

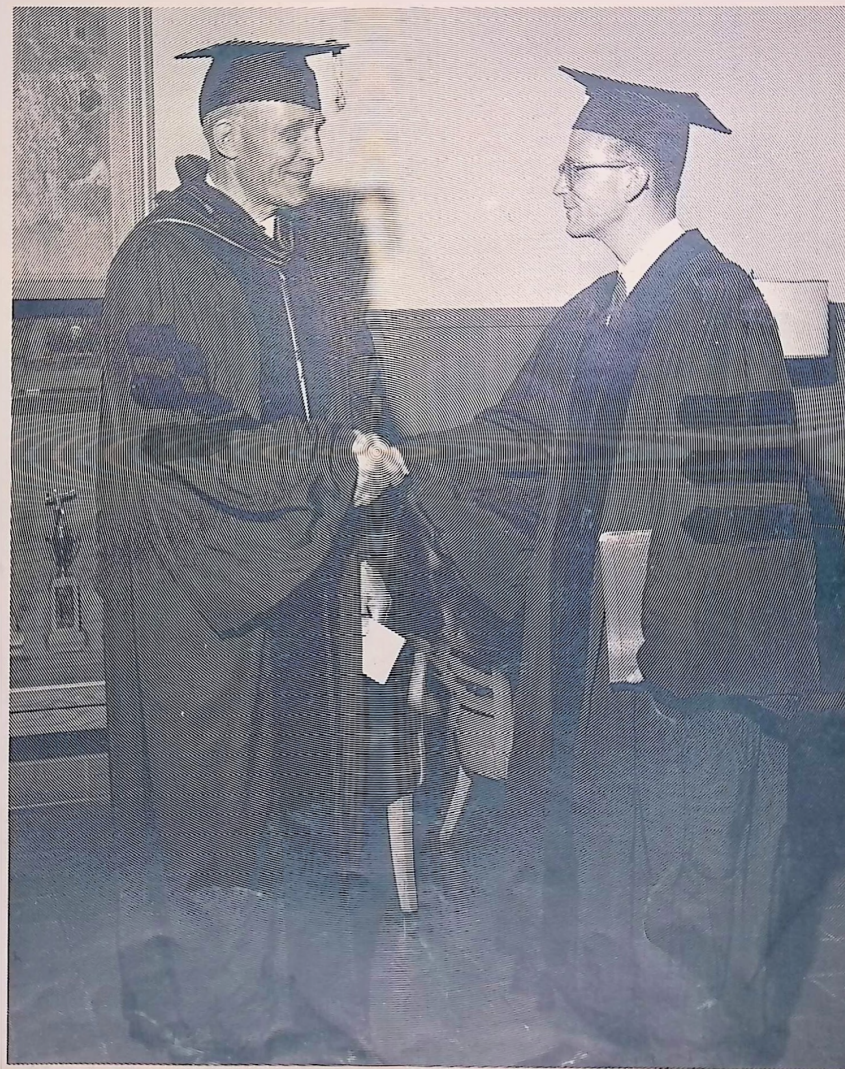


WILKES
COLLEGE
Alumnus

SUMMER

Volume IV • No. 17

JULY, 1967



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ON THE COVER . . .

ATTORNEY JESSE CHOPER, '57, PROFESSOR OF LAW, UNIVERSITY OF CALIFORNIA, IS SHOWN WITH DR. EUGENE FARLEY PRIOR TO THE COMMENCEMENT PROCESSION. ATTORNEY CHOPER IS THE FIRST WILKES ALUMNUS TO RECEIVE AN HONORARY DEGREE FROM THE COLLEGE.



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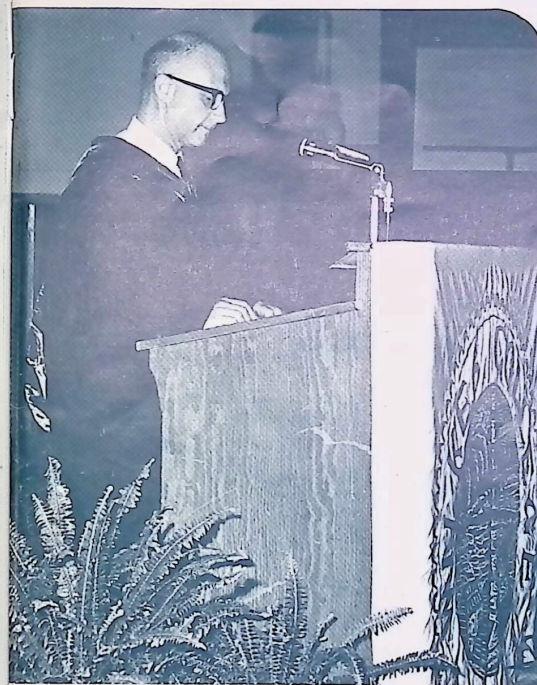
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Wilkes College ALUMNUS is published quarterly for the Wilkes College Alumni Association by the Wilkes College Alumni Office, 184 South River Street, Wilkes-Barre, Pennsylvania, 18703. Second class mailing privileges have been authorized at Wilkes-Barre, Pennsylvania.

Subscription — \$2.00



BACCALAUREATE ADDRESS

From Generation To Generation

Charles Braddock Reif, Ph.D.

Chairman Biology Department
Wilkes College

Dr. Farley, colleagues, the restless ones of 1967, and friends of Wilkes College. Tomorrow we gather to honor the graduates in the Class of 1967. This afternoon, I believe, it is fitting that we honor the parents of those candidates who will be presented for graduation tomorrow. Therefore, I am indeed pleased to address both parents and offspring.

On a Sunday afternoon, nearly four years ago, Dr. Farley spoke to a gathering of entering freshmen and their parents. Many of you who are here today were at that meeting. You may recall Dr. Farley's warning that in their undertaking a course of study at Wilkes College your sons and daughters were facing an important crisis in their lives. That crisis was the change from the scholastic level of experience to the collegiate level. Dr. Farley appealed to you parents to recognize that new demands would be made upon the incipient collegians. Whether you realized it or not, you parents were being told to grant new freedoms to your offspring so that they could assume the new responsibilities which would be theirs as college freshmen. During the four years since Dr. Farley placed that charge upon both parents and children, all of you have had some education.

Today and tomorrow we gather to mark the completion by those students of their undergraduate days. Once again we find that those who are to graduate tomorrow face a crisis. This crisis of 1967 is much more marked than was that of 1963. At last the day has come for the fledglings to leave the nest. Now is the time for the graduates of 1967 to leave the homes which have sheltered them for so long. Now begins the long hard pull of adulthood. This is a real crisis, and in this crisis you parents have an important role. Whether you like it or not, you must let your children be adults in fact. Now is the time to let them face life as they find it. From this day on, the graduates of 1967 must sink or swim, for the apron string as well as the umbilical cord must be cut, once and for all.

The first great responsibility of parents is to prepare their children for independent adult lives. This obligation of parenthood should be completed by the time one's children graduate from college. Without their being granted independence, children may grow older but they may never grow up.

The second great responsibility of parents is to nurture their children in such a way that the parents and children may share **together**, the good, the beautiful, the constructive, as **adults**. Please note the three components of this second responsibility. One is sharing, two is meaningful and valuable activity, and three is sharing as grown-up people.

You probably realize by now that I am talking about that elusive human attribute called maturity. Human maturity has four facets. Each of us seeks maturity, consciously or unconsciously, at four levels. First, one seeks biological maturity which should enable us to continue the propagation of the species appropriately. Second, one seeks social maturity, for no one lives alone; we are gregarious creatures and we must live with one another. Third, one seeks financial maturity so that he can support himself and his family at a level which will enable all of us to lead free and independent lives. And, fourth, one seeks spiritual maturity so that he may know who he is and why he is here. Very few of us achieve

complete maturity in all four realms. Some are more successful than others. Some mature early, others mature late. Undoubtedly, life holds enough for each of us so that the achieving of complete maturity becomes a never-ending process. For those who make the effort, new opportunities for growth present themselves one after the other, like the fabled stairway to the stars.

When life was simpler and the human community was not as complex as it is today, a son learned most of what he had to know by working with his father. A daughter learned how to be a housewife and mother by doing the housework and by caring for the younger children in the family. The children were soon caught up in the requisites of keeping the family fed, clothed, and housed, and in general the children achieved the first three kinds of maturity by necessity. I am also inclined to believe that the large family with closely-knit relationships also contributed to a high degree of spiritual maturity. However, sadly enough, today the family is no longer as necessary as it once was and many of the activities of children take place outside of the home, and, for the most part, in artificial situations. For a child growing up today, finding natural reality is difficult if not impossible. Natural reality has been replaced by artificial reality. Now that the United States of America are the most overpopulated country on Earth, and we are all contributing to the pollution of the land, America the Natural is almost gone.

However, overpopulation is not my theme today even though overpopulation is a continuing background today of any human problem. The pivotal point of my theme concerns the demands made upon all of us in making sure that a majority of the people do achieve a sufficient degree of maturity.

Let me, as a biologist, mention one of the principal truths of life on planet Earth. That truth is the phenomenon of evolution. Our planet, as a satellite of the sun, physically evolved so that life on it was possible. All of the organisms on this planet came into being through *organic evolution*, including mankind. And mankind in turn is undergoing *social evolution*. Even today,

natural selection as a mechanism in social evolution is a continuing reality. If man does not soon evolve as a kind of creature who can live without making war and without polluting his environment in peaceful activities, man may very well become as extinct as the dodo. I think the secret is evolution, **not** revolution. While it is true that man's progress has been marked by revolutions of various kinds, the revolutions have seldom solved problems. The more quiet and unsung activities of brotherly love and conscious understanding have helped the evolution of better lives for more people. What has happened in the case of revolutions is that the evolutionary rate of the younger members of a population has exceeded the evolutionary rate of the older members of the same population. The result has been a failure in the communication between the younger people and the older people and something in the social fabric has ripped. Today we call this phenomenon a generation gap. In our present society, a generation gap is putting a serious strain on the family tie.

The generation gap of today is due in large part to having much of a child's education take place outside of the home. In addition to formal schooling, which is no longer even a neighborhood function, much of what a child learns comes from outside, and, even though television and periodicals may be viewed at home, too many of the ideas which these media present are not those which would be put forward by thoughtful and concerned parents. In too many cases the ideas which receive the greatest circulation are those of the extremists — in advertising, in clothing design, in art, in religion, in recreation. The result is that the younger generation is conversant with all of the latest in attitudes but has only a dim understanding of what the parent generation considers to be the good in life. This is the generation gap.

By now, you parents have recognized that my outlook is on the conservative side. If you do evaluate me as a conservative, I shall consider your doing so a compliment, provided you use the word conservative as I do. To conserve, truly, is to use properly,

and to use properly requires understanding and wisdom. In this framework, I consider that not only I but all of my colleagues in the faculty of Wilkes College are trying to be conservatives. I say this sincerely and I stress the point because I am sure that my colleagues have had the same general experience with the Class of 1967 as have I. In teaching, each of us on the faculty has hammered away at fundamentals, basic ideas, the great concepts of human knowledge on which our western civilization is based. Yet despite our emphasis on principles, what have the majority of the students learned, judging by their curricular and extracurricular activities? Alas, all too frequently, no more than details, trivia, the trimmings! This is part of the generation gap.

Now let me go back to my original points, first, that parents must prepare the offspring to go off on their own, and second, that parents must raise their children to a level on which parents and offspring can enjoy adult activities together. For a civilization to continue to accomplish what it must to make available for all of us, life, liberty, and the pursuit of happiness, the adult segment of the population must guide the younger generation to levels of maturity so that the exotic phenomena which we see expressed more and more by the youth of the country do not come to be taken as **the norm** by those who have **not** reached a sufficiently mature point of view to judge them safely.

Let me hasten to say I believe that the young people who are graduating from colleges in America this month are, from an academic point of view, perhaps the best educated group ever. However, they lack real experience. They have had little chance to test what they have been taught. They have had too much freedom and not enough responsibility. America the Artificial finds it more difficult to provide the opportunity of real experience. Life outside of the home is not conducive to the development of responsibility. This is part of social evolution and the deficiencies of the system are due largely to social pressures. However, the fact remains that the obligation to provide the challenges of experience and responsibility

lies with the adults, with parents and faculty.

May I now turn to a consideration generally of those adult activities to which I have made reference. Very simply, any adult activity should be directed toward the preservation of the environment, the total environment. By total environment I mean a place where anyone who sincerely tries can achieve maturity in the realms of biological needs, of financial needs, of social needs, and of spiritual needs. This means that each of us has to be active in three ways. First, each of us must try to excel in his professional life. Second, each of us must have recreation, and I prefer the connotation suggested if the word is pronounced recreation. I also refer to recreation which keeps one fit and at the same time does not infringe upon the environment of any other person. And third, each of us must take part in the life of his community so as to help make possible those things which add meaning to the life of human society. Let us not permit some men to devour the Earth while others only stand and watch.

Thus, my presentation this afternoon has two essential parts. The first part is, that now is the time to stop treating these graduates as children and to let them try their wings. The second part is, if the practice has not yet come about, that now is the time to extend them full membership in the adult world, to share with them the problems **and the fun** of living life for keeps.

May I close with a prayer for the graduates of the Class of 1967.

Our Father, in this gathering, this baccalaureate service, we praise thee, each in his own way. We give thanks for the gift of educated minds, and we are grateful that during the four years together here at Wilkes College we have been able to transcend some of our differences.

We ask that as these graduates leave Wilkes College they may truly have these marks of educated men.

Grant that they may always seek truth. Give them understanding based on truth and help them realize that having the whole truth is difficult if

not impossible. Give them thick skins to withstand the barbs of falsehood, but give them thin skins so they may be sensitive to the painfulness of truth.

Grant them vision. Let them see the Holy Grail, and let them have the humility and patience to attain their vision one step at a time. May their visions become reality and their memories a wealth of happiness.

Let them be aware of the diversity of ideas which are held by many different men who can still call themselves brothers. Grant them experiences in different geographical and cultural situations so that they may come to know that one man's meat is another man's poison. Free them from a narrow man-centered point of view. Let them discover that the mind of man is bounded **only** by the universe.

May they retain a faith in the power of ideals to shape their individual lives and the lives of their neighbors. Let them by the harsh reality of direct observation know that idealism in plotting a course may in the long run take one safely into the harbor more frequently than can crass materialistic opportunism.

May they exult in the joy of testing their intellectual vigor, their moral courage, and their physical endurance against the problems of life. May they progress through the trials and tribulations of daily human existence, becoming stronger and stronger as they take upon themselves greater and greater tasks. Let them taste defeat often enough so they may properly calibrate their values.

May their inner resources and their spiritual strengths more than suffice in times of crisis and overflow to enrich the lives of others. Let them scale the heights but occasionally make them walk in the shadows of the valley.

May they live by ethical standards to which they may hold fast in times of trial.

May they respect the religious convictions of all men. May their own religious convictions be such that they can respect other religions without compromising their own faith. May

they have an ecumenical outlook which will strengthen their own convictions and enlarge their vision. Give them time for introspection.

Help them to participate constructively in the social, economic, and political life of their communities. If these graduates of the Class of 1967 are truly among the top twenty percent of the people of this country, let them shoulder their responsibilities proportionately. Let them join with the signers of the Declaration of In-

dependence in the American Revolution of 1776, who pledged their lives, their fortunes, and their sacred honors, so that as graduates of Wilkes College they may significantly participate in the American Evolution of 1967.

May their communication improve, and improve, and improve, so that they may share ideas and achieve understanding. May their communication with each other grow day by day and year by year so that friendships begun here at Wilkes College can continue

through their lifetimes. Let them keep in touch regularly, with their families, with each other, and with Wilkes College so that all of us may share in the pride of their achievements. So much of what has been begun here at Wilkes College will bear fruit in the future and we can all share in what is to come if we but continue to communicate with each other.

Our Father, this is my prayer for those who are to graduate from Wilkes College as the Class of 1967. Amen.

Patrick Noel McGarty, class of 1966, died of leukemia on the fourth of November, 1966. It was suggested by members of his class that a collection of his poetry and prose be published. This has been done. Jack Hardie, class of 1965, with the assistance of Tom Charlton, class of 1967, handled selection and format and wrote the very fine introduction. The cover portrait was done by Mark Cohen, class of 1966; and Miss Charlotte Lord acted as faculty liaison. Copies of the booklet are available at the price of one dollar or any contribution you wish to make. All proceeds will go to the Pat McGarty Library Memorial Fund. Please send the form provided to Miss Millie Gittins, The Book Store, Wilkes College, Wilkes-Barre, Pennsylvania 18703. Copies will be mailed.

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The following introduction was made by Dr. Francis J. Micheline, Dean of Academic Affairs, who presented Jesse H. Choper, '57, Professor of Law, for the honorary degree of Doctor of Letters.

Mr. President,

It is a privilege and honor to present, on behalf of the Faculty, Administration, and Board of Trustees of Wilkes College, this candidate for the Honorary Doctorate of Humane Letters.

The College has established criteria for honorary degrees consistent with its primary mission . . . the development of a sound intellect and an awareness of the associated social responsibilities imposed by education in a free society. The honorary degrees awarded by the College are intended to call to the attention of Wilkes students, faculty, and friends, selected individuals of distinguished achievement.

Jesse Choper is an alumnus of Wilkes College, Class of 1957. He graduated summa cum laude with a B.S. in Commerce & Finance. In 1960, he graduated magna cum laude from the Law School of the University of Pennsylvania. At Pennsylvania, he served as Research Editor of the Law Review and was elected a member of the Order of the COIF. After graduation he was one of the select group chosen to serve as law clerk to Chief Justice Earl Warren of the United States Supreme Court. He then served four years as a member of the faculty of the University of Minnesota Law School, and since 1965 has served as a Professor of Law at the University of California Law School at Berkeley.

Professor Choper is the author of a number of Law review articles in the field of constitutional law. He is co-author of several classroom texts in the fields of corporation law and constitutional law. This text in constitutional law is presently used in over 60 law schools and in over 100 colleges and universities.

By his intellectual and professional achievement he has demonstrated the standards of accomplishment to which this graduating class may aspire.

President Farley, in recognition of his outstanding professional achievement, his dedication to scholarship, and his contributions to the literature of constitutional law, I am privileged to present to you, Professor Jesse Choper, and ask you to confer upon him the Honorary Degree of Doctor of Humane Letters.



Attorney Choper accepts his honorary degree from Dr. Eugene Farley. To the rear is Dr. Francis Micheline. Adjusting the hood is Dr. Ralph Rozelle.

Dean of Academic Affairs Presents Professor Choper



COMMENCEMENT ADDRESS

The United States Supreme Court and Its Critics

JESSE H. CHOPER, '57
Professor of Law
University of California
Berkeley, California

My original designation of the topic that I planned to discuss with you this evening was "The United States Supreme Court and Its Critics." But, in plotting out what I proposed to say, and in examining what a number of the Supreme Court's critics have said, it occurred to me that the more appropriate and accurate title for this talk should be: "The Warren Court and Its Intemperate Detractors." Or, perhaps: "The Supreme Court Since 1954 and Its Distorting Censurers."

Let me make clear at the outset that I have no quarrel with, for example, the Committee of the Conference of State Chief Justices, when it said, in 1958: "We do not believe that [respect for law] goes so far as to impose upon us an obligation of silence when we find ourselves unable to agree with pronouncements of the Supreme Court (even though we are bound by them), or when we see trends in decisions of that Court which we think will lead to unfortunate results." Nor do I disagree with the statement of Senator Sam J. Ervin of North Carolina when he said that: "(Americans) have an inalienable right to think and speak their honest thoughts concerning all things under the sun, including the decisions of Supreme Court majorities."

But I am seriously critical of the great volume of uninformed, unthinking, irresponsible, unbridled, largely undocumented, and generally unsound carping and baiting that, placed under the heading of "criticism," has been addressed to the Supreme Court since 1954 under the stewardship of Chief Justice Earl Warren.

Not atypical, and probably the most current example of the type of insidious attack that has been made on the "Warren Supreme Court" appeared in an advertisement in *The Wall Street Journal* of one month ago. It is important to note that this is not the charge of some "crackpot" distributing hand-made leaflets on a street corner, but a full-page display in one of America's most respected and highly regarded newspapers.

The ad was purchased by an organization named "Constructive Action, Inc." of La Jolla, California. I would like to examine how "constructive" the information therein provided was.

Its theme seemed to be that six recent decisions of the Supreme Court, although not so intended, were providing material assistance to the goals of international communism — at least as these goals were stated in a six year old Senate Document entitled "Soviet Plans for the USA — Surrender or Die by 1975."

The ad briefly described each of the six Supreme Court decisions. The first were the well-known "Prayer and Bible Reading" cases of 1962 and 1963. In connection with them, the ad pointed out that "Lenin, author of Communist strategy, said: 'Our revolution will never succeed until the myth of God is removed from the mind of man.'" And the ad quoted the Senate Document as saying: "The Communists are honestly convinced that they are invincible" because, among other things, "of the anticipated demoralization of the free world."

The precise nexus between the Court's decision and the achievement of the communist goals is not made clear in the advertisement. It argues by implication and innuendo. But it seems to be echoing other charges made against the Court's interpretation of the constitutional protection of reli-

gious freedom. For example, Rep. Frank J. Becker of New York has said that the prayer decisions "will eventually forbid any reference to one's reliance upon God Almighty and one's belief in a Supreme Being." And Rep. James H. Quillen of Tennessee has said that the prayer decisions are "directing our Nation away from religion." "God and religion have all but been driven from the public schools."

Are these facts? Or are they inaccuracies, unintentional or otherwise? I say they are one of the latter. The Court's prayer decisions, barring devotional religious exercises in public schools, have in no way forbade reference to or belief in God. Not only do the decisions not drive God and religion from the public schools, but they specifically permit and seemingly encourage study of the Bible and of religion and of the high place both have occupied in the minds of citizens of the United States. I urge you to be aware and skeptical of this type of sweeping damning of the Supreme Court.

Second, the ad charges that the Court has held that "We Must Carry the Mail for Moscow"; that "The U.S. Supreme Court has given Communist political propaganda unrestricted access to our domestic mail system." On this point, the ad concludes, "Less than 5% (of the people) want (communist political propaganda) — why should the other 95% be forced to get it."

Again, the facts belie this rabble rousing accusation. The Supreme Court clearly did not hold, in the case referred to, *Lamont v. Postmaster General* (1965), that any person may "be forced to get" any propaganda. Rather, in that case, the Court, unanimously, invalidated a post office regulation that all foreign mail be screened; if the post office determined that such mail was "communist political propaganda," it notified the addressee that it would be destroyed unless he specially requested delivery within twenty days. The Court held only that a person could not be forced to make special request to receive his mail. The decision clearly permits any person to notify the post office that he does not want certain kinds of mail delivered.

Third, the "Constructive Action" advertisement asserts that: "After years of Congressional effort to prevent Communist subversion of the labor unions, the U.S. Supreme Court has denied Congress the power to prevent Communist party members from holding union office. Both labor and management have cause for concern over the effects of this decision, permitting subversives to influence the economic health of our nation by fomenting strife at the behest of an enemy of the United States."

Does the decision referred to, *United States v. Brown* (1965), really bar Congress from denying union office to any Communist member? Does it permit subversives to foment labor strife with impunity? Once again, examination of the case itself demonstrates the misleading quality of the advertisement's indictment. The Court held only that Communist Party membership alone could not be made a disqualification for union office or employment. The Court stated in no uncertain terms that Congress does have unquestioned power to bar from union office any person (Communist or non-Communist) who has committed a subversive act or who possesses characteristics that a court finds are likely to bring about political strikes. Again, I call your attention to the dangerously inaccurate criticism of the Court that this typifies and urge you to be aware of this "big lie" kind of attack.

Fourth, we are told in the *Wall Street Journal* ad that "we may have lost the ability to protect ourselves by means of registration statutes" because "Communists No Longer Need Register with the Government." This assertion, unlike others, is not wholly false but it beguilingly misleads us about the Supreme Court's action. The fact of the matter is that in 1961 the Court said that there was no constitutional prohibition against requiring the Communist Party of the United States to register the names and addresses of its members. But, in 1965, in the decision questioned in the advertisement, *Albertson v. Subversive Activities Control Board*, the Court held, without a single dissenting vote, that registration could not then be required because another federal statute made membership in the Communist Party a crime. Thus, to

force a Communist party member to register this fact would be to force him to admit evidence that could be turned against him in a criminal prosecution — a pristine violation of the constitutional privilege against self-incrimination. This obvious fact the ad fails to mention in its emotion provoking blast at the Court.

Fifth, the ad contends, "The U.S. Supreme Court's 'Miranda Decision' continues to be a boon for criminals. Confessed criminals are being freed without trials because they were not informed of their constitutional rights before confessing. Police officers are hamstrung and the crime rate continues to soar as the effect of soft Supreme Court decisions."

What are the facts? As to the "soaring crime rate," Ramsey Clark, the Attorney General of the United States, who should know, perhaps even better than Constructive Action, Inc. of La Jolla, California, said just two weeks ago: "We do ourselves a great disservice with (crime) statistics." Thus, he said, it is "quite clear," despite impressions to the contrary, "that the murder rate has declined steadily since the 1930's," from 7.8 slayings per 100,000 population to 5.4 last year. "The fact is," he said, "that murder is the crime most accurately reported, so we can make comparisons with the past." The Attorney General said he met with police chiefs from 14 major cities on Wednesday and that they generally reported a slight increase in crime. "One city was up 1 per cent from last year, but last year they had been down 1 per cent from the year before." Mr. Clark said that the Department of Justice's prosecution against organized crime were now "at an all-time high."

Furthermore, even on the assumption that the national crime rate is rising, I submit that it is horribly naive to conclude that this is in any significant way a product of the Supreme Court's decisions, rather than the result of a complex of social problems current today. I know of no rapist or murderer who is encouraged to commit the act because he knows that he will be advised of his constitutional rights if he is arrested.

As to the contention that the *Miranda* decision, which requires that an ar-

rested person be advised of his rights to silence and to a lawyer before his confession may be taken, has hamstrung police officers, there is again a wide disparity between the condemning speculation of Constructive Action, Inc. and the hard facts, at least as seen by some directly on the firing line.

Evelle Younger, District Attorney of Los Angeles County, the chief law enforcement officer of the nation's second largest metropolitan area, said recently in the American Bar Association's "Criminal Law Quarterly":

"Confessions are essential to a successful prosecution in only a small percentage of criminal cases. The percentage of cases in which confessions or admissions were made has not decreased, as might have been anticipated, because of the increased scope of the admonitions required by *Miranda*. If an individual wants to confess, a warning from a police officer, acting as required by recent decisions, is not likely to discourage him. Those who hope (or fear) these decisions will eliminate confessions as a legitimate law enforcement tool will be disappointed (or relieved)."

And the nation's chief law enforcement officer, Attorney General Ramsey Clark said just a month ago that the *Miranda* decision "had not been hampering law enforcement"; that "two surveys have indicated that confessions are coming in at about the same rate or perhaps even higher than they were before *Miranda*."

I leave it to you to determine whose word you wish to take on this issue.

Sixth, and last, the ad bombards the Supreme Court on the ground that: "Laws aimed at keeping subversives off the faculties of public schools have been declared unconstitutional." The Court, charges the advertisement, has "swept away the right of self-preservation."

But, the more sweeping the accusation, the more easily may it be disproved. The principal recent decision of the Court in this area is *Elfbrandt v. Russell* (1966). It invalidated a state law that barred as teachers any person who was a knowledgeable member of an organization that had, as one of its

purposes, the overthrow of the government.

Did this decision forbid prohibiting teachers from urging subversion in public school classrooms? Or did it forbid disqualification of persons who had committed subversive acts out of the classroom? Clearly not. What the Supreme Court did invalidate was a law that would, for example, have forbidden a science teacher at a college or university from being a member of an international scientific organization that included members of Communist bloc nations — even though access to the scientific information was crucial to the teacher's knowledge and available only to members of the organization. The teacher, under the state statute before the Court, would have been a member of an organization that may well have had, as one of its purposes, the violent overthrow of the government. The teacher would have been forbidden membership in the organization, on pain of imprisonment, despite the fact that personally he was violently anti-Communist.

Contrary to the Constructive Action, Inc. attack, the Court in that case ruled only for academic freedom and the acquisition of knowledge. In no meaningful way does the decision protect subversion — unless it is necessary to burn down the house to get rid of the rats.

The Wall Street Journal advertisement concludes with the admonition to the Supreme Court not to "infringe upon the rights of the majority in its solicitude for the constitutional rights of the minority." This is an oft voiced cry of the Court-baiters. But there is a certain irony involved in this position.

Probably the two most vilified and maligned decisions of the Warren Court have been the *School Segregation Cases* in 1954 and the *Reapportionment One Man — One Vote* cases in 1964. Exemplary of the tirade evoked by the *Segregation Cases* is the comment of Justice M. T. Phelps of the Arizona Supreme Court: "I here assert without hesitation or reservation that (the decision) is neither based upon logic nor law." Of the *Reapportionment Cases*, Senate Wallace F. Bennett of Utah said that the Supreme Court was "arrogating to itself powers that

it does not have under the Constitution." And the late Rep. Howard W. Smith of Virginia called the *Reapportionment Cases* "the most drastic assault on the Constitution that has happened in my time."

The *School Segregation Cases* did represent "solicitude for the constitutional rights of the minority," and long overdue, I might add. But the vituperative critics of the *Reapportionment Cases* continue their onslaught despite the fact that there the Court ruled not for a minority group but for the majority of citizens and voters in this country, mostly living in urban areas, whose political influence was being diluted by state legislatures dominated by minority rural interests. The critics would have it both ways, and always. And I wish that inconsistency were the only fallacy employed by those who mislead us concerning the activ-

ity of the United States Supreme Court today.

In conclusion. The Court need not be, nor is it, the conscience of the people. Nor, for that matter, need it be, nor is it, that body of government to cure all social ills in the country. One need not approve nor agree with every judgment that the Court has made. I certainly do not. I do believe that the strongest indictment of the present Supreme Court is that it has jealously and zealously guarded the asserted constitutional rights of those whose only effective forum for expression of those rights has been the Court itself. For example, those disenfranchised Negroes, particularly in some parts of the South, who could not obtain any help from legislatures where they were not represented; those partially disenfranchised citizens in urban centers throughout the country to whom rural

dominated legislatures turned their backs. To the charge of protecting the rights of these groups, a plea of guilty may be well advised. But for what more important function was the Supreme Court created? Remove this avenue for protection of rights and, I suggest, the fight, inherently incapable of being waged in the legislative halls, has only one remaining battleground. That is the streets. The alternatives are either disobedience of the law (which could not be changed otherwise) or complacent acceptance (for attempts to sear the consciences of those in power have been notable failures). I find both alternatives — violence and decadence — intolerable. The Warren Court today fulfills the central justification of the Supreme Court's power to declare laws unconstitutional — concern for those, about whom the other branches and divisions of government often will not be concerned.



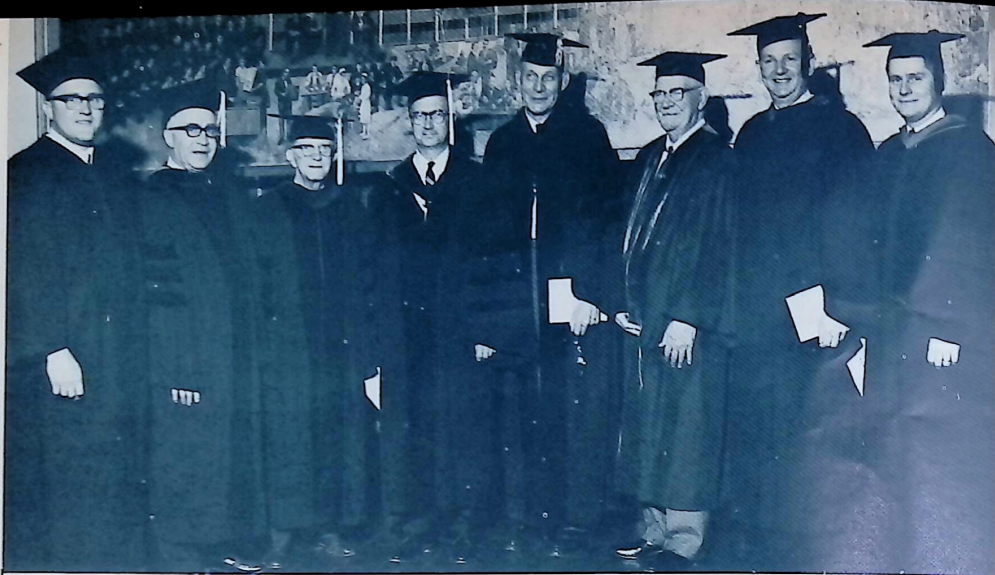
Wilkes College 1967 Fall Sports Schedule

FOOTBALL

September 23	Upsala	Away
September 30	Moravian	Home
October 7	Delaware Valley	Home
October 14	Ursinus	Away
October 21	Drexel	Home
October 28	Haverford	Home
November 4	P M C	Away
November 11	Lebanon Valley	Away

SOCCER

Sat. Sept. 16	Alumni	2:00 p.m.	Home
Sat. Sept. 23	FDU-Madison	2:00 p.m.	Away
Tues. Sept. 26	Moravian	3:30 p.m.	Home
Sat. Sept. 30	Upsala	10:00 a.m.	Home
Sat. Oct. 7 Parents' Day	Dickinson	10:00 a.m.	Home
Sat. Oct. 14	Lycoming	10:30 a.m.	Away
Wed. Oct. 18	Muhlenburg	3:30 p.m.	Home
Sat. Oct. 21	Stevens	2:30 p.m.	Away
Tues. Oct. 24	Phila. Textile	3:30 p.m.	Home
Sat. Oct. 28 Homecoming	Wagner	10:00 a.m.	Home
Sat. Nov. 4	Hofstra	2:00 p.m.	Away
Wed. Nov. 8	Harpur		Away
Sat. Nov. 11	Susquehanna	10:00 a.m.	Away



BACCALAUREATE PARTICIPANTS

Left to right: Rev. John D. Bohush, class member; Atty. Louis Shaffer, vice chairman of Wilkes board of trustees; Dr. Samuel M. Davenport, trustee; Dr. Charles B. Reif; Dr. Eugene S. Farley, Wilkes president; Dr. Joseph J. Kocyan, trustee; Atty. Joseph J. Savitz, trustee; and Rev. Michael T. Price.

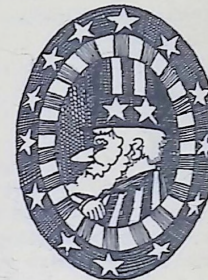
GRADUATION HIGHLIGHTS



GRADUATE BACCALAUREATE PROCESSION

*America's colleges and universities,
recipients of billions in Federal funds,
have a new relationship:*

Life with Uncle



WHAT WOULD HAPPEN if all the Federal dollars now going to America's colleges and universities were suddenly withdrawn?

The president of one university pondered the question briefly, then replied: "Well, first, there would be this very loud sucking sound."

Indeed there would. It would be heard from Berkeley's gates to Harvard's yard, from Colby, Maine, to Kilgore, Texas. And in its wake would come shock waves that would rock the entire establishment of American higher education.

No institution of higher learning, regardless of its size or remoteness from Washington, can escape the impact of the Federal government's involvement in higher education. Of the 2,200 institutions of higher learning in the United States, about 1,800 participate in one or more Federally supported or sponsored programs. (Even an institution which receives no Federal dollars is affected—for it must compete for faculty, students, and private dollars with the institutions that do receive Federal funds for such things.)

Hence, although hardly anyone seriously believes that Federal spending on the campus is going to stop or even decrease significantly, the possibility, however remote, is enough to send shivers down the nation's academic backbone. Colleges and universities operate on such tight budgets that even a relatively slight ebb in the flow of Federal funds could be serious. The fiscal belt-tightening in Washington, caused by the war in Vietnam and the threat of inflation, has already brought a financial squeeze to some institutions.

A look at what would happen if all Federal dollars were suddenly withdrawn from colleges and universities may be an exercise in the absurd, but it dramatizes the depth of government involvement:

- The nation's undergraduates would lose more than 800,000 scholarships, loans, and work-study grants, amounting to well over \$300 million.

- Colleges and universities would lose some \$2 billion which now supports research on the campuses. Consequently some 50 per cent of America's science faculty members would be without support for their research. They would lose the summer salaries which they have come to depend on—and, in some cases, they would lose part of their salaries for the other nine months, as well.

- The big government-owned research laboratories which several universities operate under contract would be closed. Although this might end some management headaches for the universities, it would also deprive thousands of scientists and engineers of employment and the institutions of several million dollars in overhead reimbursements and fees.

- The newly established National Foundation for the Arts and Humanities—for which faculties have waited for years—would collapse before its first grants were spent.

- Planned or partially constructed college and university buildings, costing roughly \$2.5 billion, would be delayed or abandoned altogether.

- Many of our most eminent universities and medical schools would find their annual budgets sharply reduced—in some cases by more than 50 per cent. And the 68 land-grant institutions would lose Fed-

A partnership of brains, money, and mutual need

eral institutional support which they have been receiving since the nineteenth century.

► Major parts of the anti-poverty program, the new GI Bill, the Peace Corps, and the many other programs which call for spending on the campuses would founder.

THE FEDERAL GOVERNMENT is now the "Big Spender" in the academic world. Last year, Washington spent more money on the nation's campuses than did the 50 state governments combined. The National Institutes of Health alone spent more on educational and research projects than any one state allocated for higher education. The National Science Foundation, also a Federal agency, awarded more funds to colleges and universities than did all the business corporations in America. And the U.S. Office of Education's annual expenditure in higher education of \$1.2 billion far exceeded all gifts from private foundations and alumni. The \$5 billion or so that the Federal government will spend on campuses this year constitutes more than 25 per cent of higher education's total budget.

About half of the Federal funds now going to academic institutions support research and research-related activities—and, in most cases, the research is in the sciences. Most often an individual scholar, with his institution's blessing, applies directly to a Federal agency for funds to support his work. A professor of chemistry, for example, might apply to the National Science Foundation for funds to pay for salaries (part of his own, his collaborators', and his research technicians'), equipment, graduate-student stipends, travel, and anything else he could justify as essential to his work. A panel of his scholarly peers from colleges and universities, assembled by NSF, meets periodically in Washington to evaluate his and other applications. If the panel members approve, the professor usually receives his grant and his college or university receives a percentage of the total amount to meet its overhead costs. (Under several Federal programs, the institution itself can

request funds to help construct buildings and grants to strengthen or initiate research programs.)

The other half of the Federal government's expenditure in higher education is for student aid, for books and equipment, for classroom buildings, laboratories, and dormitories, for overseas projects, and—recently, in modest amounts—for the general strengthening of the institution.

There is almost no Federal agency which does not provide some funds for higher education. And there are few activities on a campus that are not eligible for some kind of government aid.

CLEARLY our colleges and universities now depend so heavily on Federal funds to help pay for salaries, tuition, research, construction, and operating costs that any significant decline in Federal support would disrupt the whole enterprise of American higher education.

To some educators, this dependence is a threat to the integrity and independence of the colleges and universities. "It is unnerving to know that our system of higher education is highly vulnerable to the whims and fickleness of politics," says a man who has held high positions both in government and on the campus.

Others minimize the hazards. Public institutions, they point out, have always been vulnerable in this

sense—yet look how they've flourished. Congressmen, in fact, have been conscientious in their approach to Federal support of higher education; the problem is that standards other than those of the universities and colleges could become the determining factors in the nature and direction of Federal support. In any case, the argument runs, all academic institutions depend on the good will of others to provide the support that insures freedom. McGeorge Bundy, before he left the White House to head the Ford Foundation, said flatly: "American higher education is more and not less free and strong because of Federal funds." Such funds, he argued, actually have enhanced freedom by enlarging the opportunity of institutions to act; they are no more tainted than are dollars from other sources; and the way in which they are allocated is closer to academic tradition than is the case with nearly all other major sources of funds.

The issue of Federal control notwithstanding, Federal support of higher education is taking its place alongside military budgets and farm subsidies as one of the government's essential activities. All evidence indicates that such is the public's will. Education has always had a special worth in this country, and each new generation sets the valuation higher. In a recent Gallup Poll on national goals, Americans listed education as having first priority. Governors, state legislators, and Congressmen, ever sensitive to voter attitudes, are finding that the improvement of education is not only a noble issue on which to stand, but a winning one.

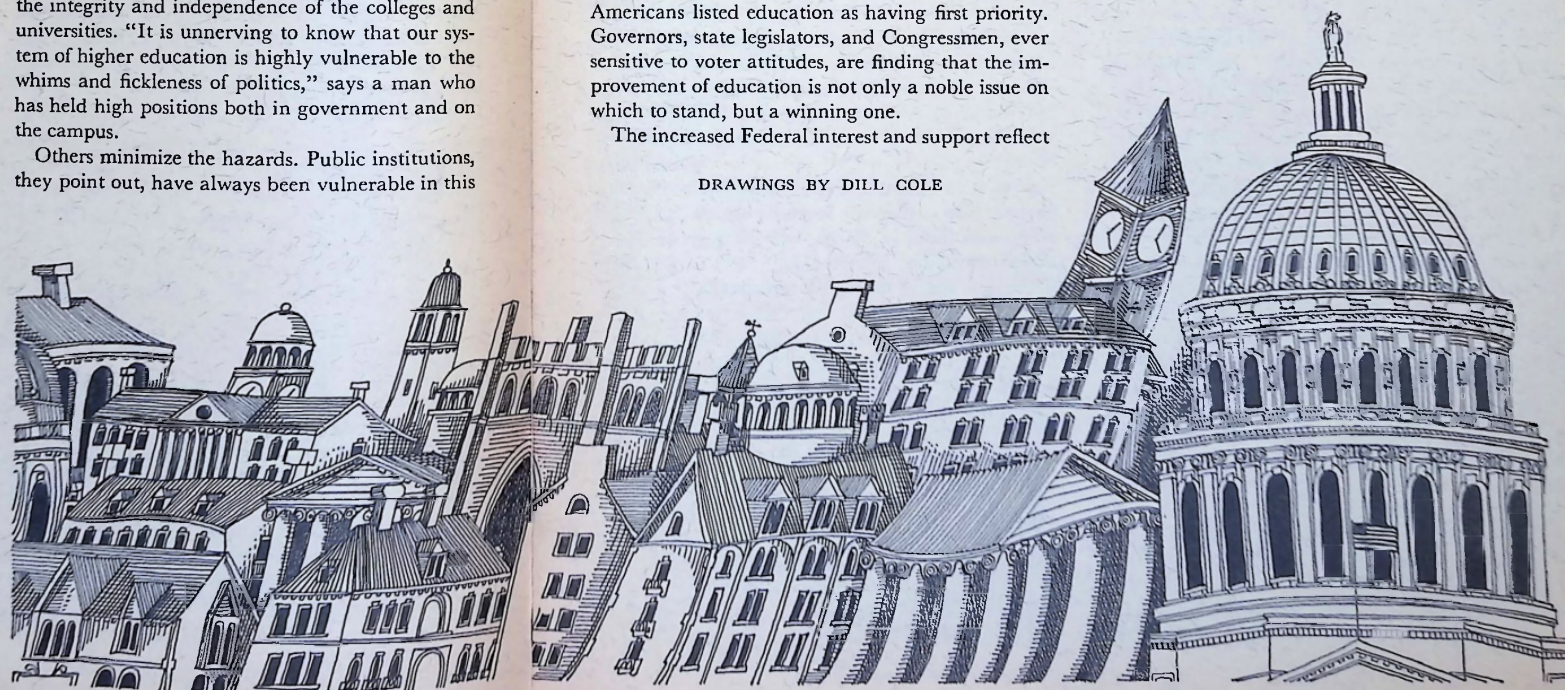
The increased Federal interest and support reflect

another fact: the government now relies as heavily on the colleges and universities as the institutions do on the government. President Johnson told an audience at Princeton last year that in "almost every field of concern, from economics to national security, the academic community has become a central instrument of public policy in the United States."

Logan Wilson, president of the American Council on Education (an organization which often speaks in behalf of higher education), agrees. "Our history attests to the vital role which colleges and universities have played in assuring the nation's security and progress, and our present circumstances magnify rather than diminish the role," he says. "Since the final responsibility for our collective security and welfare can reside only in the Federal government, a close partnership between government and higher education is essential."

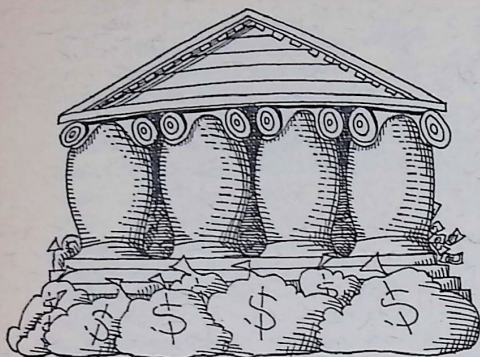
THE PARTNERSHIP indeed exists. As a report of the American Society of Biological Chemists has said, "the condition of mutual dependence be-

DRAWINGS BY DILL COLE



Every institution, however small or remote, feels the effects of the Federal role in higher education.

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tween the Federal government and institutions of higher learning and research is one of the most profound and significant developments of our time."

Directly and indirectly, the partnership has produced enormous benefits. It has played a central role in this country's progress in science and technology—and hence has contributed to our national security, our high standard of living, the lengthening life span, our world leadership. One analysis credits to education 40 per cent of the nation's growth in economic productivity in recent years.

Despite such benefits, some thoughtful observers are concerned about the future development of the government-campus partnership. They are asking how the flood of Federal funds will alter the traditional missions of higher education, the time-honored responsibility of the states, and the flow of private funds to the campuses. They wonder if the give and take between equal partners can continue, when one has the money and the other "only the brains."

Problems already have arisen from the dynamic and complex relationship between Washington and the academic world. How serious and complex such problems can become is illustrated by the current controversy over the concentration of Federal research funds on relatively few campuses and in certain sections of the country.

The problem grew out of World War II, when the government turned to the campuses for desperately needed scientific research. Since many of the best-known and most productive scientists were working in a dozen or so institutions in the Northeast and a few in the Midwest and California, more than half of the Federal research funds were spent there. (Most of the remaining money went to another 50 universities with research and graduate training.)

The wartime emergency obviously justified this

The haves and have-nots

concentration of funds. When the war ended, however, the lopsided distribution of Federal research funds did not. In fact, it has continued right up to the present, with 29 institutions receiving more than 50 per cent of Federal research dollars.

To the institutions on the receiving end, the situation seems natural and proper. They are, after all, the strongest and most productive research centers in the nation. The government, they argue, has an obligation to spend the public's money where it will yield the highest return to the nation.

The less-favored institutions recognize this obligation, too. But they maintain that it is equally important to the nation to develop new institutions of high quality—yet, without financial help from Washington, the second- and third-rank institutions will remain just that.

In late 1965 President Johnson, in a memorandum to the heads of Federal departments and agencies, acknowledged the importance of maintaining scientific excellence in the institutions where it now exists. But, he emphasized, Federal research funds should also be used to strengthen and develop new centers of excellence. Last year this "spread the wealth" movement gained momentum, as a number of agencies stepped up their efforts to broaden the distribution of research money. The Department of Defense, for example, one of the bigger purchasers of research, designated \$18 million for this academic year to help about 50 widely scattered institutions develop into high-grade research centers. But with economies induced by the war in Vietnam, it is doubtful whether enough money will be available in the near future to end the controversy.

Eventually, Congress may have to act. In so doing, it is almost certain to displease, and perhaps hurt, some institutions. To the pessimist, the situation is a sign of troubled times ahead. To the optimist, it is the democratic process at work.

RECENT STUDENT DEMONSTRATIONS have dramatized another problem to which the partnership between the government and the campus has contributed: the relative emphasis that is placed

compete for limited funds

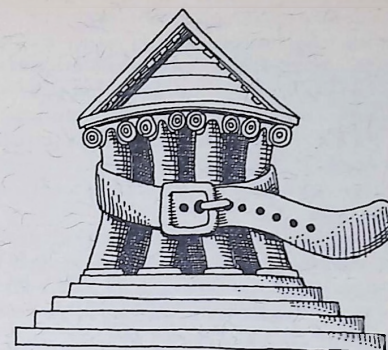
on research and on the teaching of undergraduates.

Wisconsin's Representative Henry Reuss conducted a Congressional study of the situation. Subsequently he said: "University teaching has become a sort of poor relation to research. I don't quarrel with the goal of excellence in science, but it is pursued at the expense of another important goal—excellence of teaching. Teaching suffers and is going to suffer more."

The problem is not limited to universities. It is having a pronounced effect on the smaller liberal arts colleges, the women's colleges, and the junior colleges—all of which have as their primary function the teaching of undergraduates. To offer a first-rate education, the colleges must attract and retain a first-rate faculty, which in turn attracts good students and financial support. But undergraduate colleges can rarely compete with Federally supported universities in faculty salaries, fellowship awards, research opportunities, and plant and equipment. The president of one of the best undergraduate colleges says: "When we do get a young scholar who skillfully combines research and teaching abilities, the universities lure him from us with the promise of a high salary, light teaching duties, frequent leaves, and almost anything else he may want."

Leland Haworth, whose National Science Foundation distributes more than \$300 million annually for research activities and graduate programs on the campuses, disagrees. "I hold little or no brief," he says, "for the allegation that Federal support of research has detracted seriously from undergraduate teaching. I dispute the contention heard in some quarters that certain of our major universities have become giant research factories concentrating on Federally sponsored research projects to the detriment of their educational functions." Most university scholars would probably support Mr. Haworth's contention that teachers who conduct research are generally better teachers, and that the research enterprise has infused science education with new substance and vitality.

To get perspective on the problem, compare university research today with what it was before World War II. A prominent physicist calls the pre-war days "a horse-and-buggy period." In 1930, colleges and universities spent less than \$20 million on scientific research, and that came largely from pri-



vate foundations, corporations, and endowment income. Scholars often built their equipment from ingeniously adapted scraps and spare machine parts. Graduate students considered it compensation enough just to be allowed to participate.

Some three decades and \$125 billion later, there is hardly an academic scientist who does not feel pressure to get government funds. The chairman of one leading biology department admits that "if a young scholar doesn't have a grant when he comes here, he had better get one within a year or so or he's out; we have no funds to support his research."

Considering the large amounts of money available for research and graduate training, and recognizing that the publication of research findings is still the primary criterion for academic promotion, it is not surprising that the faculties of most universities spend a substantial part of their energies in those activities.

Federal agencies are looking for ways to ease the problem. The National Science Foundation, for example, has set up a new program which will make grants to undergraduate colleges for the improvement of science instruction.

More help will surely be forthcoming.

THE FACT that Federal funds have been concentrated in the sciences has also had a pronounced effect on colleges and universities. In many institutions, faculty members in the natural sciences earn more than faculty members in the humanities and social sciences; they have better facilities, more frequent leaves, and generally more influence on the campus.

The government's support of science can also disrupt the academic balance and internal priorities of a college or university. One president explained:

"Our highest-priority construction project was a \$3 million building for our humanities departments. Under the Higher Education Facilities Act, we could expect to get a third of this from the Federal government. This would leave \$2 million for us to get from private sources.

"But then, under a new government program, the biology and psychology faculty decided to apply to the National Institutes of Health for \$1.5 million for new faculty members over a period of five years. These additional faculty people, however, made it necessary for us to go ahead immediately with our plans for a \$4 million science building—so we gave it the No. 1 priority and moved the humanities building down the list.

"We could finance half the science building's cost with Federal funds. In addition, the scientists pointed out, they could get several training grants which would provide stipends to graduate students and tuition to our institution.

"You see what this meant? Both needs were valid—those of the humanities and those of the sciences. For \$2 million of private money, I could either build a \$3 million humanities building or I could build a \$4 million science building, get \$1.5 million for additional faculty, and pick up a few hundred thousand dollars in training grants. Either-or; not both."

The president could have added that if the scientists had been denied the privilege of applying to NIH, they might well have gone to another institution, taking their research grants with them. On the other hand, under the conditions of the academic marketplace, it was unlikely that the humanities scholars would be able to exercise a similar mobility.

The case also illustrates why academic administrators sometimes complain that Federal support of an individual faculty member's research projects casts their institution in the ineffectual role of a legal middleman, prompting the faculty member to feel a greater loyalty to a Federal agency than to the college or university.

Congress has moved to lessen the disparity between support of the humanities and social sciences on the one hand and support of the physical and biological sciences on the other. It established the National Foundation for the Arts and Humanities—a move which, despite a pitifully small first-year allocation of funds, offers some encouragement. And close observers of the Washington scene predict that

The affluence of research:

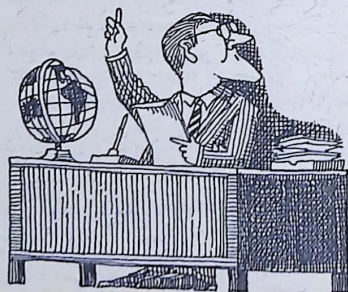
the social sciences, which have been receiving some Federal support, are destined to get considerably more in the next few years.

EFFORTS TO COPE with such difficult problems must begin with an understanding of the nature and background of the government-campus partnership. But this presents a problem in itself, for one encounters a welter of conflicting statistics, contradictory information, and wide differences of honest opinion. The task is further complicated by the swiftness with which the situation continually changes. And—the ultimate complication—there is almost no uniformity or coordination in the Federal government's numerous programs affecting higher education.

Each of the 50 or so agencies dispensing Federal funds to the colleges and universities is responsible for its own program, and no single Federal agency supervises the entire enterprise. (The creation of the Office of Science and Technology in 1962 represented an attempt to cope with the multiplicity of relationships. But so far there has been little significant improvement.) Even within the two houses of Congress, responsibility for the government's expenditures on the campuses is scattered among several committees.

Not only does the lack of a coordinated Federal program make it difficult to find a clear definition of the government's role in higher education, but it also creates a number of problems both in Washington and on the campuses.

The Bureau of the Budget, for example, has had to



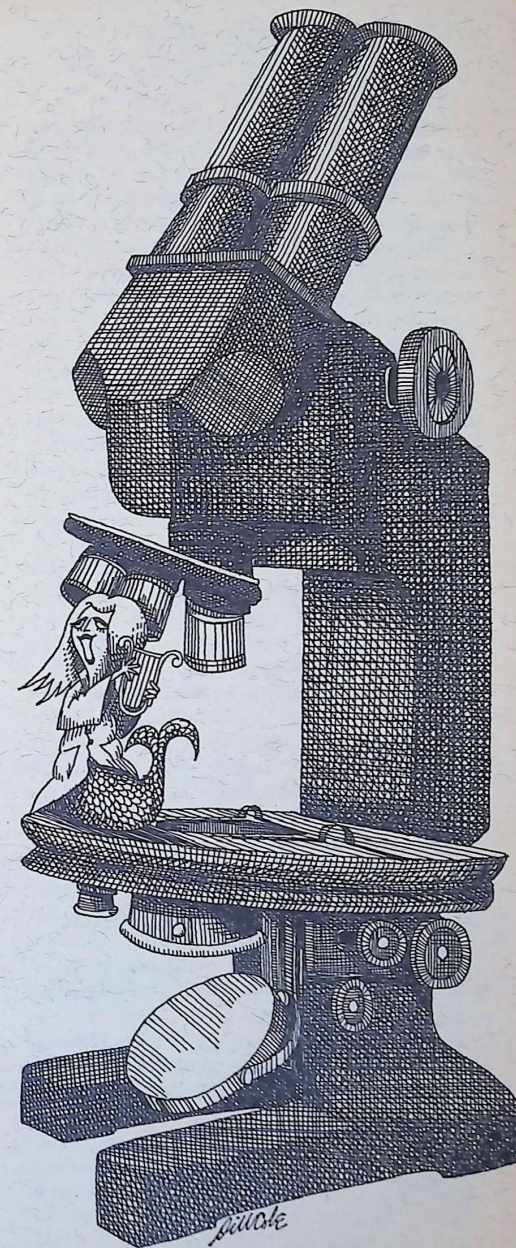
a siren song to teachers

wrestle with several uncoordinated, duplicative Federal science budgets and with different accounting systems. Congress, faced with the almost impossible task of keeping informed about the esoteric world of science in order to legislate intelligently, finds it difficult to control and direct the fast-growing Federal investment in higher education. And the individual government agencies are forced to make policy decisions and to respond to political and other pressures without adequate or consistent guidelines from above.

The colleges and universities, on the other hand, must negotiate the maze of Federal bureaus with consummate skill if they are to get their share of the Federal largesse. If they succeed, they must then cope with mountains of paperwork, disparate systems of accounting, and volumes of regulations that differ from agency to agency. Considering the magnitude of the financial rewards at stake, the institutions have had no choice but to enlarge their administrative staffs accordingly, adding people who can handle the business problems, wrestle with paperwork, manage grants and contracts, and untangle legal snarls. College and university presidents are constantly looking for competent academic administrators to prowling the Federal agencies in search of programs and opportunities in which their institutions can profitably participate.

The latter group of people, whom the press calls "university lobbyists," has been growing in number. At least a dozen institutions now have full-time representatives working in Washington. Many more have members of their administrative and academic staffs shuttling to and from the capital to negotiate Federal grants and contracts, cultivate agency personnel, and try to influence legislation. Still other institutions have enlisted the aid of qualified alumni or trustees who happen to live in Washington.

THE LACK of a uniform Federal policy prevents the clear statement of national goals that might give direction to the government's investments in higher education. This takes a toll in effectiveness and consistency and tends to produce contradictions and conflicts. The teaching-versus-research controversy is one example.



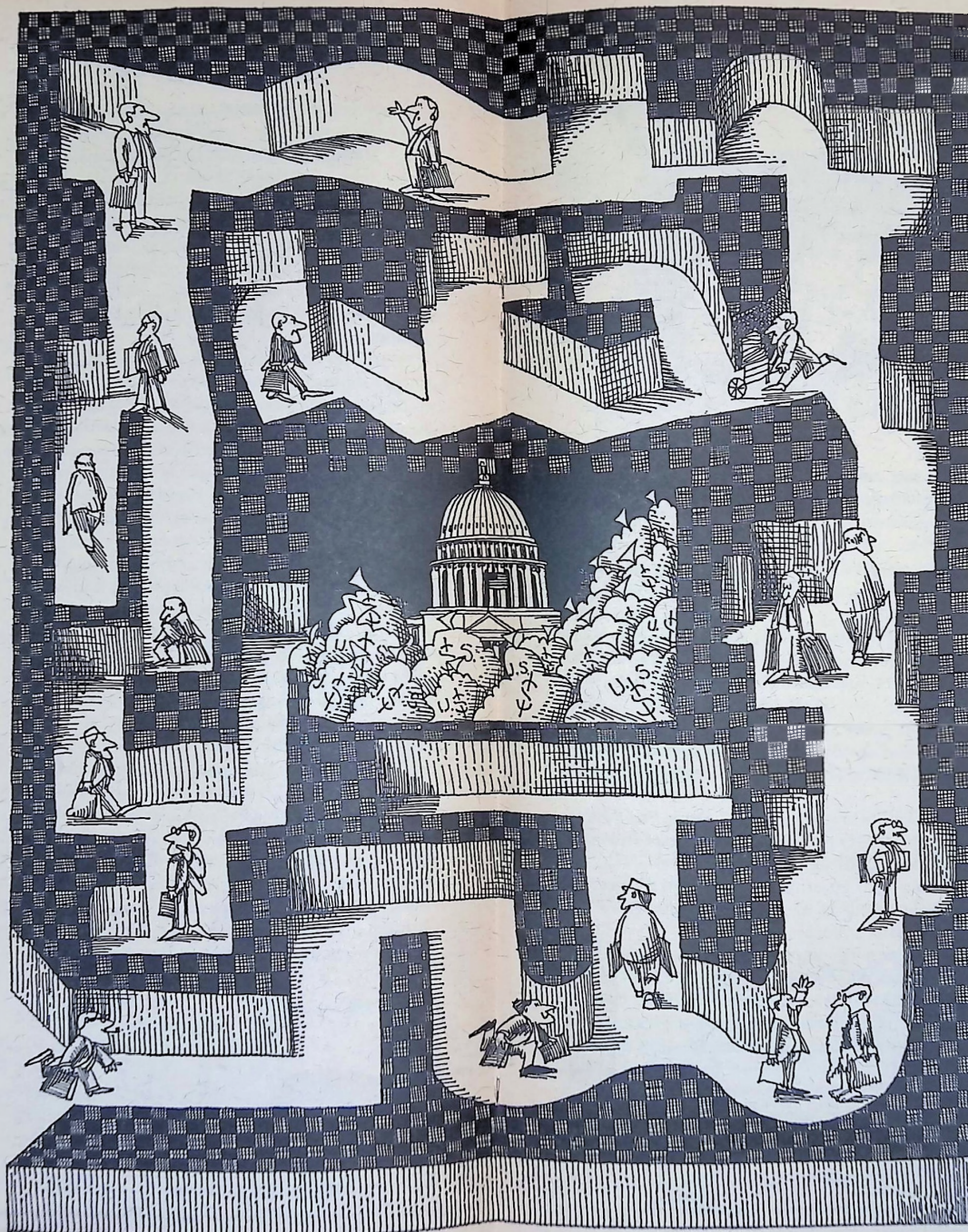
Fund-raisers prowl the Washington maze

President Johnson provided another. Last summer, he publicly asked if the country is really getting its money's worth from its support of scientific research. He implied that the time may have come to apply more widely, for the benefit of the nation, the knowledge that Federally sponsored medical research had produced in recent years. A wave of apprehension spread through the medical schools when the President's remarks were reported. The inference to be drawn was that the Federal funds supporting the elaborate research effort, built at the urging of the government, might now be diverted to actual medical care and treatment. Later the Secretary of Health, Education, and Welfare, John W. Gardner, tried to lay a calming hand on the medical scientists' fevered brows by making a strong reaffirmation of the National Institutes of Health's commitment to basic research. But the apprehensiveness remains.

Other events suggest that the 25-year honeymoon of science and the government may be ending. Connecticut's Congressman Emilio Q. Daddario, a man who is not intimidated by the mystique of modern science, has stepped up his campaign to have a greater part of the National Science Foundation budget spent on applied research. And, despite pleas from scientists and NSF administrators, Congress terminated the costly Mohole project, which was designed to gain more fundamental information about the internal structure of the earth.

Some observers feel that because it permits and often causes such conflicts, the diversity in the government's support of higher education is a basic flaw in the partnership. Others, however, believe this diversity, despite its disadvantages, guarantees a margin of independence to colleges and universities that would be jeopardized in a monolithic "super-bureau."

Good or bad, the diversity was probably essential to the development of the partnership between Washington and the academic world. Charles Kidd, executive secretary of the Federal Council for Science and Technology, puts it bluntly when he points out that the system's pluralism has allowed us to avoid dealing "directly with the ideological problem of what the total relationship of the government and universities should be. If we had had to face these ideological and political pressures head-on over the



past few years, the confrontation probably would have wrecked the system."

That confrontation may be coming closer, as Federal allocations to science and education come under sharper scrutiny in Congress and as the partnership enters a new and significant phase.

FEDERAL AID to higher education began with the Ordinance of 1787, which set aside public lands for schools and declared that the "means of education shall forever be encouraged." But the two forces that most shaped American higher education, say many historians, were the land-grant movement of the nineteenth century and the Federal support of scientific research that began in World War II.

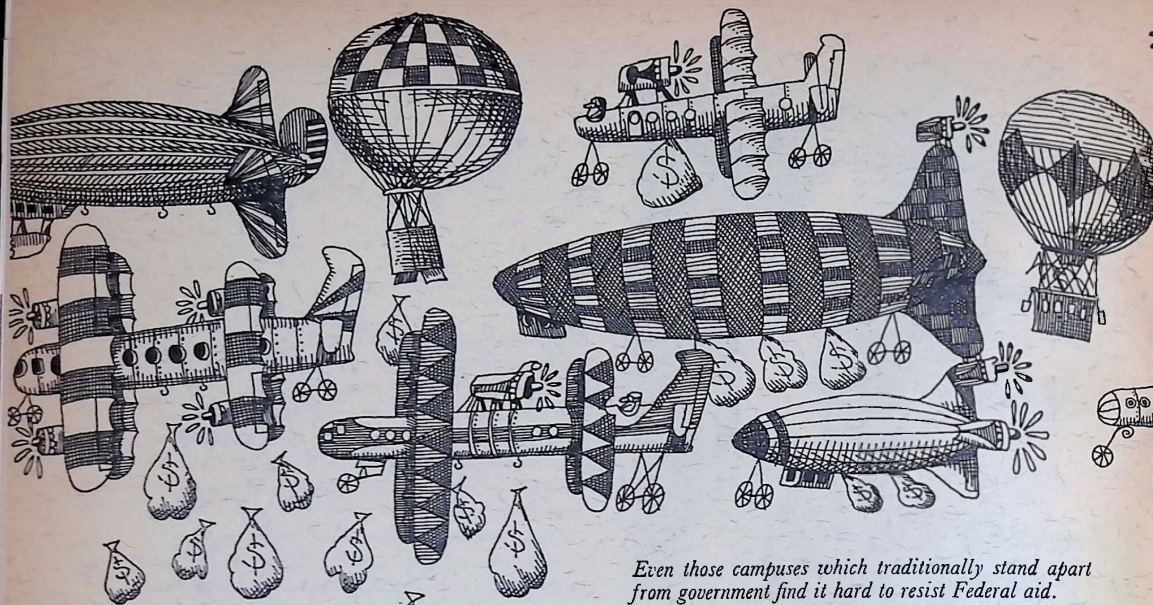
The land-grant legislation and related acts of Congress in subsequent years established the American concept of enlisting the resources of higher education to meet pressing national needs. The laws were pragmatic and were designed to improve education and research in the natural sciences, from which agricultural and industrial expansion could proceed. From these laws has evolved the world's greatest system of public higher education.

In this century the Federal involvement grew spasmodically during such periods of crisis as World War I and the depression of the thirties. But it was not until World War II that the relationship began its rapid evolution into the dynamic and intimate partnership that now exists.

Federal agencies and industrial laboratories were ill-prepared in 1940 to supply the research and technology so essential to a full-scale war effort. The government therefore turned to the nation's colleges and universities. Federal funds supported scientific research on the campuses and built huge research facilities to be operated by universities under contract, such as Chicago's Argonne Laboratory and California's laboratory in Los Alamos.

So successful was the new relationship that it continued to flourish after the war. Federal research funds poured onto the campuses from military agencies, the National Institutes of Health, the Atomic Energy Commission, and the National Science Foundation. The amounts of money increased spectacularly. At the beginning of the war the Federal government spent less than \$200 million a year for all research and development. By 1950, the Federal "r & d" expenditure totaled \$1 billion.

The Soviet Union's launching of Sputnik joined



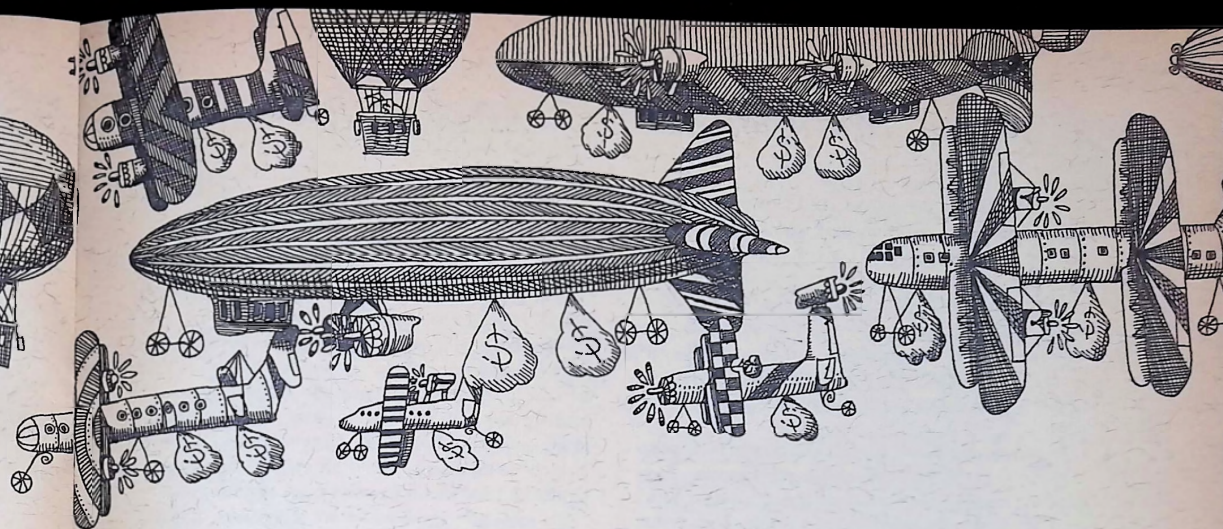
Even those campuses which traditionally stand apart from government find it hard to resist Federal aid.

the nation and brought a dramatic surge in support of scientific research. President Eisenhower named James R. Killian, Jr., president of Massachusetts Institute of Technology, to be Special Assistant to the President for Science and Technology. The National Aeronautics and Space Administration was established, and the National Defense Education Act of 1958 was passed. Federal spending for scientific research and development increased to \$5.8 billion. Of this, \$400 million went to colleges and universities.

The 1960's brought a new dimension to the relationship between the Federal government and higher education. Until then, Federal aid was almost synonymous with government support of science, and all Federal dollars allocated to campuses were to meet specific national needs.

There were two important exceptions: the GI Bill after World War II, which crowded the colleges and universities with returning servicemen and spent \$19 billion on educational benefits, and the National Defense Education Act, which was the broadest legislation of its kind and the first to be based, at least in part, on the premise that support of education itself is as much in the national interest as support which is based on the colleges' contributions to something as specific as the national defense.

The crucial turning-points were reached in the Kennedy-Johnson years. President Kennedy said: "We pledge ourselves to seek a system of higher edu-



cation where every young American can be educated, not according to his race or his means, but according to his capacity. Never in the life of this country has the pursuit of that goal become more important or more urgent." Here was a clear national commitment to universal higher education, a public acknowledgment that higher education is worthy of support for its own sake. The Kennedy and Johnson administrations produced legislation which authorized:

- ▶ \$1.5 billion in matching funds for new construction on the nation's campuses.

- ▶ \$151 million for local communities for the building of junior colleges.

- ▶ \$432 million for new medical and dental schools and for aid to their students.

- ▶ The first large-scale Federal program of undergraduate scholarships, and the first Federal package combining them with loans and jobs to help individual students.

- ▶ Grants to strengthen college and university libraries.

- ▶ Significant amounts of Federal money for "promising institutions," in an effort to lift the entire system of higher education.

- ▶ The first significant support of the humanities.

In addition, dozens of "Great Society" bills included funds for colleges and universities. And their number is likely to increase in the years ahead.

The full significance of the developments of the past few years will probably not be known for some time. But it is clear that the partnership between the

Federal government and higher education has entered a new phase. The question of the Federal government's total relationship to colleges and universities—avoided for so many years—has still not been squarely faced. But a confrontation may be just around the corner.

THE MAJOR PITFALL, around which Presidents and Congressmen have detoured, is the issue of the separation of state and church. The Constitution of the United States says nothing about the Federal government's responsibility for education. So the rationale for Federal involvement, up to now, has been the Constitution's Article I, which grants Congress the power to spend tax money for the common defense and the general welfare of the nation.

So long as Federal support of education was specific in nature and linked to the national defense, the religious issue could be skirted. But as the emphasis moved to providing for the national welfare, the legal grounds became less firm, for the First Amendment to the Constitution says, in part, "Congress shall make no law respecting an establishment of religion. . . ."

So far, for practical and obvious reasons, neither the President nor Congress has met the problem head-on. But the battle has been joined, anyway. Some cases challenging grants to church-related col-

A new phase in government-campus relationships

Is higher education losing control of its destiny?

leges are now in the courts. And Congress is being pressed to pass legislation that would permit a citizen to challenge, in the Federal courts, the Congressional acts relating to higher education.

Meanwhile, America's 893 church-related colleges are eligible for funds under most Federal programs supporting higher education, and nearly all have received such funds. Most of these institutions would applaud a decision permitting the support to continue.

Some, however, would not. The Southern Baptists and the Seventh Day Adventists, for instance, have opposed Federal aid to the colleges and universities related to their denominations. Furman University, for example, under pressure from the South Carolina Baptist convention, returned a \$612,000 Federal grant that it had applied for and received. Many colleges are awaiting the report of a Southern Baptist study group, due this summer.

Such institutions face an agonizing dilemma: stand fast on the principle of separation of church and state and take the financial consequences, or join the majority of colleges and universities and risk Federal influence. Said one delegate to the Southern Baptist Convention: "Those who say we're going to become second-rate schools unless we take Federal funds see clearly. I'm beginning to see it so clearly it's almost a nightmarish thing. I've moved toward Federal aid reluctantly; I don't like it."

Some colleges and universities, while refusing Federal aid in principle, permit some exceptions. Wheaton College, in Illinois, is a hold-out; but it allows some of its professors to accept National Science Foundation research grants. So does Rockford College, in Illinois. Others shun government money, but let their students accept Federal scholarships and loans. The president of one small church-related college, faced with acute financial problems, says simply: "The basic issue for us is survival."

RECENT FEDERAL PROGRAMS have sharpened the conflict between Washington and the states in fixing the responsibility for education. Traditionally and constitutionally, the responsibility has generally been with the states. But as Federal support has equaled and surpassed the state alloca-

tions to higher education, the question of responsibility is less clear.

The great growth in quality and Ph.D. production of many state universities, for instance, is undoubtedly due in large measure to Federal support. Federal dollars pay for most of the scientific research in state universities, make possible higher salaries which attract outstanding scholars, contribute substantially to new buildings, and provide large amounts of student aid. Clark Kerr speaks of the "Federal grant university," and the University of California (which he used to head) is an apt example: nearly half of its total income comes from Washington.

To most governors and state legislators, the Federal grants are a mixed blessing. Although they have helped raise the quality and capabilities of state institutions, the grants have also raised the pressure on state governments to increase their appropriations for higher education, if for no other reason than to fulfill the matching requirement of many Federal awards. But even funds which are not channeled through the state agencies and do not require the state to provide matching funds can give impetus to increased appropriations for higher education. Federal research grants to individual scholars, for example, may make it necessary for the state to provide more faculty members to get the teaching done.



"Many institutions not only do not look a gift horse in the mouth; they do not even pause to note whether it is a horse or a boa constrictor."—JOHN GARDNER

Last year, 38 states and territories joined the Compact for Education, an interstate organization designed to provide "close and continuing consultation among our several states on all matters of education." The operating arm of the Compact will gather information, conduct research, seek to improve standards, propose policies, "and do such things as may be necessary or incidental to the administration of its authority. . . ."

Although not spelled out in the formal language of the document, the Compact is clearly intended to enable the states to present a united front on the future of Federal aid to education.

IN TYPICALLY PRAGMATIC FASHION, we Americans want our colleges and universities to serve the public interest. We expect them to train enough doctors, lawyers, and engineers. We expect them to provide answers to immediate problems such as water and air pollution, urban blight, national defense, and disease. As we have done so often in the past, we expect the Federal government to build a creative and democratic system that will accomplish these things.

A faculty planning committee at one university stated in its report: ". . . A university is now regarded as a symbol for our age, the crucible in which—by some mysterious alchemy—man's long-awaited Utopia will at last be forged."

Some think the Federal role in higher education is growing too rapidly.

As early as 1952, the Association of American Universities' commission on financing higher education warned: "We as a nation should call a halt at this time to the introduction of new programs of direct Federal aid to colleges and universities. . . . Higher education at least needs time to digest what it has already undertaken and to evaluate the full impact of what it is already doing under Federal assistance." The recommendation went unheeded.

A year or so ago, Representative Edith Green of Oregon, an active architect of major education legislation, echoed this sentiment. The time has come, she said, "to stop, look, and listen," to evaluate the impact of Congressional action on the educational system. It seems safe to predict that Mrs. Green's warning, like that of the university presidents, will fail to halt the growth of Federal spending on the campus. But the note of caution she sounds will be well-taken by many who are increasingly concerned

about the impact of the Federal involvement in higher education.

The more pessimistic observers fear direct Federal control of higher education. With the loyalty-oath conflict in mind, they see peril in the requirement that Federally supported colleges and universities demonstrate compliance with civil rights legislation or lose their Federal support. They express alarm at recent agency anti-conflict-of-interest proposals that would require scholars who receive government support to account for all of their other activities.

For most who are concerned, however, the fear is not so much of direct Federal control as of Federal influence on the conduct of American higher education. Their worry is not that the government will deliberately restrict the freedom of the scholar, or directly change an institution of higher learning. Rather, they are afraid the scholar may be tempted to confine his studies to areas where Federal support is known to be available, and that institutions will be unable to resist the lure of Federal dollars.

Before he became Secretary of Health, Education, and Welfare, John W. Gardner said: "When a government agency with money to spend approaches a university, it can usually purchase almost any service it wants. And many institutions still follow the old practice of looking on funds so received as gifts. They not only do not look a gift horse in the mouth; they do not even pause to note whether it is a horse or a boa constrictor."

THE GREATEST OBSTACLE to the success of the government-campus partnership may lie in the fact that the partners have different objectives.

The Federal government's support of higher education has been essentially pragmatic. The Federal agencies have a mission to fulfill. To the degree that the colleges and universities can help to fulfill that mission, the agencies provide support.

The Atomic Energy Commission, for example, supports research and related activities in nuclear physics; the National Institutes of Health provide funds for medical research; the Agency for International Development finances overseas programs. Even recent programs which tend to recognize higher education as a national resource in itself are basically presented as efforts to cope with pressing national problems.

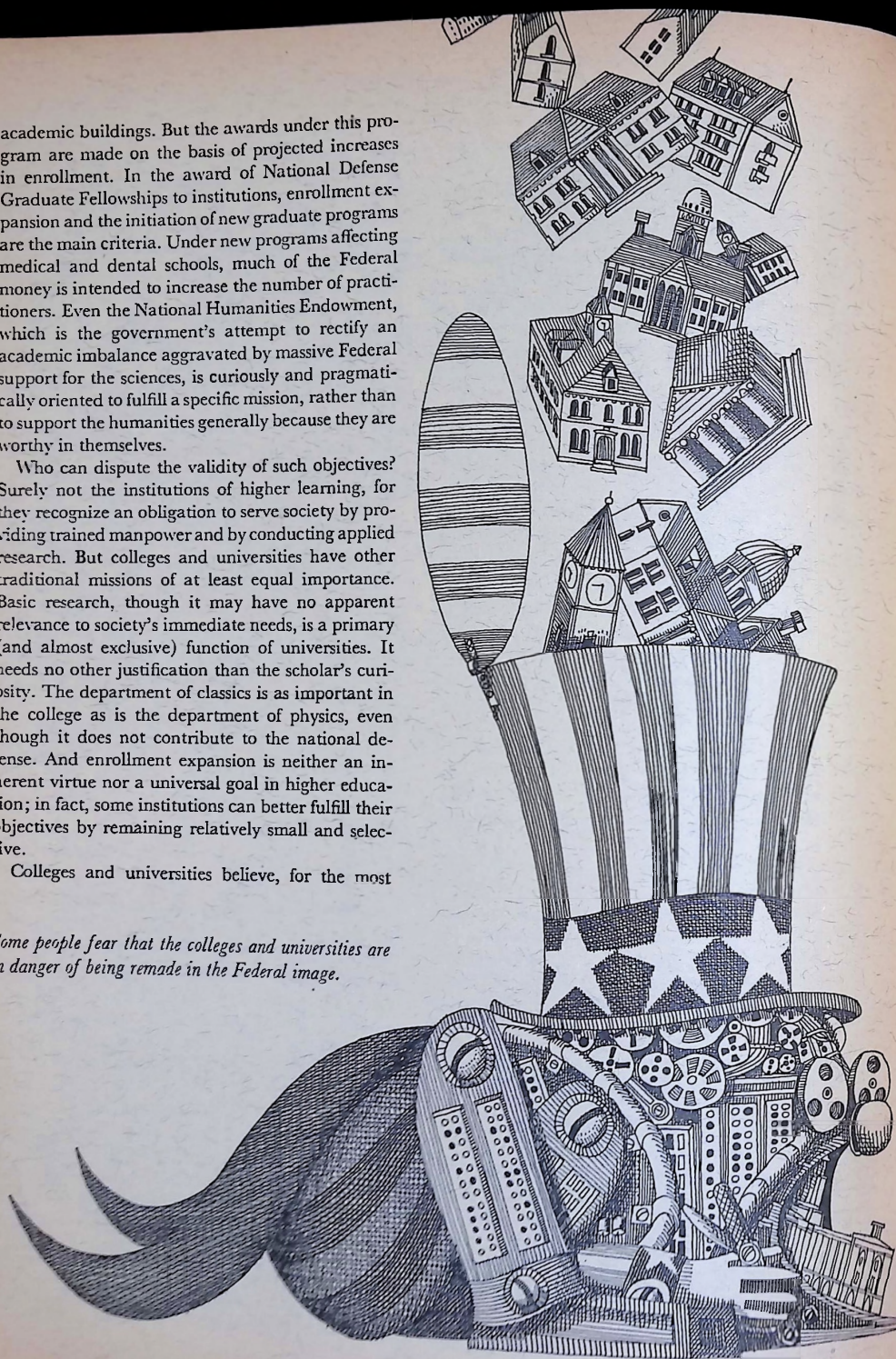
The Higher Education Facilities Act, for instance, provides matching funds for the construction of

academic buildings. But the awards under this program are made on the basis of projected increases in enrollment. In the award of National Defense Graduate Fellowships to institutions, enrollment expansion and the initiation of new graduate programs are the main criteria. Under new programs affecting medical and dental schools, much of the Federal money is intended to increase the number of practitioners. Even the National Humanities Endowment, which is the government's attempt to rectify an academic imbalance aggravated by massive Federal support for the sciences, is curiously and pragmatically oriented to fulfill a specific mission, rather than to support the humanities generally because they are worthy in themselves.

Who can dispute the validity of such objectives? Surely not the institutions of higher learning, for they recognize an obligation to serve society by providing trained manpower and by conducting applied research. But colleges and universities have other traditional missions of at least equal importance. Basic research, though it may have no apparent relevance to society's immediate needs, is a primary (and almost exclusive) function of universities. It needs no other justification than the scholar's curiosity. The department of classics is as important in the college as is the department of physics, even though it does not contribute to the national defense. And enrollment expansion is neither an inherent virtue nor a universal goal in higher education; in fact, some institutions can better fulfill their objectives by remaining relatively small and selective.

Colleges and universities believe, for the most

Some people fear that the colleges and universities are in danger of being remade in the Federal image.



When basic objectives differ, whose will prevail?

part, that they themselves are the best judges of what they ought to do, where they would like to go, and what their internal academic priorities are. For this reason the National Association of State Universities and Land-Grant Colleges has advocated that the government increase its institutional (rather than individual project) support in higher education, thus permitting colleges and universities a reasonable latitude in using Federal funds.

Congress, however, considers that it can best determine what the nation's needs are, and how the taxpayer's money ought to be spent. Since there is never enough money to do everything that cries to be done, the choice between allocating Federal funds for cancer research or for classics is not a very difficult one for the nation's political leaders to make.

"The fact is," says one professor, "that we are trying to merge two entirely different systems. The government is the political engine of our democracy and must be responsive to the wishes of the people. But scholarship is not very democratic. You don't vote on the laws of thermodynamics or take a poll on the speed of light. Academic freedom and tenure are not prizes in a popularity contest."

Some observers feel that such a merger cannot be accomplished without causing fundamental changes in colleges and universities. They point to existing academic imbalances, the teaching-versus-research controversy, the changing roles of both professor and student, the growing commitment of colleges and universities to applied research. They fear that the influx of Federal funds into higher education will so transform colleges and universities that the very qualities that made the partnership desirable and productive in the first place will be lost.

The great technological achievements of the past 30 years, for example, would have been impossible without the basic scientific research that preceded them. This research—much of it seemingly irrelevant to society's needs—was conducted in univer-

sities, because only there could the scholar find the freedom and support that were essential to his quest. If the growing demand for applied research is met at the expense of basic research, future generations may pay the penalty.

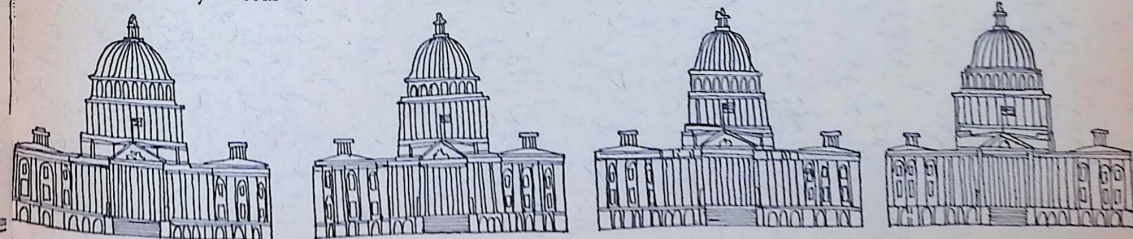
One could argue—and many do—that colleges and universities do not have to accept Federal funds. But, to most of the nation's colleges and universities, the rejection of Federal support is an unacceptable alternative.

For those institutions already dependent upon Federal dollars, it is too late to turn back. Their physical plant, their programs, their personnel are all geared to continuing Federal aid.

And for those institutions which have received only token help from Washington, Federal dollars offer the one real hope of meeting the educational objectives they have set for themselves.

HOWEVER DISTASTEFUL the thought may be to those who oppose further Federal involvement in higher education, the fact is that there is no other way of getting the job done—to train the growing number of students, to conduct the basic research necessary to continued scientific progress, and to cope with society's most pressing problems.

Tuition, private contributions, and state allocations together fall far short of meeting the total cost of American higher education. And as costs rise, the gap is likely to widen. Tuition has finally passed the \$2,000 mark in several private colleges and universities, and it is rising even in the publicly supported institutions. State governments have increased their appropriations for higher education dramatically, but there are scores of other urgent needs competing for state funds. Gifts from private foundations, cor-



porations, and alumni continue to rise steadily, but the increases are not keeping pace with rising costs.

Hence the continuation and probably the enlargement of the partnership between the Federal government and higher education appears to be inevitable. The real task facing the nation is to make it work.

To that end, colleges and universities may have to become more deeply involved in politics. They will have to determine, more clearly than ever before, just what their objectives are—and what their values are. And they will have to communicate these most effectively to their alumni, their political representatives, the corporate community, the foundations, and the public at large.

If the partnership is to succeed, the Federal government will have to do more than provide funds. Elected officials and administrators face the awesome task of formulating overall educational and research goals, to give direction to the programs of Federal support. They must make more of an effort to understand what makes colleges and universities tick, and to accommodate individual institutional differences.

THE TAXPAYING PUBLIC, and particularly alumni and alumnae, will play a crucial role in the

evolution of the partnership. The degree of their understanding and support will be reflected in future legislation. And, along with private foundations and corporations, alumni and other friends of higher education bear a special responsibility for providing colleges and universities with financial support. The growing role of the Federal government, says the president of a major oil company, makes corporate contributions to higher education more important than ever before; he feels that private support enables colleges and universities to maintain academic balance and to preserve their freedom and independence. The president of a university agrees: "It is essential that the critical core of our colleges and universities be financed with non-Federal funds."

"What is going on here," says McGeorge Bundy, "is a great adventure in the purpose and performance of a free people." The partnership between higher education and the Federal government, he believes, is an experiment in American democracy.

Essentially, it is an effort to combine the forces of our educational and political systems for the common good. And the partnership is distinctly American—boldly built step by step in full public view, inspired by visionaries, tested and tempered by honest skeptics, forged out of practical political compromise.

Does it involve risks? Of course it does. But what great adventure does not? Is it not by risk-taking that free—and intelligent—people progress?

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

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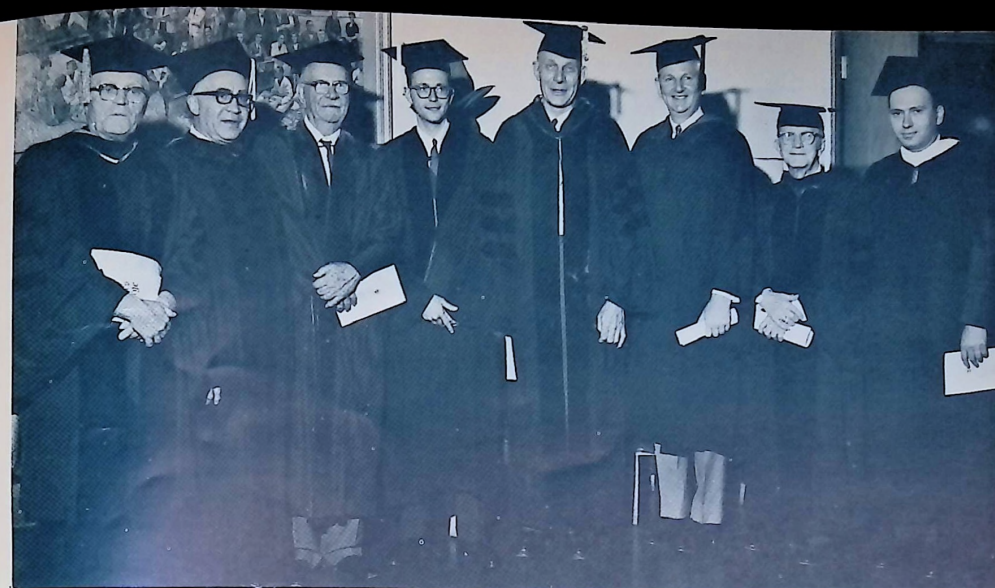
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GRADUATION HIGHLIGHTS



1967 GRADUATING CLASS

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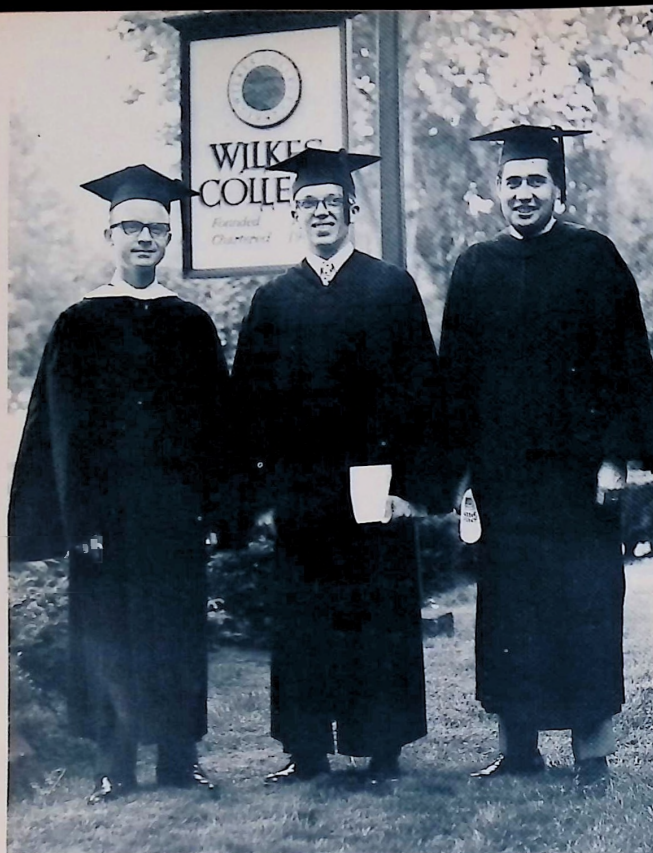
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GRADUATION HIGHLIGHTS



1967 GRADUATING CLASS



BARRY M. MILLER "Outstanding Graduate"

Barry M. Miller was singularly honored by the Alumni Association as "Outstanding Graduate of the Year." This award is presented annually to the graduate considered by a special faculty committee to have made the most significant overall contribution to the life of the College. From the left are Gordon Roberts, director of alumni relations; Mr. Miller; and Attorney Eugene Roth, president, alumni association.



NEW ALUMNI TO CONTINUE STUDIES

Forty members of the Class of 1967 will continue their studies at graduate colleges and universities across the nation. Along with the graduate schools at which they have been accepted are, from the left, first row: Michele Kovalchik, Jefferson Medical College; Irene M. Scheining, Marywood; Joan Kirshenbaum, New York University; Barbara Liberasky, Carnegie Institute of Technology; Marguerite Yevitz, Pennsylvania State University; Juliann Palsha, Seton Hall; Clara Williams, University of Scranton; Judith Mistichelli, Temple; Betty Dougherty, Pennsylvania State.



Second row: Frank Szumilo, Lehigh; Michael Wood, New York University; David Speicher, Sr., State University of New York; Joseph Bent, University of Pennsylvania; James Urisko, Clark University; Richard Metcalf, Boston University; Alfred Eddy, New York University; William Kimmel, Penn State; Harry Morgan, Drexel Institute of Technology.

Third row: Norman Kresge, State University of New York; Hermon George, Middlebury College; Mark Bauman, Lehigh University; Marvin Adlerstein, Lehigh University; Woodrow Herron, Millersville State; Frederick Merrick, Syracuse; Douglas Weber, Lehigh; Russell Jenkins, Tem-

ple, Medical School; James Marks, Temple Medical School; John Varbalis, Manhattan School of Music.

Fourth row: Robert Armbruster, Rensselaer Polytechnic; Kenneth Maloney, Penn State; Joseph Brillinger, Suffolk University Law School; Jan Kubicki, Temple; Harold Heesch, Lehigh; Richard Egen, University of Delaware; Robert Kosher, Temple; Windsor Thomas, University of Massachusetts; Harold Mager, Scranton University; Thomas Shemanski, University of New Hampshire; Richard Kramer, Dickinson School of Law; Reno Ducceschi, Penn State.

Degree recipients who attended the Wilkes Evening College for a combined total of ninety-eight years are shown, left to right: Estelle Stak, five years; Dorothy Kedda, nine years; Velma Major, eight years; Eleanor Matulewicz, five years; Clara Williams, four years; and Evelyn Morenko, eight years. Standing: George Fetch, eight years; John Kotch, seven years; Peter Duda, ten years; William Arnold, ten years; John Helme, nine years; Emil Warren, five years; and Harold Mager, ten years.

EVENING COLLEGE GRADUATES



MASTER'S DEGREES CONFERRED



Recipients of graduate degrees conferred at Wilkes College Commencement are shown, from the left: Hiroko Ito, chemistry; Yen-Chi Pan, chemistry; Thomas Heslin, physics; Henry Pownall, chemistry; and Jae-Hyoung Park, physics.





The Class of 1967 includes forty-eight graduates who have accepted teaching positions for the coming academic year.

Along with the school districts where they will be employed they are, from the left, first row: Sandra Grinzi, Groton, Conn.; Marilyn Goodman, Groton, Conn.; Patricia Davis, Groton, Conn.; Elaine Bar-bini, Wilkes-Barre; Tanya April, Groton, Conn.; Judith Vanslette, Commack, N.Y.; Sylvia Carstensen, Berkley Heights, N.J.; Mary Strevell, Highland Park, N.J.; Regina Belden, Madison Twp., N.J.; Marilyn Klick, Scranton; Barbara Graylock, Binghamton, N.Y.; Carol Pajor, Wyoming Valley West.

Second row: Rosalie Leone, Easton; Linda Kuligowski, Nanticoke; Carole

Thomas, Groton, Conn.; Barbara Collins, Eden, N.Y.; Antoinette Supchak, Auburn, N.Y.; Carol Sutton, Lake Lehman; Dianne Alfaro, Massena, N.Y.; Edith Miller, Deposit, N.Y.; Roberta Gregory, Allentown; Janie Black, Altoona; Virginia Llewellyn, Auburn, N.Y.; Juliann Palsha, Jackson, N.J.

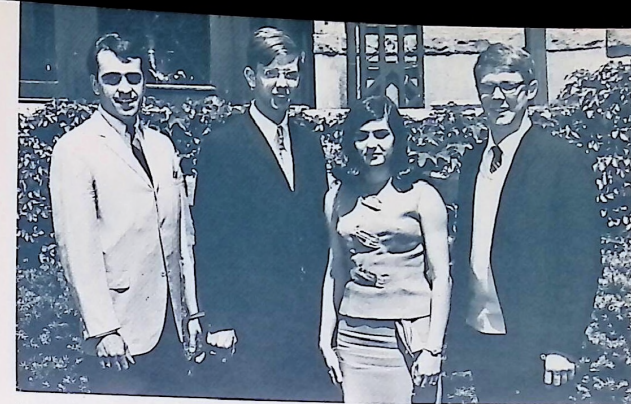
Third row: Michael Curilla, Jr., Willing-boro, N.J.; Richard Raspen, Mountaintop; John Najjaravitz, Cresco; Donald Reese, Madison, N.Y.; Allen Littlefield, Kingston, N.Y.; Leona Kokash, Deposit, N.Y.; John Polosi, Washington, N.J.; Raymond Cwal-ina, Camden, N.J.; Joseph Orlando, Tioga

Center, N.Y.; Helen Smereski, Groton, Conn.; Jean Cook, New Castle, Del.; Joan Palencar, Wilkes-Barre.

Also accepting teaching positions are Robert Smith, Montrose; Edwin Pashinski, Nanticoke; Richard Roshong, Abington School; Joseph Settineri, South Hunting-ton, N.Y.; Richard Kopko, Piscataway Twp., N.J.; Gerald Weber, Allentown; William Perrego, Washingtonville, N.Y.; Joseph Adomiak, Newark Valley, N.Y.; Larry Major, Fredericksburg, Md.; Mary Zwonick, Madison Twp., N.J.; Maureen Savage, Philadelphia.



FINAL SENIOR *Activities*



Senior class officers, left to right: Edwin Pashinski, vice-president; Harry Russin, president; Cheryl Farity, secretary; and Harold Heesch, treasurer.



Pictured at the Senior Dinner Dance are a number of class members and their guests. From the left, are Richard Disque, Judith Noyle, Cynthia Yarrish, Ted Levitsky, Barbara Liberasky, Eugene Kelleher, Carol Sutton, and Tim Swanson. Standing: Harold Heesch, Barbara Reynoldson, and Mr. and Mrs. Robert Vanderloef.

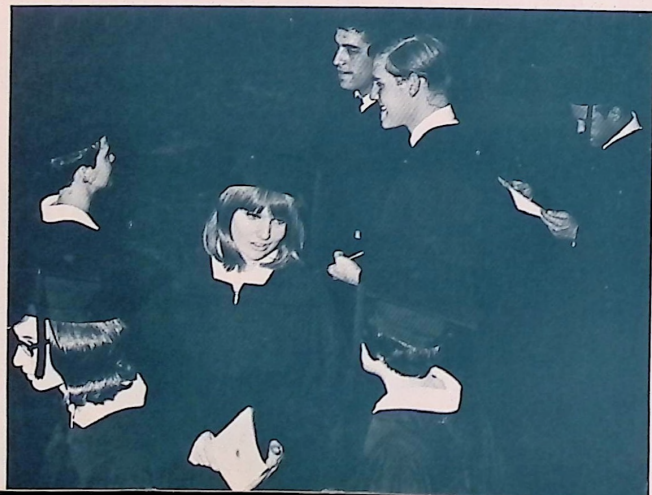
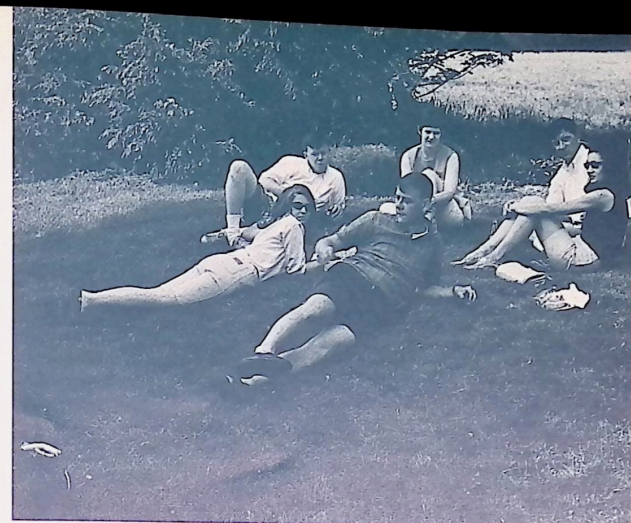
Pictured left to right at the Annual Senior Dinner Dance are: Mr. George Ralston, dean of men; Mrs. Ralston; Mrs. Helen Farley Price; Dr. Francis Michelini, dean of academic affairs; Mrs. Michelini; Dr. Eugene Farley; Harry Russin, '67, class president; and Cheryl Farity.





FINAL SENIOR

Activities



ALUMNI NEWS...

'39

Lillian Wyatt, the former LILLIAN CELMER, is a librarian at Santa Barbara Junior High School. She is also doing a special project for Spanish-speaking students in connection with the library. Lillian resides with her husband, Vernon, and their five children at 139 San Rafael Avenue, Santa Barbara, California.

'44

JAMES M. GEARHART is president and owner of the Valley Engineering and Manufacturing Company, 799 Hazle Street, Wilkes-Barre. The company manufactures precision jet engine components for Pratt & Whitney Aircraft, Division of United Aircraft Corporation. James and his wife and three children live at 227 South Franklin Street, Wilkes-Barre.

'49

GORDON R. STRYKER was recently appointed Director of Filings of Reserve Insurance Company in Chicago. Gordon and his wife, Bette, and their daughter, Jane, reside at 3 S 043 Sequoia Drive, Glen Ellyn, Illinois.

'50

HENRY VAN KOSKI received his Master of Education degree from Temple University on February 11, 1967. He is teaching at Cinnaminson High School, Cinnaminson, New Jersey. Henry and his wife, Louise, and their four children live at 26 Mainbridge Lane, Willingboro, New Jersey.

'51

Reverend FRED B. SCHULTZ is presently Rector of Saint John's Church, Salem, New Jersey. He has served in this capacity since 1952. He and his wife and their three children live at 211 9th Street, Salem, New Jersey.

GEORGE H. BROWN is now Lieutenant Commander in the Civil Engineer Corps, U.S. Navy. George and his wife, Marilyn, and their two children reside at 11 Forest Park Drive, North Kingstown, R.I.

'52

Mabel Solomon, the former MABEL RICHARDS, is presently teaching at Fairview Elementary School, Mountaintop, Pennsylvania. She resides with her husband, Michael, and son, Michael, Jr., at 75 Miner Street, Wilkes-Barre, Pennsylvania.

BERNARD D. PRICE is presently chief of the personnel division at the Cincinnati Veterans Administration Hospital. He has attended the University of Pennsylvania and Xavier University, and holds an MBA in hospital administration. He has also worked at VA hospitals in Washington, D.C.; Martinsburg, West Virginia; Newington, Connecticut; and Montrose, New York. In June 1965, Bernard retired as a major in the Army Reserve.

FRED R. DAVIS, President of the Reading Trust Company, has been elected to the board of directors of General Battery and Ceramic Corporation. General Battery is a leading manufacturer of branded and private brand batteries for the industrial, golf cart, marine and aviation and automotive markets, and spark plugs for the automotive, commercial, farm and small engine market. The company has 32 plants and warehouses located throughout the U.S.

JAMES G. RICHARDSON has been appointed manager of Sears, Roebuck and Company in Concord, New Hampshire.

'54

HARRY A. PITTMAN has been appointed controller at Centenary College for Women. Since 1959 Harry has been serving as chief accountant of International Flavors and Fragrances, Inc., New York City. From 1954-59 he was an accountant in the New York City office of Price, Waterhouse and Company, a public accounting firm. Harry and his wife, Hannah, and their two children live at 3 Van Riper Avenue, Pompton Plains, New Jersey.

'55

RAYMOND STEPHENS and his wife, Cecelia, recently observed their silver wedding anniversary. Raymond is employed by the Department of Revenue as an auditor with Sales and Use Tax. Mr. and Mrs. Stephens have five children and they reside at 198 Kidder Street, Wilkes-Barre.

RICHARD B. KENT, M.D., recently opened offices for the private practice of Ophthalmology at 17 South Church Street, West Chester, Pennsylvania. Richard and his wife, the former LORRAINE D. GIACOMETTI, and their four children live at 335 North Franklin Street, West Chester.

Barbara Howlett, the former BARBARA JEANNE WINSLOW, is working as a free-lance writer and has sold several short stories. Barbara, her husband, Philip, and their three children reside at 607 Kent Street, Rome, New York.

For the past nine years BASIL M. CASTNER has been teaching in the elementary grades for the Board of Education, New Egypt, New Jersey. Basil and his wife, Anna, reside at 84A Stenton Court, Trenton, New Jersey.

WILLIAM J. PRICE is a test pilot with United Air Lines at their San Francisco maintenance base. He lives at 315 Roosevelt Way #8, San Francisco, California.

JOSEPH J. TROSKO received his D.M.D. in dentistry from the University of Pennsylvania in May 1966. He has opened his office at 341 Wyoming Avenue, West Pittston, Pennsylvania. Joe and his wife, Janet, and their son, Thomas, live at 103 Bedford Street, Forty Fort, Pennsylvania.

BENJAMIN FIESTER received his Doctor of Philosophy degree from Pennsylvania State University in December 1966.

'56

JESSIE ALICE RODERICK received her doctor of education degree from Temple University, Philadelphia, at its Founder's Day and mid-year commencement on February 11, 1967. At present Jessie is assistant professor at Muhlenberg College in Allentown, Pennsylvania.

REESE D. JONES, former administrative assistant to the president of the First National Bank and Trust Company of Bethlehem, has been elected the bank's new president and chief administrative officer. Reese has his M.B.A. degree from the University of Pennsylvania. He is also a graduate of the Executive Training Program at the Federal Reserve Bank in Philadelphia. Currently he is on the staff at Wharton School of the University of Pennsylvania as a lecturer on finance, specializing in banking.

Attorney DONALD McFADDEN has been named assistant city solicitor for the City of Wilkes-Barre. Donald graduated from Dickinson Law School and received a master of law degree with specialization in taxation from Georgetown University Law Center, Washington, D.C. From 1963 to 1965 he was assistant trust officer of the First National Bank of Wilkes-Barre. He is presently associated with a law firm in the Miners Bank Building and is an instructor at College Misericordia. Donald and his wife, Sheila, and their daughter, Maura, reside at 64 West Ross Street, Wilkes-Barre.

CHESTER BELSKY is a senior engineer at Photolastic, Incorporated, Malvern, Pennsylvania. Chester and his wife, Patricia, and their daughter live at 2933 Denise Road, Norristown, Pennsylvania.

HAROLD CIRKO is teaching at Madison Township, Old Bridge, New Jersey. He was recently appointed Adult Evening School Director. He is pursuing his Master's degree at Newark State.

'57

WILLIAM H. TREMAYNE has been named "Young Man of the Year" by the Piscataway, New Jersey, Jaycees. The Jaycees' Distinguished Service Award was presented to Bill at a banquet, January 21, 1967, at the Arbor Inn, Piscataway. Bill was recently promoted to associate director, tax administration, in the Prudential Insurance Company comptroller's department.

WILLIAM D. DeMAYO is working for the Ayerst Laboratories of New York City. He lives at 2022 E. Palmyra, Orange, California.

MICHAEL J. LEWIS recently passed his Pennsylvania bar examination. He is connected with the Adjudication Department at the Veterans Administration in Philadelphia. Michael and his wife, the former JOAN ZAWOISKI, and their four children live at 3019 Unruk Street, Philadelphia.

'58

JEROME E. LUFT has received his M.S. in Education from Temple University. He is now a Graduate Fellow at Rutgers University School of Educational Psychology. Jerome, his wife, Marianne, and their three children reside at 824 Davidson Road, University Heights, Piscataway, New Jersey.

THOMAS YAHARA has been named sales engineer at the Trane Company's sales office in Kingston, Pennsylvania. Thomas and his wife, Marilyn, and their three children live at 228 Lathrop Street, Kingston.

DAVID J. THOMAS is area sales manager in Eastern New York and Vermont for Lever Brothers Company. He and his wife, Marilyn, and their two sons live at 27 Glen Terrace, Scotia, New York.

MAX BERK GREENWALD is supervising Social Worker for the California Department Youth Authority, Preston School, Ione, California. Max has his master's degree in Social Work from Yeshiva University. He and his wife, the former Rita Schwartz, and their daughter, Linda Ellen, reside at 223 E. La Mesa, Stockton, California.

JAMES J. HENNIGHAN has his M.A. in Special Education from Trenton State College. He is co-director of the Work-Study Program at Fayetteville-Manlius Central School District # 1, Manlius, New York. He and his wife, Betty, and their two children reside at Russell Lane, Manlius, N.Y.

JEROME J. STONE is music supervisor at Northwest Area High School, Shickshinny, Pennsylvania. Jerome and his wife, Dorothy, and their three children live at 806 Woodland Drive, Kingston, Pa.

Captain SAMUEL C. PUMA, M.D., is a flight surgeon and jet pilot with the U.S.A.F. stationed in Germany.

'59

LAWRENCE W. POLK is presently a 9th grade counselor at Holabird Junior High School in Baltimore, Maryland. Lawrence and his wife, Carolyn, reside at 9604 Dunkeld Court, Baltimore, Md.

Rev. WILLIAM E. DAVIS is Rector at Emmanuel Episcopal Church, 4th and Walnut Streets, Emporium, Pennsylvania. He and his wife, Donna Sue, and their two children reside at 137 East Fourth Street, Emporium, Pennsylvania.

SYLVANO TIGNANI has been appointed coordinator of Lady Manhattan Division Manufacturing and Quality, of Manhattan Shirt Company. He lives at 183 Main Road, Mountaintop, Pennsylvania.

'60

MARILYN WARBURTON is a social caseworker at the Friendship House in Scranton, Pennsylvania. She heads the Foster Home and Adoption Department. Prior to joining the staff of Friendship House in March of 1966, she served as a social worker at Retreat State Hospital. Marilyn received her M.A. in social work from the University of Pittsburgh.

JOSEPH T. STRALKA has been appointed manager of Jupiter Discount Store, a subsidiary of the S. S. Kresge Company, in Niagara Falls, New York. Joseph and his wife and their three children reside at 1812 North Avenue, Niagara Falls.

JAMES R. STEPHENS has joined the Pittsburgh staff of Calgon Corporation's Water Management Division as assistant product manager for boiler chemicals. James and his wife, Carole, and their three children live at 233 Church Road, Bethel Park, Pennsylvania.

Rev. AARON G. HASTIE is serving as pastor to three churches in Milesburg, Snowshoe, and Port Matilda, Pennsylvania. Aaron and his wife, Janice, and their daughter reside at Box 837, Milesburg, Pa.

Gayle Friebis, the former GAYLE JACOBSON, is employed as a secretary at Temple University where she is working toward her B.S. in education. Gayle and her husband, George, live at 2122 Scattergood Street, Philadelphia, Pennsylvania.

Christine A. Kizis, R.R.L. (registered record librarian), the former CHRISTINE BRUNACCI, received her certificate in Medical Record Science from the Graduate School of University of Pennsylvania in August 1966. She is working as a medical record librarian at Geisinger Medical Center, Danville, Pa.

Dorothy J. Godfrey, the former DOROTHY J. MILLER, is now attending the University of Pennsylvania working on her master's in nursing. She is on leave of absence from the Pennsylvania Department of Health where she was employed as a Public Health Nurse. Dorothy and her husband, Eugene, reside at Amelyn Apartments, New School Lane, R. D. # 1, Dallastown, Pennsylvania.

WILLIAM MAXWELL is a science teacher in the Philadelphia Public Schools. He resides at Apartment D-6, 3100 Grant Avenue, Philadelphia, Pa.

'61

RAYMOND J. PIRINO, D.D.S., is presently serving as a dentist in the U.S.A.F., McCoy Air Force Base, Orlando, Florida. He resides with his wife, Marianne, and their two children at 2906 Lando Lane, Orlando, Florida.

PATRICK W. SHOVLIN, JR., is a buyer at Lockheed Missile and Space Company, Sunnyvale, California. Pat lives with his wife, Marion, and their two children at 1337 White Drive, Santa Clara, California.

THOMAS J. SANGIULIANO received his M.S. degree in Education from the State University of New York.

DONALD GOOBIC has his master's degree in guidance and counseling from the University of Scranton. He is a guidance counselor at Kingston Area High School, Kingston, Pennsylvania.

RICHARD FISCHI has resigned from the staff of Family Service Association of Wyoming Valley. He has accepted a position as family counselor at Child and Family Service of Syracuse, New York.

Captain MARTIN E. CHERONE is a member of the U.S. Pacific Air Forces and was recently awarded the medal for meritorious achievement as an electronics warfare officer during aerial flight over hostile territory.

FRED R. DEMECH is an officer with the U.S. Naval Communication Station in Honolulu, Hawaii. He has been selected to appear in the 1967 Edition of Outstanding Young Men of America.

DINO J. SCIAMANNA was unanimously endorsed as the New Windsor Republican Committee's choice to prefill the position of town councilman. Dino is presently teaching data processing at Newburgh Free

Academy. He resides with his wife, Eleanor, and their three children at 73 Hudson Drive, New Windsor, New York.

LAWRENCE V. PEGG has resigned as scout executive of the South District of Admiral Robert E. Peary Council, Boy Scouts of America, and will become scout executive of the Allentown City District of the Lehigh Council. Lawrence resides at 1191 South Delaware Street, Allentown, Pennsylvania, with his wife and two children.

WILLIAM J. HADDOCK received his master of science degree in chemistry and physics from Montclair State College, New Jersey. Bill has been teaching for the past six years in the Bloomfield, New Jersey, School System. He lives at 203 Walnut Street, Nutley, New Jersey.

LEWIS R. ZWIEBEL is a systems analyst at Brown and Williamson Tobacco Company. He lives with his wife, Donna, and their daughter at 4011 Wimpole Road, Louisville, Kentucky.

MICHAEL ARMSTRONG has been awarded the silver wings of an American Airlines flight officer after completing training at American's flight school in Chicago. From 1961-1966, he served in the U.S.A.F. where he attained the rank of captain.

'62

Florence L. Finn, the former FLORENCE BILLINGS, is teaching English at Lake-Lehman School, Lehman, Pennsylvania. Florence and her husband, James, live at R. D. 1, Dallas, Pennsylvania.

JOSEPH NEETZ is teaching mathematics at Hillside High School, Hillside, New Jersey. Joseph and his wife, Marion, and their three sons reside at 375 Newton Street, North Plainfield, New Jersey.

'63

PAUL EMMERT is a technical representative for the Fisher Scientific Company in Cincinnati, Ohio. He is residing with his wife, Judith Ann, and his daughter, Lisa, at Rural Route 3, Box 310B, South Point, Ohio.

THOMAS HRYNKIW, pianist, is now completing requirements for his master's degree at the Manhattan School of Music. He has been guest soloist with the Wilkes-Barre Philharmonic, Scranton Philharmonic, Erie Symphony, Dayton Philharmonic, and the Niagara Falls Philharmonic. Thomas has been awarded a \$3,500 grant as the winner in the Frank Huntington Beebe Fund competition in Boston. This summer he will leave for a concert tour in Europe.

Lt. MICHAEL WINSLOW is a project officer with the Research and Analysis Division, Gunnery Department, U.S. Army Artillery and Missile School. He has received the Bronze Star Medal for outstanding meritorious service in combat operations in Vietnam.

JOHN SHEEHAN is now psychiatric rehabilitation counselor for the Bureau of Rehabilitation, Commonwealth of Pennsylvania. John and his wife, Jacqueline Sue, and their daughter, Heather Nadine, live at 298 Carverton Road, Truicksville, Pa.

ROY JOHN MORGAN, radio newsmen for station WILK in Wilkes-Barre, has left his position here to join the staff of the Reading Eagle. Before joining the staff of Radio WILK, he was associated in var-

'63 (Continued)

ious public relations operations at Station Park Ranger, Yosemite, California; The Associated Press in Philadelphia, and the Pottstown Mercury. He and his wife, Diana, will reside in Reading, Pa.

WILLIAM A. SCHIEL, JR., has been promoted to lieutenant in the U.S. Navy. He is presently serving as company commander of Company "C" at the Navy Supply Corps School at Athens, Georgia. His previous duties include USS WASP (CVS-18) and Fleet Computer Programming Center, Dam Neck, Virginia. William and his wife, Elizabeth, reside at 149 Garden Springs Trailer Court, Athens, Ga.

Lynne Hundley, the former **LYNNE STOCKTON**, resides with her husband, James, and her daughter, Laura, at 7548 Piney Branch Road, Richmond, Virginia. Lynne formerly taught 4th grade at Chamberlayne Elementary School in Henrico County, Virginia. James is a partner in the law firm of Hundley and Taylor.

'64

W. BROOKE YEAGER is a teacher at Memorial High School, Valley Stream, New York. In addition, Brooke has been added to the wrestling staff at the State University Maritime College at Fort Schuyler, Bronx. A member of the New York Athletic Club wrestling team, Brooke is a former national YMCA freestyle and Greco Roman champion and holds a number of New England AAU titles.

DONALD LEE FINE received his M.S. degree at Pennsylvania State University in December 1966, and is continuing his studies there toward his Ph.D. Donald and his wife, Judith, live at 127 East Hamilton Avenue, State College, Pennsylvania.

GEORGE EVANCHO has received his M.S. degree in bacteriology from the University of Tennessee. He is a bacteriologist with Armour and Company, Oak Brook, Illinois. George and his wife, Patricia, and their daughter live at 1609 8th Avenue, Villa Venice West Apartments, LaGrange, Illinois.

DAVID S. JONES is director of instrumental music at Heritage Junior High School, Livingston, New Jersey. He and his wife, Nesta, and their daughter reside at 238 Pompton Road, Wayne, New Jersey.

RICHARD BLISICK was commissioned an Army second lieutenant upon graduation from Transportation Officer Candidate School at Ft. Eustis, Virginia, on February 9.

LAWRENCE C. WALKO received his B.S. in electrical engineering from Pennsylvania State University. He is a laboratory engineer at General Electric in Pittsfield, Massachusetts.

WALTER F. DEXTER recently returned from a tour of duty with the Navy and is now working for Raymond Equipment, Incorporated, in Peoria, Illinois.

HARRIS TOBIAS has been appointed public relations assistant for the Electro Welding Alloys Corporation in Flushing, New York. Prior to joining Electro, he was the house organ editor for the Ford Instrument Company Division of Sperry Rand. Harris is also a member of the International Council of Industrial Editors.

HOWARD JAY WILLIAMS received his M.A. degree from Pennsylvania State University in December 1966.

'65

LAWRENCE R. GUBANICH is a senior assistant accountant with Haskins & Sells in New York City. He and his wife Sharon, reside at 285 Aycrigg Avenue, Passaic, New Jersey.

KENT DAVIS is presently teaching English at Penns Grove High School, Penns Grove, New Jersey.

BERTRAM ROSS, who received his M.S. in Physics from Wilkes, has been promoted to assistant professor of mathematics at New Haven College, West Haven, Connecticut. He lives at 1044 Campbell Avenue, West Haven, Connecticut.

STEPHEN N. KARSNAK has been advanced to the position of assistant cashier in charge of the Credit Department of the Third National Bank and Trust Company, Scranton, Pennsylvania. Stephen has attended the Bankers' Trust Credit School in New York City, and the University of Scranton. He is also a member of the American Institute of Banking. Stephen and his wife, Brenda, reside at 621 Jefferson Avenue, Scranton.

G. JOSEPH ROGERS is presently a senior accountant with I.B.M. in Essex Junction, Vermont. He and his wife, Anne, reside at Box 453, Essex Junction.

ARTHUR J. PODESTA, vice president and controller of the Pennsylvania Gas and Water Company in Wilkes-Barre, has been advanced to treasurer of the company. Arthur and his wife reside at 631 Meadowland Avenue, Kingston, Pennsylvania.

'66

ROBERT HARDING is teaching in the Dallas School District, Dallas, Pennsylvania. He and his wife, Ann, live at 36 Burndale Road, Dallas, Pennsylvania.

THOMAS J. FIELD has been commissioned a second lieutenant in the U.S. Air Force. He has been assigned to Tyndall AFB, Florida, for training as a weapons controller.

JO ANN MARGOLIS is teaching in the Montclair public Schools. She resides at 136 Franklin Street, Cedar Grove, New Jersey.

ROGER A. ROLFE is director of research at Kimball Systems, Incorporated, in Belleville, New Jersey. He and his wife, Sheila, live at 214 Sanford Avenue, Lyndhurst, New Jersey.

SALLY LEONARD is studying for her master's degree at the Virginia Institute of Marine Science, Gloucester Point, Virginia. She has a research assistantship in the ichthyology department.

MARK COHEN, photographer, has his studio at 38 North Main Street in Wilkes-Barre. Mark recently had 23 photographs placed on display in a show at the Spanish National Tourist Office, 529 Fifth Avenue, New York City. The display consisted of black and white and colored shots taken during his trips to Spain in 1965 and 1966.

Mary Ellen Mooney, the former **MARY DONAHUE**, is an instructor in mechanical engineering at the International Correspondence Schools in Scranton, Pa.



DOWN THE AISLE

'50

WILLIAM D. JONATHAN was recently married to Catherine Griffiths Pilarek. William attended the Institute of Local and State Government at the University of Pennsylvania. He is a research analyst for the Pennsylvania Economy League in Wilkes-Barre. William and Catherine are residing at 143 East Main Street, Nanticoke, Pennsylvania.

'61

MARY ANN T. ANDREIKO became the bride of Edward Novitsky of West Pittston. Mary Ann is a medical technologist in a clinical laboratory. Edward is employed by the Pennsylvania Power and Light Company.

'63

BERNARD A. GOLDSTEIN was married to Janet Ellen Oren of Orlando, Florida. Bernard is teaching instrumental music at Herbert Hoover Junior High School, Edison Township, New York. Janet is a graduate of Queens College with a B.S. degree in chemistry. She is a chemist at CIBA Pharmaceutical Company, Summit, New Jersey. Bernard and Janet are residing in Menlo Park, New Jersey.

DAVID R. FENDRICK was married to Janet Mary Aspinwall of Edison, New Jersey. David is a candidate for his master's degree at Syracuse University. Janet is a graduate of Syracuse University and is a systems analyst at Chase Manhattan Bank, New York City.

NICHOLAS L. ALESANDRO was married to Jeanne Carol Ray, a graduate of Becker Junior College in Worcester, Massachusetts. The couple will reside at St. Thomas in the Virgin Islands, where Nicholas is associated with Bolero, Inc.

'64

CHARLES J. NAPLES, JR., was recently married to Sylvia Angela Nieczykowski. Charles is studying for his master's degree in guidance at Scranton University and is teaching in Madison Township, Old Bridge, New Jersey. Charles and Sylvia are residing at The Parlin New Club, 6 Washington Road, Parlin, New Jersey.

CHARLES KRIVENKO was married to Joyce Ann Calahan. Charles is in his junior year at Temple Medical School in Philadelphia.

VIRGINIA BARBARA MASON became the bride of **JAMES A. JONES**. They were married at Blantyre, Malawi, Africa. James is teaching in the Chiradzulu Secondary School at Chiradzulu, Malawi, Africa. After graduation Barbara taught in the Warwick Valley Central School System, Warwick, New York and at Crestwood High School, Mountaintop, Pa.

'64 (Continued)

LILA KORITKO became the bride of Jerry L. Taylor. They were married in December 1966, in Basel, Switzerland. Lila is teaching in the Baumholder Elementary School in West Germany. Jerry is stationed with the 8th Division in Bad Kreuznach, Germany.

MARY ANN KISH was recently married to Richard C. Drey. Mary is assistant instructor at Reading Hospital School of Nursing. Richard received his B.S. in mathematics at Albright College and is teaching at Reading High School, Reading, Pa.

'65

NICHOLAS STEFANOWSKI was married to Janis Ann Mravcak of Whippany, New Jersey. Nicholas is mathematics teacher and wrestling coach for Morris Hills Regional School District, Rockaway, New Jersey. They reside at 9 Apache Trail, White Meadow Lake, Rockaway, New Jersey.

ROBERT L. PRITCHARD was recently married to Judith Ann Evans. Robert is an ensign in the United States Coast Guard Flight School in Pensacola, Florida. They are residing at 800 Senic Highway, Pensacola, Florida.

'66

ANNETTE GEE became the bride of John Theodore Kravanski. Annette is teaching in Dunellen, New Jersey. John is a pharmaceutical technician at Ortho Pharmaceutical, Raritan, New Jersey.

IRENE MYHOWYCZ became the bride of Lawrence J. Holzenthaler. Irene is teaching in the Roselle Public School system. Lawrence received his B.S. degree in engineering from Stevens Institute of Technology, Hoboken. He is employed by Enjay Chemical Company, Linden, New Jersey.

DAVID RUSSELL DUGAN was recently married to Catherine Marie Landmesser. David is a dealer-sales representative for Humble Oil and Refinery in Wilmington. They are residing at 250 Thomas Drive, Wilmington, Delaware.

LINDA WERNER became the bride of Robert Jay Vanhorn in January 1967. Robert is a graduate of Lafayette and is employed by the Travelers Insurance Company. Linda and Robert reside at 2810 Corabel Lane, Sacramento, California.

a son, Kyle Joseph, on November 6, 1966, to Mr. and Mrs. Joseph Gaffney, 55 Pequossette Street, Watertown, Massachusetts. Mrs. Gaffney is the former **JEAN ANN McMAHON**.

'64

a daughter, Beth, on December 15, 1966, to Mr. and Mrs. David Jones, 238 Pompton Road, Wayne, New Jersey.

a daughter, Kimberly Susan, on February 16, 1967, to Mr. and Mrs. George Evancho, 1069 8th Avenue, Villa Venice West Apartments, LaGrange, Illinois.

a son, Michael Sean, to Mr. and Mrs. Michael J. Purcell, on January 10, 1967. Mrs. Purcell is the former **LUCILLE LISNAK**. They live at 9 Hazle Street, Swyersville, Pennsylvania.

'65

a daughter, Alexa Luisa, on February 21, 1967, to Mr. and Mrs. Robert B. Eurich, 1301 North Taft Street, Arlington, Virginia.

a son, Steven Paul, on February 13, 1967, to Mr. and Mrs. Ronald Grohowski, Long Meadow Drive, Staatsburg, New York. Mrs. Grohowski is the former **MARY FIELDS**.

twins, Pamela and Laura, on February 3, 1966, to Mr. and Mrs. Ronald Feller, 635 West Diamond Avenue, Hazleton, Pennsylvania.

'66

a daughter, Arden Lynn, on February 19, 1967, to Mr. and Mrs. Leonard Achenberg, of 32 Aibourne Street, Fords, New Jersey. Mrs. Achenberg is the former **BEVERLY GRANAT**.

a son, Matthew, on March 19, 1967, to Mr. and Mrs. Joseph Mooney, 305 North Abington Road, Clarks Green, Pennsylvania. Mrs. Mooney is the former **MARY ELLEN DONAHUE**.



THIS BRIGHT NEW WORLD

'55

a son, Thomas, to Mr. and Mrs. Joseph Trosko, on March 4, 1967. They live at 103 Bedford Street, Forty Fort, Pennsylvania.

'60

a daughter, Geraldine, on July 19, 1966, to Mr. and Mrs. Casper Faillace, 65 Grafton Street, Quincy, Massachusetts. Mrs. Faillace is the former **JEANNE ESTUS**.

'61

a daughter, Jennifer Ann, on September 21, 1966, to Dr. and Mrs. William Raub, 6741 Fairfax Road, Chevy Chase, Maryland.

a daughter, Lesley Ann, on October 24, 1966, to Mr. and Mrs. Fred Demech, 15 Cornelia Street, Pittston, Pennsylvania.

'63

a daughter, Heather Nadine, on December 16, 1966, to Mr. and Mrs. John Sheehan, 298 Carverton Road, Trucksville, Pennsylvania.

October 27-28, 1967

Friday and Saturday

20TH ANNUAL HOMECOMING 20TH

Wilkes vs. Haverford

Plan Now
To Attend

Class Reunions:

'37, '42, '47, '52, '57, '62

