was a member of the Alpha Omega Alpha medical student honor society.

JOSEPH F. VOYSTOCK, JR. recently received a Doctor of Medicine degree from the Hahnemann University School of Medicine, Philadelphia. Dr. Voystock will complete a general surgery, five-year categorical residency at Hahnemann University Hospital. While at Hahnemann, Dr. Voystock received honors in psychiatry and infectious disease.

RICHARD ZALEWSKI has been appointed Electrical Engineer for the Naval Air Propulsion Center in Trenton, NJ. Richard and his wife, **RHONDA KARBOSKI '83** reside in Blackwood, NJ.

1988

BRIAN J. DORSEY has been appointed Public Information Director of the Pennsylvania Optometric Association, Harrisburg, PA. The Pennsylvania Optometric Association is the voluntary, professional organization of more than 1,000 Doctors of Optometry in Pennsylvania, which provides its members with post-graduate education, membership benefits, public information materials, and conducts activities in the interest of the visual welfare of the public.

In Memoriam

Ignatius F. Lutkoski '35
Thomas R. Kline '37
Edward Dwyer '47
Joseph S. Goldberg '48
John J. Selinsky '48
William S. Davies '49
Melvin H. Evans '49
Henry E. Supinski '51
George W. Edwards '52
Thomas C. Phipps '52
Sprios H. Columbus '54
John A. McHugh '54
James Jones '56
Delmer Franklin Giberson '65
Rae D. Heiser '66
Mary Lynne Strevell Kruta '67
Jeffrey Graham '68
Robert Lear, Jr. '72
Thomas A. Evans '79
Catherine H. Bone,
Professor Emerita of Chemistry

Please Mark Your Calendars . . . Twice

1. October 7, 8, 9 — 41st Annual Homecoming.

Come "home" to meet old friends and share fond memories, cheer the Wilkes' Colonels on to victory and see the Fall foliage.

2. June 2, 3, 4, 1989 — The Second Annual Alumni Weekend.

The first AAW was so great, we're sure all who took part in the festivities will come back to this one. For those of you who weren't here, we know you won't want to miss it again. At the first AAW several people said they would like to serve on a committee or as class representative. For those interested in helping with the event, contact Tony Shipula at: 717-824-4651, ext. 4134.

Wilkes College Quarterly
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