

WILKES



ALUMNUS

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JULY, 1960

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On the Cover:

TRUSTEES WAITING FOR ACADEMIC PROCESSION AT WILKES: Wilkes College trustees who joined the academic procession to the thirteenth annual commencement in the college's gymnasium-auditorium are shown above (seated, left to right): Dr. Eugene S. Farley, Wilkes president; Mrs. Charles E. Clift, city; Andrew J. Sordoni, city, newly elected second vice-chairman of the board; Dr. Elmer W. Engstrom, senior executive vice-president, Radio Corporation of America, and principal commencement speaker; Admiral Harold R. Stark, retired Chief of Naval Operations, and chairman of the board. (Standing): Harry F. Goeringer, city; Joseph F. Lester, Kingston; former Governor John S. Fine, city; Dr. Joseph J. Kocyan, city; and Dr. Samuel M. Davenport, city.

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Graduates Hear Brilliant Addresses Of Vujica, Engstrom

Can Man Change -- Or Should He?

by Dr. Stanko Vujica

Dear graduates, ladies and gentlemen!

I am genuinely proud and pleased to be invited to speak at this year's Baccalaureate service—all the more since this graduating class happens to be particularly close to me. I know most of them through many pleasant associations in the classroom, at various social affairs, and sports events. And I was their class advisor in the senior year. In all sincerity, I find them one of the finest groups of young men and women ever to graduate from Wilkes.

Since I have been given such splendid opportunity, may I use it to extend my own and my colleagues' on the faculty—for I am sure they want to join me in this—heartfelt congratulations and good wishes to you class 1960 on this occasion which marks such an important turning point in your young life. Wilkes is proud of you, and we hope that you will always keep in mind and gentle remembrance the brave little school on the Susquehanna which has done its best to help you enlarge your intellectual, aesthetic and moral horizons, and thus make your life more interesting, more significant and more rewarding.

I wish I had some cheerful and inspiring message for you. I wish I could tell you what the poet Wordsworth said about the more idyllic and optimistic days of his youth: "Bliss was it in that dawn to be alive . . . But to be young was very heaven." To be young, I suppose, is always heaven. But, the melancholy fact is that these are difficult times. Man is profoundly troubled today; he is not at peace with himself, and he is not at peace with his fellowmen. The prevailing mood is one of anxiety and uncertainty.

It is a cruel paradox of our age that at the time when man has

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New Horizons

by Dr. Elmer W. Engstrom

President Farley,
Members of the Faculty,
Members of the Class of 1960,
Parents and Friends . . .

It is a high honor to speak to a group of young people who are being graduated from college. In this particular case, the honor is supplemented by my awareness of your hospitality, extended to my company, as a new neighbor in the community. For this, too, I am grateful.

My remarks will be specifically directed to you—the members of this graduating class. All others here are cordially invited to listen in.

I have elected to talk with you about the complex and peculiar environment in which you and many of your contemporaries are now to take your place as educated citizens. This environment is characterized by a fundamental cleavage. On the one hand are age-old conflicts which spring from the nature of man himself. On the other is the astonishing power bestowed upon us in recent years by our science and technology. Perhaps never before in history have we been challenged so directly by the need for learning how to live with what we have created.

In such an environment, a first essential is an understanding of the forces that guide our affairs. To an unprecedented degree, these affairs are dominated today in the material sense by science and technology. Many statistics can be cited to demonstrate the speed with which we have advanced materially in the present century—and especially in the few years since World War II.

To an economist, the advance appears as a drastic rise in living standards and a sharp growth in capital investment. To the statesman, it is reflected in terms of national strength and shifts in the world balance of power. To the businessman, it appears as a broad expansion of his

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Dr. Stanko Vujica



Dr. Elmer W. Engstrom

Three-Phase Development Program Successful; New High Reached In Alumni Fund

Five hundred and fifty-seven alumni have contributed \$9,561.03 as their share to the 1960 Three-Phase Development Campaign to raise the total given to the program to \$264,193.18.

The funds raised are to be used for assisting in establishing the graduate program in physics and chemistry, scholarships, and to expand our athletic facilities.

Although the total raised is below the established goal of \$270,000, there is no doubt that the goal will be reached in the near future.



Atty. Joseph J. Savitz

The total amount contributed by the alumni is higher than any amount given before in an annual drive, but the number of participants has been disappointing. In 1958, the alumni contributed \$18,000 to be paid over a three-year period, and this undoubtedly caused some of the decline in participation because of the number still paying on their 1958 pledges. However, there are still far too many who have not assisted Wilkes who could . . . and should.

This year, the average gift of \$17.16 exceeded our average gift for other

Dear Fellow Alumnus:

You must be proud of the eminent position Wilkes College has attained, not only in the community of Wyoming Valley, but in the field of liberal education. Our school has matured to the enviable rank of one of the outstanding "little colleges" in the East.

Institutions, like plants, grow in stature and strength when properly cultivated and nurtured.

As alumni you have been part of that source from which the college is nurtured. In the recent \$270,000 three-phase development campaign that started in February, the campaign goal was achieved. While former students did not produce the bulk of the funds, their participation was manifested by the constant flow of contributions . . . and in many instances, new names were among the donors.

This example of spontaneous giving by alumni has a salutary effect on others; the community and other prospects always look to see whether or not Wilkes alumni are playing their part. For others who were captains and workers, and who traveled at all hours to alumni branch meetings, we more than thank you.

Your contributions have helped resolve, substantially, the objectives of Wilkes. As alumni, we grow as the college grows . . . and the school will continue to grow, as we grow . . .

Our sincere thanks for not forgetting.

Sincerely yours,

JOSEPH J. SAVITZ
Alumni Gifts Chairman

annual campaigns by \$7.00.

We are grateful for your interest and for your endorsement of the program of Wilkes as indicated by your generous gifts. Below, listed by classes, are the alumni who have contributed to this year's goals. (This list was compiled from gifts received up to, and including, July 6, 1960).

1935		
No. on Honor Roll	7 out of 71	
% of Participation	10%	
\$ Contributed		\$328.60
Dr. Charles N. Burns		
Christopher M. Edwards		
Mrs. Harold J. Harris		
Mrs. William Henderson		
George M. Jacobs		
Robert H. Melsan		
Harland G. Skuse		

1936		
No. on Honor Roll	9 out of 33	
% of Participation	27%	
\$ Contributed		\$222.50
Dr. Charles T. Connors		
Mrs. Edward M. Dwyer		
Mrs. George Fenner		

Mrs. George M. Jacobs
Dilys M. Jones
Dr. Robert L. Mayock
Mrs. Lois D. Pearse
Michael G. Solomon
Mirko J. Tuhy

1937		
No. on Honor Roll	6 out of 55	
% of Participation	11%	
\$ Contributed		\$18.00
William H. Atherholt		
Dr. Marvin Judd		
Rev. Thomas F. Kline		
James T. Mayock		
Henry N. Peters		
Donald Reese		

1938		
No. on Honor Roll	4 out of 44	
% of Participation	9%	
\$ Contributed		\$65.00
Mrs. Harry Dower		
Thomas W. Melsan		
Richard J. Roush		
Dr. Leo H. Simonsen		

1939		
No. on Honor Roll	6 out of 55	
% of Participation	11%	
\$ Contributed		\$119.50
Francis A. Baldauskis		

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New Administrative Appointments



Gordon E. Roberts

Gordon E. Roberts, a 1960 graduate of Wilkes, was appointed to the college administration as Assistant to the Director of Development and Public Relations. Roberts began his duties at Wilkes on June 13.

Roberts received his bachelor of arts degree in English from the College at graduation exercises last month, at which time he also received the L. J. Van Laeys Award in recognition of outstanding work in journalism courses. At the final meeting of his Class, Roberts was elected one of five permanent Trustees.

Throughout his four years at Wilkes, Roberts has been an active member of various campus organizations and Class activities. He served as president of the Student Government during his senior year and vice-president and parliamentarian of that organization during his junior year. He was a member of his class council for 3 years, acting as parliamentarian during his junior and senior years.

He was a member of the International Relations Club; the Intercollegiate Conference on Government and Politics, permanent chairman, 1958-59; the History Club, and a member of the Manuscript Literary Society and the College newspaper, *The Beacon*.

This year, Roberts was selected as a "Campus Personality" in the College yearbook, *The Amnicola*, and he was named to the publication list of "Who's Who In American Colleges and Universities."

Roberts is the son of Mr. and Mrs. Thomas Roberts of 80 Rose Avenue, Plains. He was graduated from Plains Memorial High School, Plains, where he was president of his graduating class and also Salutatorian. While in high school, he was a member of the varsity baseball team, a student council member, and a member of the Oratorical and Debating Society. In 1951, he represented Wyoming Valley in the Pennsylvania semi-finals in Forensic competition.

An active member in youth activities of his church, Roberts was president of the Wyoming Conference Methodist Youth Fellowship, 1953-54, which encompassed some ten thousand young people in Pennsylvania and New York.

In addition to this administrative position at the College, Roberts also serves as Proctor of Ashley Hall, of which he now is a resident.

Alfonso S. Zawadsky, also a 1960 graduate of Wilkes, recently was appointed to the position of Assistant to the Registrar and Director of Admissions. He began his duties at the College, the first of July.

Zawadsky received his bachelor of science degree in Secondary Education from Wilkes at graduation exercises last month and was elected a permanent trustee of his Class. While a student at the College, he was an active member of the Education Club and the International Relations Club, in addition to being a Dean's List student.

Before entering Wilkes, Zawadsky had amassed a brilliant military career. His 21 years of service took him to eight other states in this country — Maryland, Georgia, Louisiana, Kentucky, New York, California, Tennessee and Texas — and into the European Theatre during World War II, including England, France, Italy, Belgium, Austria, Germany and Czechoslovakia.

Now a retired lieutenant colonel of the United States Army, Zawadsky began his army career as an enlisted private with the 66th Infantry at Fort Meade, Md. After 4 years, he became a first sergeant and later went to Officer Candidate School, becoming a second lieutenant in May of 1942. Two years later he was promoted to first lieutenant.

In January of 1944, he was commissioned a captain and the unit he commanded was among the first to enter Bastogne, the Battle of the Bulge. Following a tour of duty with the occupation army in Germany and duty in the United States, Zawadsky returned to Germany in 1948 where he participated in the Berlin Air Life . . . and again an advance in rank, this time to major.

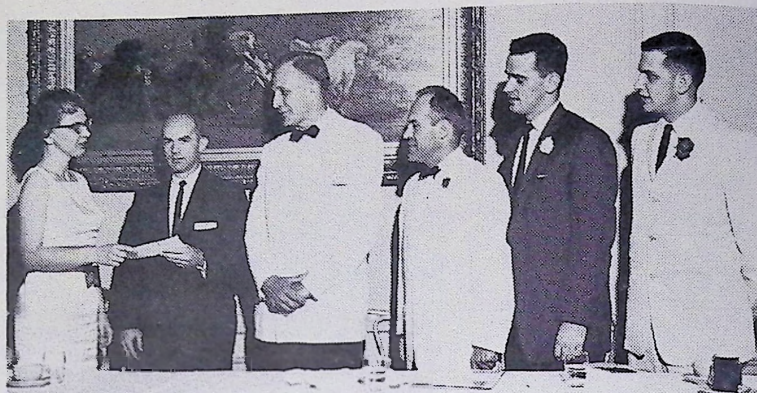
In his last two years of service he was senior unit advisor of the Army Reserve Center at Hazleton, during which time he was promoted to the rank of lieutenant colonel. Since his retirement, he has remained active in the Fourth Armored Division Association, an organization of men who served with that division during World War II.

Zawadsky is married to the former Clara Stravinski of Plymouth, and resides at 160 Oak St., Mountaintop, with his wife and two children, Sandra (12; and Juanita, 10.



Alfonso S. Zawadsky

Class of 1960 Presents Gift



A check toward the purchase of an electric athletic scoreboard was presented to Wilkes College by the graduating Class of 1960 at the senior dinner-dance held in the Crystal Ballroom of Hotel Sterling.

The class gift was made in memoriam to Neil C. Dadurka, former graduate of Wilkes College, who earlier this year met his death in an untimely jet aircraft disaster in California.

Shown above at the presentations, left to right, are: Miss Christine Winslow, Pittston, gift chairman; John G. Reese, director of athletics; Dr. Eugene S. Farley, president of Wilkes College; George F. Ralston, dean of men at the college; John Mulhall, West Pittston, Senior Class president; and John Matthey, Ashley, Class vice-president and master of ceremonies.

Boyd Elected to Board of Trustees

William Weir Boyd, a member of the first graduating class of Wilkes, was elected the second alumni member of the college's Board of Trustees at the annual reorganization meeting of the board during Commencement Weekend.

Acting upon the recommendation of the Alumni Nominating Committee, Mr. Boyd was placed in nomination for a three-year term by the board chairman, Admiral Harold R. Stark.

The other alumni representative on the board is Attorney Joseph J. Savitz, who was elected during his term as president of the Alumni Association in 1958.

A native Wilkes-Barrean, Mr. Boyd now resides in Vestal, New York, and is Assistant Treasurer of Clark-Cleveland, Incorporated, Binghamton. Active in civic affairs, Mr. Boyd has been recognized by his company for outstanding service with the United Fund in Binghamton and was a Keyman for years and a team captain this past year.

Mr. Boyd demonstrated a keen interest in the promotion of youth activities within the Vestal area, especially in Little League Baseball Clubs. During the past year, he has been instrumental in the formation of an independent league to help accommodate the many children interested in playing baseball in that

area. Principal speaker at the senior affair was Dr. Farley. In addressing the students he said, "As you leave the college, I hope you find yourself possessed of a greater awareness of the multiple forces that exert their influence upon our lives and our times. It is also my hope that you have developed the ability to study these forces objectively and impassionately. It is my further hope that you have developed ideas and conviction which will form your lives and shape your actions in the years ahead."

Remarks also were made by John Reese, class adviser; Beryl Cole, dean of women; and Dean Ralston. Frank Steck, class treasurer, gave invocation. Dancing followed the dinner.

area.

Since 1956, Mr. Boyd has been a member of the Binghamton Chamber of Commerce and has actively participated on numerous projects of the group. He is a member of the National Association of Accountants and an associate member of the Institute of Internal Auditors.

Mr. Boyd was a member of the first graduating class of Wilkes, 1949, when the College was still affiliated with Bucknell University as a junior college. He is a graduate of Kingston High School and a veteran of 48 months' service with the United States Armed Forces during World War II.

Following his graduation from Wilkes, Mr. Boyd joined the accounting staff of the Sordoni Construction Company in Forty Fort. In 1951 he became an auditor with the Arlington Hotel in Binghamton and later an auditor with the firm of Greene and McLean, Certified Public Accountants, also in Binghamton. It was during this time that he had taken advanced studies in the field of accounting at Harpus College in Endicott, New York.

Mr. Boyd is married to the former Martha Thomas of Wilkes-Barre. The Boyds have two children, William Jr., 12, and Thomas, nine. They presently reside at 529 Torrance Avenue in Vestal, New York.

CAN MAN CHANGE

(continued from page 3)

ascended the pinnacle of material progress and has, both figuratively and literally, reached for the moon, the apocalyptic literature and the talk about the end of the world have again become fashionable.

I cannot refrain from commenting on an interesting and perhaps highly symbolic difference between the ancient religious eschatologists and doomsday experts and their modern secular counterparts. The former believed that the end of the world would come by the will of the angry God, who they believed to be the sole master of nature. The moderns fear that it may occur by the will of man who has truly tasted the fruit of knowledge and has become godlike in his mastery of this same nature. The ancients looked for omens by gazing at the movements of stars or the flights of birds. We are also gazing at the sky and find omens in the mushroom clouds, ballistic missiles and sputniks. Again, it is not god-made but man-made phenomena that frighten us. To quote a poet again: "The fault, dear Brutus, is not in our stars, but in ourselves. . . ."

But I do have something to say that will cheer you a little. I will not talk to you this afternoon about the hydrogen bomb, the sputniks, U-2 incident, the failure at the Summit—and all the dreadful things that may happen to us because of these developments.

I decided to talk about a different kind of danger. I thought it more becoming a teacher of philosophy to speak about ideas. Indeed, the explosive power of ideas may be greater than that of the nuclear weapons, and may play a more decisive role in the great ideological confrontation of our day.

During the past war, Mortimer Adler, the editor of the Great Books series, shocked the academic world by declaring that the greatest danger to democracy and the cause of human freedom in the long run comes not from Hitler and Stalin but from the kind of philosophy which is being taught in our Colleges and Universities.

It would probably be hard to defend this sweeping indictment, and I have no intention of trying. But I think I know what he had in mind. Adler was not referring to any systematic and organized school of philosophy which is taught in departments of philosophy. He was referring to certain science inspired intellectual currents, trends and attitudes, which are today gaining wider and wider currency chiefly among the intellectuals and academicians, and but are slowly spilling out of the "ivory towers" of the academics and are reaching the man in the street.

For a lack of a better term, we may call it scientism: which I define as the increasing tendency to think of man in merely scientific terms and to apply exclusively scientific solutions to man's problems. The result of such thinking is the adoption by man of a low estimate of himself, of man the increasing dehumanization of man. The rationale of this mode of thinking, in an oversimplified form, runs something like this: Since astronomy tells us that our earth is not the stationary center of the universe, but rather a mediocre planet revolving around a second-rate star, one among the billions and billions of stars, it appears that there is no uniqueness and special

significance to human earthly existence.

The whole human venture on this planet may be nothing but "a tale told by an idiot full of sound and fury signifying nothing." Since the law of cause and effect prevails throughout the enormous expanse of the universe, man cannot be an exception to that law: his decisions and actions are wholly determined. There is no such thing as free choice. Truly, man is not captain of his own soul, but a victim of circumstance.

Since anthropology testifies to almost unlimited variations of customs and moral codes—it is concluded that there are no universal standards of right and wrong. Morals are but mores; ethics is a glorified etiquette. Since biology has shown that man has evolved the same way as the rest of the animal kingdom—man is nothing but another animal, an "extremely clever, adaptable, and mischievous little animal, whose capacity to reason and make tools sets him apart from other animals."

Since Freudian psychology indicates that man's actions are not so much dictated by conscious reasoning or moral insight as by the subconscious primordial animal instincts, man is not a rational animal, but at best a rationalizing animal; he uses his reason chiefly for the purpose of embellishing his basically instinctive behavior. Since Behavioristic Psychology suggests that man is a complex physiological machine governed by the rigid mechanism of Stimulus-Response, almost limitlessly malleable and plastic, it follows that there is hardly such a thing as an unchanging human nature.

A newly born baby is just a bundle of potentialities; it is up to the environment to mold it to be a saint or a villain, a law-abiding citizen or a thief, a free man or a slave. And the molding is done not by reasoning, by appealing to his better self, i.e., by what is traditionally called education, but by the Pavlovian method of conditioning.

One could go on and on pointing out how certain scientific ideas—some of which are true, others doubtful—have by implication tended to put man in his place, to cut him down to size, as it were. Now none can have anything against science—it is the greatest and proudest achievement of the human mind. But "scientism" is something entirely different. One must express a grave concern about the lowering of man's stature. What man thinks of himself is an important part of his environment. What man thinks he is determines to a large degree what he thinks he ought to do—especially what he thinks he ought to do in relation to his fellowmen.

I am afraid that man has been cut down to a size which makes him tailor-made for various totalitarianisms of our time. It is an awful thought, but it was expressed by a sober analyst of the temper of our age, Professor Joseph Krutch. "May it not be"—he speculates—"that we have educated ourselves out of certain ideas necessary to our survival, and that modern thought, like modern technology, has been busy chiefly with the preparation of instruments for an efficient as well as spectacular spiritual suicide calculated to occur at about the same time that the physical world is destroyed."

A few years ago, a Harvard Professor of Psychology (B. F. Skinner), wrote a scientific

fiction called WALDEN TWO. Walden Two is a utopian community created by an experimental psychologist named Frazier, who has learned the techniques for controlling thought with precision, and who has conditioned his subjects to be happy, obedient and incapable of antisocial behavior. Universal benevolence and great tolerance of individual differences prevail—not because it is assumed, as the founders of such utopias generally do assume, that they are natural to all men uncorrupted by society, but because an experimental scientist has conditioned them to think benevolently and tolerantly.

At Walden Two men behave in a fashion we are accustomed to call "reasonable" not because they reason but because they do not; because "right responses" are automatic; because men have become like well trained dogs. The important thing to note is that the conditioning is achieved by methods which by-pass those very reasoning faculties, which were traditionally considered distinguishing marks of man and which education is supposed to cultivate and exercise.

Now, it may be asked: What is wrong with Walden Two? Too bad it is only a fiction. If people can be made to be happy, obedient and incapable of anti-social behavior, who cares how it has been accomplished. The goal is so noble and necessary that we cannot afford being too sensitive about the means. For centuries men repeated, "you cannot change human nature", and religion and education have certainly not been able to do that. If now science can do that, let us be thankful for it. My reply to this is as follows: Paradoxically the saying, "You cannot change human nature," is the best hope for mankind. It implies that there is such a thing as human nature, and that nature can be improved to a point and corrupted to a point, but cannot be drastically altered; it cannot be fundamentally improved, but it cannot be fundamentally corrupted either. It means, for example, that Man's desire for freedom and his spiritual aspirations cannot be extirpated no matter what techniques of propaganda and brainwashing the dictators may use. It means that tyranny and dictatorship are unnatural and cannot last forever.

There is a tremendous difference between the belief in the "perfectibility of man", and the belief in the "conditioning of man". Man can be perfected only by an appeal to what is highest in him, by the cultivation of his humanity. One can hardly improve man by first reducing him to the animal and then using the techniques devised for the training of animals to improve man. One cannot degrade and elevate man at the same time. There is a world of difference between education and indoctrination. It is a mere mystification to claim that the reduction of human beings to the status of automata can ever insure human happiness. The inhabitants of Walden Two are not happy; they are not happy because they are not human, they are robots. Few people realize that ignoble means vitiate and destroy even the noblest ends.

As to the fictional character of Walden Two, we must remember that we are living at a time, when a scientific fiction of today becomes a scientific reality of tomorrow. Alas, Walden Two, is not altogether fiction; it is already an

ugly reality in almost half of this planet. Soviet Russia and its satellites, and Communist China are engaged in the ambitious project of changing human nature. They are experimenting in social engineering on an enormous scale with the ultimate goal of making people "happy, obedient and incapable of anti-social behavior". The Communists take great pride in saying that their system is "scientific" — all other systems being "pre-scientific". And in a certain perverse sense of the word they are scientific. Just as Newton has discovered the laws which govern the movements of physical bodies, Marx believed that he had discovered the laws which govern history. By using these laws as a key and a guide, the Marxists predict and plan the future.

There is no inherent dignity to a human being, no "inalienable rights", freedom is an empty bourgeois luxury. Man is an animal — an economic animal: a producer and a consumer. All other aspects of human personality are abstracted and disregarded. Man is completely dehumanized. The Communists, characteristically, do not speak of man — they speak of the masses. When man is thus stripped of his humanity and reduced to an economic abstraction, the rest follows with inescapable logic. The good society then is one with the best system of production and consumption.

The Communists are convinced that a collectively owned and operated economy fills the bill, and after joining power characteristically by force not by persuasion they proceed with a laboratory testing of its validity with an impersonal, scientific cold-bloodedness, with all value judgements, such as right or wrong, all sentiments and sentimentalities left out. If a few million human beings must be liquidated because they oppose the experiment, it is just too bad. This experiment happens to involve men — not just rats and rabbits. "One cannot make omelets without breaking eggs," was a favorite proverb of Stalin. Those who survive, the human guinea pigs in this experiment in human engineering, must be kept under complete control, which, after all, is another scientific requirement for a successful experiment. The secret police and the government propagandists, versed in the techniques of conditioning and brainwashing, are assigned the task of seeing to it that the conditions of a controlled experiment are maintained — till men become automatically "happy, obedient and incapable of anti-social behavior". When this beatific utopian vision comes to pass, the state itself will become unnecessary and will wither away.

Now, I would like to ask two questions. How do we in the scientifically oriented West differ from Communism? What are our objections to it?

In answer to the first question, let me quote Aldous Huxley, one of the most acute observers and critics of our Western world, the author of a utopia of his own, the well-known book *The Brave New World*.

"We are supposed to be waging a crusade against the godless materialism of the Communists. In actual fact our prevailing world differs from theirs in degree and consistency, not in kind . . . a philosophy of physicalism and cultural relativism, seasoned this side of

the Iron Curtain with a dash of Freud. In Russia, to be sure, this philosophy has been worked out more systematically and applied with a stricter logic than in the West. We have been saved insofar as we have been saved by our — inconsistency. Our philosophy has no place for free will or for anything which might be described as the soul. And yet with a blessed absence of logic, we go on behaving as though we believed in the uniqueness, the paramount value of human personality.

Habit and the fact that our fundamental institutions were framed by men who were firmly convinced of the existence of all things that no scientist has ever observed, make it quite easy for us to think one way while acting in another, incompatible way. How much longer can we continue to perform this curious feat. One day some dangerously logical demagogue may ask us why, if men and women are merely the by-products of physical and social processes, they should not be treated as such. After which we may expect the fiction of George Orwell's *Nineteen Eighty-Four* turn into appalling fact".

Arnold Toynbee considers Communism a heresy within what he calls the "post-Christian" or "ex-Christian" Western civilization. The Western thought had prepared the ground and provided the underlying logic for Communism. It was the Western thought that has deprived man of the power to choose, robbed him of the ability to reason, and reduced his profoundest convictions concerning the right and wrong to the status of mere cultural prejudices. The West has given the East both its philosophy and its technology, and it is now getting them back with vengeance and large dividends.

Now my second question. What is our fundamental objection to Communism? From the purely scientific point of view, devoid as it is of value aspect, the only objection we may raise is a pragmatic one: Communism will not work. A collectively owned and operated economy will not produce abundance, at least not as well as the free-enterprise system will. I hasten to point out that this argument, though not decisive, cannot be dismissed lightly either. It is a matter of record that free-enterprise has in America achieved the standard of living which is both the highest and more widely distributed than any other system in history. Among the critics of our much maligned "affluent society", it has become something of a fashion to deplore and condemn the mere convenience of living: to talk condescendingly and disparagingly about large houses, washing machines, television sets, two-car garages and cars too wide to be put into two-car garages. The criticism is well taken if it is directed against the growing tendency of treating these conveniences as if they were an end in themselves. But "affluent society" is no mean achievement in a world half of whose people still live on the borderline between hunger and starvation. These material comforts are not ends, but they are the means for almost all other human ends. "One must live and then philosophize", as the ancient Romans said. It is therefore gratifying to know that freedom, supremely valuable for its own sake, also works. Our not so hospitable recent

guest Nikita Khrushchev is saying in the same breath two things, which I have some difficulty in reconciling. He said: "We will bury you." and "We will catch up with you." It must be a strange sort of a patient, when the undertaker tries to catch up with his health even as he prepares his funeral.

And yet we could make no more fatal blunder than to rest our case on our material achievements alone. Communism would be evil even if it were economically successful. Yes, even if it should surpass us in the per capita production of steel, coal, electricity or milk. These may do for a society of termites, or a herd of sheep, but not for a society of human personalities.

The good society is one which provides for the well-being of the total man, which provides the opportunity for the satisfaction of the needs of the body and for the needs of the spirit. In terms of real human values, Communism signifies a reversion to barbarism. Its material and technological achievements need not be denied or minimized. But these achievements cannot compensate for the deep wounds inflicted upon man's spirit. To rob men of their dignity, to stifle freedom of thought, to brainwash, to regiment the minds of men — is to deprive men of their humanity, to turn them into robots. Communism denies and disregards man's spiritual dimension. This is why its equation cannot work. Even if it fills the stomachs of its subjects, it would still be a tragic failure, for it will starve their souls.

The greatness of America, on the other hand, has consisted in the fact that it has provided its people with the high standard of material living without sacrificing those spiritual things which give life meaning and worth. America is the country that produces more wheat than it can use without having lost sight of the divine truth that man does not live by bread alone.

The Founding Fathers of this "nation under God" have built their noble experiment on a high, exalted view of man. They were the inheritors of a Judeo-Christian spiritual religious tradition and the American dream of a society of free men was largely a projection of that spiritual dimension. "We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain inalienable rights: that among these are life, liberty and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed." These immortal words are still the best definition of democracy. For democracy, in the widest sense, means much more than a special political form, a method of carrying on governmental administration by means of elected rather than self-appointed officers; it means more than the economic system of free enterprise. Democracy, in the more basic sense, is a theory of man — the view that man is not a mere animal, or a mere economic unit, or one more cog in the machinery of history, but a free human person, a creature of flesh and bone, but also possessing a spirit — a creature, therefore, of infinite worth and dignity. From this high estimate of man stems the further democratic principle that each individual is capable of

and entitled to shaping his life and pursuing happiness in his own way; that the government and all other institutions are for the sake of the individual. Americanism is humanism and individualism.

Our way of life and the political institutions which express it, represent a philosophy founded on the supreme value of the human person. The American experiment has been so eminently successful because of a creative spirit emanating from the faith in a free man and the conviction and faith that such a man dedicated and disciplined can be trusted with his own destiny. More than anything else it was this philosophy and this spirit that out of a vast territory and wilderness created the nation which is one of the wonders of the world and still "the best hope of earth".

If our supremacy in technology has for the moment been opened to question, our supremacy in the realm of the human spirit is beyond doubt. We have a clear advantage in human values, in spiritual insight, in political liberty, and creative freedom. It is a formidable advantage, an advantage that weighs heavily on the scales of destiny. Let us not understate or dissipate its force. Let us, rather, find the moral courage to use it boldly to rally behind it the humanity on both sides of the Iron Curtain.

J. Robert Oppenheimer wrote recently: "Nuclear weapons . . . now haunt our imaginations with an apocalyptic vision that could well become a terrible reality; the disappearance of man as a species from the surface of the earth. It is quite possible. But what is more probable, more immediate and in my opinion equally terrifying is the prospect that man will survive while losing his precious heritage, his civilization and his very humanity."

The greatest problem of our age, beyond the immediate business of biological survival, is the problem of how to preserve man's humanity and to prevent the erosion of spiritual and moral values in an age dominated by science and technology which by their very nature are incapable of promoting these larger human goals, and may even be destructive of them. As the magazine *The Nation* put it recently: The future of the human race resides in its humanity, not in its ability to construct honeymoon motels on Venus. The age of push-button living needs desperately a philosophy that makes living worthwhile — a life-warming philosophy, a tremendous vision, a robust faith, a call to an heroic mission, a challenge of a truly human message. We are now in a paradoxical situation of being in need of more science and better science to protect us from what science can do to us. And yet we know that a purely scientific civilization, destitute of ideals and values, would be as cruel for the soul as the pre-scientific civilization was for the body; it would be a civilization in which, as Bertrand Russell said, "though there may be pleasure, there will be no joy." "There stands the inexorable law that apart from some transcendent aim the civilized life either wallows in pleasure or relapses slowly into a barren repetition with waning intensity of feeling." — (Alfred Whitehead)

A few years ago the late Secretary of State Dulles spoke of the need for an "agonizing

re-appraisal" of our foreign policy. What we need more urgently is an "agonizing re-appraisal" of our entire philosophy of life, and philosophy of man. On this there is unanimous agreement among the thoughtful men of our generation. The famous French writer Andre Malraux defines the task of the 20th century as filling the vacuum left by the 19th century's loss of faith.

Dr. Harold Urey, the leading nuclear physicist, in a recent article, after pointing out that science gives man no purpose in living, no objective that offers him a feeling of dignity, wrote: "One of the greatest needs of this age is a great prophet who can accept the facts of science and at the same time give the inspiration to fill the great spiritual void."

The well-known theologian Reinhold Niebuhr said in a recent article, "Christian humanism must make common ground with the different kind of secular humanism to protect the dignity of the person in an increasing technical age."

One thing is certain. Modern man must fight his way out of the darkness and moral nihilism of the contemporary world — or else he will tend to drown his spiritual terror in either the mad rush for pleasure or the current ideological drugs, only to find out to his sorrow and perhaps too late, that he has been offered stone for bread.

I have detained you too long. It is time to conclude and to pray. The only prayer I can think of that sums up in a somewhat weird way what I have been trying to say, is the old Scotchman's prayer: "O Lord, give us a good conceit of ourselves."

Thank you.

NEW HORIZONS

(continued from page 3)

market and an increased complexity in his products.

The source of the advance is the same in all cases, however. It can be expressed dramatically in one unadorned statistic: 80 per cent of the scientists and engineers produced by the human race in its long history on earth are alive and at work today. This means simply that the discoveries of scientific research and the fruits of engineering development have suddenly started to pour forth in a vast flood within your lifetime and mine. Consequently, we have achieved literally within this generation the physical means for remaking the world as we choose. It is now within the power of mankind to create a golden age — or to extinguish virtually all life on earth.

Our situation today is this: science and technology have revolutionized our products and our methods of production. They have wiped away barriers of time and distance by radio and television, and jet air transport. They have opened to us the almost limitless energy stored within the atom. They have given us the means to launch artificial satellites which circle the globe in minutes, and space vehicles with which man will attempt to probe the solar system.

The world which appeared to expand through centuries of exploration has been re-

duced almost overnight to a small island. Its farthest corners are as accessible to us as were the adjoining states to our grandparents. Today, we cover in less than an hour, a distance greater than men traveled in a week but a short time ago. We see and hear instantly events occurring thousands of miles away. Technology has mastered time and distance.

The shrinking of our planet has tended to raise both the living standards and the aspirations of all men. But with these positive effects, it also has released new tides and tensions which profoundly affect the world environment. National, economic, and racial inequalities, blurred in former years by distance, have sprung into sharper focus. The result is widespread ferment among millions who seek self-determination and a greater share of political and economic opportunity.

At the same time, the physical conquest of time and distance has encouraged the regrouping of mankind into ever larger communities bound together by common traditions and values. Today, these communities are dominated largely by two major opposing spheres of influence whose mutual distrust has been re-emphasized by the events of recent weeks. Because of science and technology, each has the physical capability of launching weapons, the general use of which, would virtually guarantee the destruction of civilization as we know it.

Mankind seems at the moment to be relying for salvation upon the universal revulsion to the prospect of atomic war — in essence, a balance of terror. This is hardly a satisfactory environment in which to exist and progress through the years ahead. It is, however, a consequence of our having failed to mature in wisdom and spirit so as to adjust to the swift changes brought upon us by science and technology. I shall return to this thought in a few moments in considering the attitudes with which we approach the challenges of our new environment.

Let me turn now to yet another aspect of this environment — one which offers challenge in its own way. The scientific progress which has so altered the world around us, also has brought accelerating change to the conditions under which we live and work within our own national community. A new movement is unfolding in industry and commerce, with potential results extending into all phases of our society. Again, this stems from our scientific advance, principally in the field of electronics. I refer to the swift extension of electronic data processing techniques, coupled with automation. It relates in a particular way to the processes of management. It is probably inaccurate to describe this movement as new. In a strict sense, we see today a continuing stage in a process which began many years ago — the Industrial Revolution itself.

The Industrial Revolution saw burdens of labor removed from the muscular effort of man. The current movement will see man relieved of many mental and decision making functions. Through the use of these instrumentalities, the timeliness of information and the accuracy of this information will improve, leading to more precise control over all productive processes. The ability of persons in

charge to have a fuller understanding and to make better and more effective decisions will likewise improve. It will thus be possible to deal fundamentally with the increasingly complex problems and situations which confront us. Apart from industry and commerce these same instrumentalities will be effective in understanding human behavior, in diagnosis, and treatment of disease and in the processes of research and technology.

All of this means an upgrading of the skills needed to cope with today's and tomorrow's situations. While more is required of him in this sense, man will be more productive and be better served in nearly all phases of life.

The impact of science and its results on all walks of life point up the need for emphasis on education and on the numbers of persons educated. You, in fact, are moving into an increasingly educated society. I need not cite statistics for the increasing numbers of persons completing secondary schools, colleges, and universities. These are well known. The white collar man is outstripping the blue collar man. Rather, it might be more correct to say that numbers who would at an earlier time have been scheduled for the blue collar ranks, are moving to white collar status by the processes of education. This is a necessary condition of our age.

Having considered characteristics of our time and something of how these have come about, let me now make brief observations regarding certain attitudes.

A half century ago we were in the midst of programs of self-reliance in everyday affairs and of growth of materialism in religion. Man was self-satisfied. He was in control of his actions and could regulate his destiny — so he believed. Two world wars and the current continuing cold war have shaken these convictions. Man has become unsure as to his self-reliance; unsure that he can plan and regulate his destiny. Today the threatened use of nuclear force shocks men to the uncertainties ahead.

With certainties less tangible, with convictions less sure as to what were considered as stable values, one sets out to seek new approaches, new anchor points — in short, refuge. It is an in-built characteristic of man that he requires certainty. Lacking certainty, he becomes restless — he seeks and gropes for another certainty, a new security. In some it results in a constructive search for solutions. In some it results in an attitude of just wishing that the problems would go away. In yet others it results in despair, in giving up as to a purposeful, constructive approach.

With all this goes a tendency to compromise with the higher values in life. In individual and group actions one sees a tendency to accept compromise in behavior and morals — to accept less than the good or the truthful in society and entertainment. In business, in politics and in actions of nation-to-nation, these same compromises appear. The cost and danger in high resolve grow from day to day. Yet these high purposes are just as important, just as right as when man lived in a simpler world.

We still do draw a line, and I am sure that we will continue to do this. Yet we are in the portion of a cycle where we continually push the line — that line where we take our stand — farther and farther away. Today

we accept behavior in private and public life which a short time ago would have disturbed us. Today we accept acts on the part of nations which yesterday would have brought men to arms. There is a need today for more tolerance. Yet we are seemingly losing our ability to arise in righteous indignation.

I have made these observations to sound warnings — so that you may recognize these expressions of our times and their related actions — so that you may develop your own fundamentals and convictions. These current attitudes, if continued, are certainly ones which will sap our strength. There is great need for statesmanship in individual and corporate life.

Let me follow up what I have covered by stating five propositions and at the same time stating my convictions regarding these propositions.

I emphasize that we are living in a scientific age. My first proposition is that — it is imperative that we understand our scientific age. Now as to my position on this — I believe that for the man of government, for the man of commerce, for the man of industry, for people everywhere, there must be a growing awareness of science and what science is producing. There must be an understanding of our environment, our nation, our world, in terms of what science provides.

There must be understanding that geography in terms of time and distance is forever gone. We are exploding into the "space age".

For the leaders of tomorrow there must be appreciation, knowledge and training in science. For how can a man lead unless he understands with some depth just what forces motivate and move in our world of today and tomorrow?

Not all educated persons can or should be trained in the sciences. Yet in the future, all must develop an appreciation and an understanding of science and what the results of science will determine for our world. I should like to impress this thought upon each of you, for the truth of this will grow clearer as time moves on.

I outlined evolving conditions of our times which bring in turn attitudes on fundamental behavior which tend toward softening and compromise. My second proposition is that — it is necessary that we check and reverse the current trend — that we stand firm for the fundamentals of the right — that we honor justice and freedom for all people and that we be willing to pay the price for these resolves and convictions. Now, again, as to my position — I believe that we have a basic need to re-appraise basic values, to establish appropriate standards and to then stand firm. To be lasting, I believe that one must set lofty ideals. I believe that one must move ahead and for that which is right. I believe that to stand still, to compromise can end only in retrogression and decay. I believe that goals must be set high, for less than the best will not stir men to action. Here you need to take your stand, you must prepare to carry your share of the responsibility.

I have said that our evolving situation is complex and that this complexity increases day-by-day. My third proposition is that we must think deeply, profoundly and completely about our individual and world conditions, and from this we must schedule courses of

action. My position — I believe that more than ever before we need clear, trained minds; we need forward planning of the highest order. Your best and your utmost are needed for the future.

With the basic need for understanding our scientific age under a rapidly evolving technology, with the increasing complexity which underlies our local and world situations, with the need for thoughtful long range planning, it is self-evident that there is a natural requirement for continual refreshing. My fourth proposition is — that this your graduation is truly the commencement of your life-long continuation of the educational process. My belief is that, more than ever before, each educated person in our society must continue to learn in order that he or she may be truly creative and constructive in the calling in which he or she is active. There is in reality no end — no finish line to the need for and the purpose of learning.

I stated that man has lost the assured self-reliance of several decades ago. My fifth proposition is — that this your graduation is truly the commencement of your life-long continuation of the educational process. My belief is that, more than ever before, each educated person in our society must continue to learn in order that he or she may be truly creative and constructive in the calling in which he or she is active. There is in reality no end — no finish line to the need for and the purpose of learning.

May I make this pointed observation to you. One is for or one is against. There is no position of being "on-the-fence" or being neutral as to one's beliefs concerning God and His requirements of us.

These are some of the characteristics of the world into which you will move after today. Maybe you do not think well of the inheritance which we, the older generation, have provided. Problems — yes, complexity — yes, uncertainty — yes, danger — yes. But then history shows that man has always traveled an uncomfortable pathway, buffeted between extremes of good and evil. What is different now, however, is that the tools which man produces are becoming more and more powerful and concentrated. These are becoming all-powerful when put to destructive purposes. The increasingly powerful weapons of destruction, the division of our world into two camps of basically opposing concepts and the possibility of control and action by so few persons — these are the essential and fundamental elements in which we move and live.

Yet never before has the challenge been clearer. Never before has the opportunity for service and leadership been greater. We are at the beginning of a golden age if we direct all our means to the benefit of mankind. At the same time we may be thought of as on the verge of destruction if these same means are directed to selfish, greedy and depraved ends. Such are the choices. Surely we need to develop faith, wisdom and tolerance more nearly the equivalent of our technical prowess.

This now becomes your world — yours in which to build based upon your training of the past years — yours to take on new responsibilities — yours to share in the successes and heartaches. In all that you do, in all that you achieve — may you seek and receive the Lord's blessing.

THREE-PHASE DEVELOPMENT

(continued from page 4)

Mrs. William C. Davis
John E. Guiney
William J. Johnstone
Jack P. Kern
Dr. Robert M. Kerr

1940
No. on Honor Roll 9 out of 65
% of Participation 14%
S Contributed \$103.00

James B. Askman
Mrs. Robert Herman
Mrs. Arthur Davies
James D. Hunt
Mrs. James D. Hunt
Donald R. Kersteen
Grace F. Matthews
Robert J. Patton
John W. VanLoon

1941
No. on Honor Roll 7 out of 51
% of Participation 14%
S Contributed \$269.50

Dr. John A. Anthony
Benjamin Badman, Jr.
Thomas Brislin
William C. Davis
David L. Friedman
Alfred S. Groh
Raymond H. Young

1942
No. on Honor Roll 5 out of 64
% of Participation 8%
S Contributed \$110.00

Mary Rose Brislin
Warren A. Kistler
Dr. Peter Mayock
John M. Pisano
Mrs. Harold Rosenn

1943
No. on Honor Roll 7 out of 46
% of Participation 15%
S Contributed \$130.50

Harry S. Baut, Jr.
Paul L. Davis
Mrs. Thomas Flanagan
Theodore Glowacki
Nelson F. Jones
Ruth L. Keats
Dr. William S. Myers

1944
No. on Honor Roll 10 out of 52
% of Participation 19%
S Contributed \$142.50

Robert E. Barnum
Mrs. Walter L. Douglass
Loretta Farris
Mrs. Nelson F. Jones
Dr. Alex Kolch
Mrs. Creighton Lytle
Mrs. William S. Myers
William C. Robinson
Mrs. George A. Tredick, Jr.
Mrs. Robert H. Voelker

1945
No. on Honor Roll 4 out of 49
% of Participation 8%
S Contributed \$85.00

Atty. Gifford Cappellini
Mrs. Jean S. Iba
Jerry I. Kryger
Emrys P. Lewis

1946
No. on Honor Roll 4 out of 36
% of Participation 11%
S Contributed \$47.50

Mrs. J. Ronald Carey
Mrs. Harry Fierwerker
Mrs. Emrys P. Lewis
Doris M. Raub

1947
No. on Honor Roll 6 out of 67
% of Participation 9%
S Contributed \$130.00

M. Lloyd Davies
Dr. Edward M. Dwyer
George J. Kuzmak
Kenneth F. Maloney
Dr. Walter E. Margie
Victor J. Swinski

1948
No. on Honor Roll 27 out of 207
% of Participation 13%
S Contributed \$549.50

Frank J. Bujnowski
Mrs. Margaret Coats
Richard H. Conklin
John A. Cooney
William S. Doberstein
Paul R. Doris
Mrs. Carl Dudeck
Mrs. Frank J. Evan
George F. Fry, Jr.
Joseph S. Goldberg
John G. Gooch
Michael Harris
Mrs. Florence D. Kempinski
John P. Kotis
Mrs. Jerome Mintzer
Clemens A. Pell
Reese E. Pelton
John M. Porter
Marino Ruggere
Atty. Joseph J. Savitz
Eugene L. Shaver
Joseph B. Slamon, Jr.
Sheldon G. Turley
Joseph J. Tyburski
Frederick D. Varker
Charles W. Williams
Daniel E. Williams

1949
No. on Honor Roll 42 out of 288
% of Participation 15%
S Contributed \$808.50

Robert Anthony
Philip Baron
Melvin Barry
Dr. Doris S. Bartuska
Clayton A. Bloomburg
Jack W. Brobyn
Gerald P. Bush, Jr.
Ralph B. Connor
Malcolm W. Dale
Dr. Carl Dudeck
Captain Samuel Elias
Frank J. Evan
Harry Fierwerker
Mrs. Walter R. Fleet, Jr.
Thomas M. Gill
Louis T. Grashel
Mrs. Robert G. Haag
Joseph Kanner
Clayton Karembeles
Dr. David Katz
Margaret R. Lawlor
Thomas R. Lewis
John W. Martin
Chester H. Miller, Sr.

Jerome Mintzer
Mrs. Sheldon L. Morrison
Dr. Sheldon L. Morrison
John A. Moss
A. J. Perkins
Mrs. John M. Porter
Allen P. Proddgers
Mrs. A. K. Rasmussen
Jay F. Rauscher
Arthur J. Rice
Edmund A. Sajeski
Clemence A. Scott
Joseph Sooby
Dr. Albert J. Stratton, Jr.
Robert C. Sweigert
Joseph Teno
Donald O. Vernal
Donald Wolfe

1950
No. on Honor Roll 54 out of 351
% of Participation 15%
S Contributed \$828.50

William H. Bergstrasser
William W. Boyd
George Brody
William J. Brown
Augustine C. Buzby
Robert S. Capin
Robert M. Chapick
Michael F. Connors
Leonard J. Czajkowski
James W. Davis
Benjamin A. Dragon
Michael Elchak
Mrs. James Erickson
George F. Ermel
Mrs. Carl T. Evans
Mrs. Edward Eyermer, III
Dr. Don C. Follmer
Mrs. Daniel V. Grawlas
Leon M. Gilbert
Alfred E. Herbert
Dr. George E. Hudock
Mrs. Homer Huffman
Earl G. Jobs
Francis S. Koch
Francis B. Krzywicki
Edward Lidz
Mario E. Lizzi
Carl J. Malisbeski
Joseph M. Marino
Dr. Walter E. Mokychic
Daniel A. Norman
C. P. Omichinski
John L. Owens
Frank Paduck
Edgar C. Plummer
Dr. William A. Plummer
Maurice Z. Price
Herbert M. Quick
A. K. Rasmussen
Clyde H. Ritter
Charles A. Salinis
Mostyn Saye
Steven Senko
Daniel Sherman
Mrs. Doris Spence
John D. Stark
John J. Surash
Joseph Swartwood
John Turchin
Mrs. Sheldon G. Turley
Anthony Urban
Robert L. Williams
Russell H. Williams
A. Ted Wolfe

1951
No. on Honor Roll 46 out of 299
% of Participation 15%

S Contributed \$745.50

Mrs. Martin W. Altman
Frank Anderson
Mrs. Frank Anderson
Donald E. Blankenbush
Sanford Cohen
Delbert J. Cragle
Norman E. Cromack
Norman W. Cress
James B. Davenport
William G. Dyke
Mrs. Samuel Elias
Tudor M. Ellis
Mrs. Ralph M. Goodman
John A. Good
John Gresh, Jr.
Robert W. Hall
George Helfman, Jr.
Nicholas A. Heineman
Harry Hiscax
William Holtzman
Mrs. Leonard J. Hopkins
Walter W. Horn
Harold J. Hymen
Charles F. Jackson
Merton E. Jones
Stanley J. Kieszek
James A. Morse
Dr. Herbert N. Oliver, Jr.
Mrs. C. P. Omichinski
Joseph C. Pawlak
Mrs. Adrian M. Pearsall
D. Joseph Pelmoter
M. Thomas Robbins
Rev. Fred B. Schultz
Andrew Skumanich
Robert J. Smith
Mrs. John D. Stark
Robert P. Starr
Dr. Robert S. Tether
E. Olin Thomas
Mrs. E. Olin Thomas
James D. Trumbower
Vester V. Vercoe
Mrs. Kenneth P. Weaz
John W. Williams
Stanley T. Yunkunis

1952
No. on Honor Roll 32 out of 211
% of Participation 15%
S Contributed \$914.53

A. Francis Casper
Albert T. Cole
Mrs. Robert T. Croucher
Fred H. Davis
Leola J. Decker
Mrs. Phyllis S. Drake
Daniel S. Duary
Frank Eastman
William E. Evans, III
Carl A. Fesko
Mrs. Robert W. Hall
William G. Hart
David H. Hopkins
Albert B. Jacobs
Mrs. Anita Janerich
John Kirchman
Leonard F. Lane
Chester N. Malley
Alexander Molosh
Robert D. Morris
John Murtha
Joseph Oboid
John Palsha
Mrs. Helen Ralston
James G. Richardson
Richard L. Scripp
Mrs. Richard L. Scripp
John E. Strojny
Mrs. C. R. Thompson

William J. Umphred
Dolores R. Wachowski
Carl Wallison

1953
No. on Honor Roll 24 out of 179
% of Participation 13%
S Contributed \$248.53

Paul B. Beers
Mrs. Hal Berg
Mrs. Marvin Berg
E. Ronald Brennan
Edwin Cableigh
Robert V. Croker, Jr.
Geraldine A. Fell
Denah Fleisher
Charles A. Giunla
Homer Huffman
Mrs. Albert B. Jacobs
Mrs. Carl Karassik
Joseph Kropiewnicki
Dr. David W. Kunkle
Alan G. Levin
Mrs. George J. McMahon
Dr. George J. McMahon
Robert J. Onufer
Frank M. Radaszewski
Mrs. J. George Siles
Leo E. Solomon
David B. Whitney
Mrs. Edward E. Yarasheski
Sander Yelen

1954
No. on Honor Roll 41 out of 197
% of Participation 21%
S Contributed \$591.22

T. R. Adams
Mrs. Anita Allen
Mrs. Leonard Connolly
Robert T. Croucher
Edward R. Davis
George Elias
Mrs. Charles E. Hagen
Mrs. William Holtzman
Barry Iscovitz
Phillip D. Jones
Marvin Kanner
Carl Karassik
Thomas Kelly
Hillard A. Kemp
Thomas A. Kislun
William Lendener
Michael J. Lewis, Jr.
Lucy J. Liggett
Dr. John A. Lupas
Chaplain Wayne S. Madden
Van Clifton Martin
George Medrak
Rev. James Moss
William E. Paparowski
Mrs. Katherine Peckham
Harry A. Pittman
Theresa Sapp
Mrs. Abe Savitz
Mrs. Thomas Semanek
Joseph J. Sikora
Andrew Sofranko, Jr.
Raymond Tait
Arthur Taylor
George A. Thomas
Albert J. Wallace
Mrs. Carl Wallison
Mrs. Robert J. Wilson
John J. Wojnar
Peter Wurm
Mrs. Stanley K. Young

1955
No. on Honor Roll 40 out of 182
% of Participation 22%

S Contributed \$638.40

**Insurance
***Insurance and Gift
Dean A. Arvan
Walter Chapko
Casimer Ciesla
William Crowder
Mrs. Leon J. Decker
James Dull
Robert Dymond
Mrs. Robert Elias
Howard Ennis
Melvin W. Farkas
Ronald J. Fitzgerald
Dorothy E. Hessler
David L. Hoats
Arthur J. Hoover
Judith Hopkins
Melvin S. Karp
John Kearney
John Lancio
Margaret Luty
Mrs. Richard McGuire
Mrs. Paul W. Merrill
Robert Metzger
James Nevers
Russell R. Pictan
Rev. John S. Prater
Michael Riley
David Rosser
Austin Sherman
Carl Smith
Eugene Snee
Kingsley N. Snyder
Mrs. Albert Spanich
Lou Steck
Mrs. Murray Strassman
Donald J. Tesh
Joseph J. Tresko
Howard Updyke
Captain Joseph O. Yanovitch
Edward Yarasheski
Ralph M. Zezza

1956
No. on Honor Roll 35 out of 247
% of Participation 15%
S Contributed \$419.00

Michael J. Barone
William G. Beck
Mrs. Paul B. Beers
Mrs. Madge K. Benovitz
Fred J. Boote
Forrest Bramfield
Robert W. Darrow
Kern C. Dibble
Robert Elias
Sylvester J. Evan
Robert T. L. Evans
James F. Ferris
Mrs. Walter S. Fisher
Mrs. Ronald J. Fitzgerald
Henry K. Goetzman
Hugh B. Hughes
Sheldon D. Isaac
Reese D. Jones
Jean M. Kravitz
John P. Kushnerick
Mrs. Gerald Lind
Mrs. William P. Lloyd, III
Chester Miller, Jr.
James B. Mitchell
Mrs. Irma Molitoris
Mrs. Barbara G. Neuwirth
Jan A. Oleginski
Raymond Radaszewski
Mrs. James G. Richardson
David T. Shearer
Samuel R. Shugar
Mrs. Karl M. Thomas
Lawrence A. Turpin

Carl Van Dyke
Thomas T. Williams

1957
No. on Honor Roll 32 out of 230
% of Participation 14%
S Contributed \$165.50

Larry D. Amdur
Jesse Choper
John L. Coates
Lawrence E. Cohen
Andrew H. Evans
Raymond Falchek
Natalie Gripp
William J. Jacobson
George A. Kolesar
Roland Leonard
Gerald Lind
Mrs. Robert B. Morris
John J. Musto
Mrs. Richard J. Myers
Martin J. Novak
Mrs. Charles J. Pulos
Shirley Jean Ray
Mrs. Max Rosenn
Eugene Roth
J. George Siles
Margaret E. Smith
Terry L. Smith
Nelson Stauffer
James R. Stocker
Joseph J. Szostak
Norman Tabor
Karl M. Thomas
Matilda M. Trzcinski
Mrs. William R. Tubbs
Dr. Carl R. Urbanski
Joseph J. Valunas
J. Elaine Williams

1958
No. on Honor Roll 43 out of 277
% of Participation 16%
S Contributed \$624.00

Anthony M. Bianco
Mrs. Anthony M. Bianco
John D. Blannett
Samuel T. Buckman, Jr.
William A. Cubit
Thomas O. Dreisbach
Walter S. Fisher
Stephen J. Gaydas
Carolyn J. Goeringer
Max Berk Greenwald
John P. Heim
Mrs. Harry Hiscax
William L. James
Nancy J. Jones
Ahmad M. Kazimi
Frank J. Kogut
Edmund J. Kotula
Marian J. Laines
Merle Levey
William F. Lloyd, III
Samuel J. Lowe
Mrs. Edwin L. Lyons
Charles McGlynn, Jr.
Michael Margo
Mrs. Edward Moss
Leonard J. Mulcahy
Mrs. Martin J. Novak
Mary L. Onuler
Mrs. Robert Piel
Charles J. Pulos
Samuel C. Puma
Mrs. Arthur R. Richards
Joseph S. Rizzo
Robert Scally
Jerome Stone
Dorothy L. Thomas
John J. Toratilis

Paul J. Tracy
James P. Ward
Mrs. James P. Ward
Mary E. West
Stanley P. Yurkowski
William A. Zdanecwicz

1959
No. on Honor Roll 41 out of 308
% of Participation 13%
S Contributed \$738.31

William E. Acornley
Mary E. Anchel
Jacob B. Armillei
Helen Beizup
George H. Black
Edward J. Boltz, Jr.
Mrs. Marvin Brand
Class of 1959
James M. Cornelius
Samuel M. Davenport
Barbara M. Drasher
James L. Eidam
Gwen W. Evans
Barr Gartley
Mrs. Stephen Gaydas
Arline Jennie Hill
Margaret D. Jones
Marion J. Klawonn
Albert F. Kuchinskis
Thomas J. Lally
Mrs. Thomas J. Lally
John Rodger Lewis
Mrs. Michael J. Lewis, Jr.
Edward McCafferty
Mark S. McKeown
Reginald T. Mattioli
Robert C. Morgan
Mrs. Margaret Morris
Robert B. Morris
Chester J. Nocek
Nancy J. Payne
Robert Piel
Arthur J. Podesta
Arthur R. Richards
Mrs. Joseph S. Rizzo
Thomas Ruggerio
Elizabeth Schwartz
Mary Lou Spinelli
R. Wayne Walters
Ann Yevich
Patricia A. Yost
Evelyn Zurenda

1960
No. of Gifts 14
S Contributed \$286.03

Charles S. Butler
John M. Evans
Robert A. Florio
Ira Himmel
Ailyn C. Jones
Arnold J. Popky
George T. Reynolds
Ralph E. Rittenhouse
Gordon E. Roberts
George Russell
Richard Salus
Michael Samberg
Anthony Sankus
Joanne Yurchak

Anonymous Gift — \$3.00

*—Gave their Alma Mater a double assist: their gifts resulted in Corporate Matching Gifts.

**—These alumni have adopted insurance plans beneficial to the College.

***—These alumni carrying insurance have also given an additional gift.

7 Leading Classes in Amount Pledged

1950	\$828.50
1952	814.50
1949	808.50
1951	745.50
1959	738.31
1955	638.40
1958	624.00

7 Leading Classes in Participation

1936	27%
1955	22%
1954	21%
1944	19%
1958	16%
1943	15%
1949	15%
1950	15%
1951	15%
1952	15%
1956	15%
1940	14%
1941	14%
1941	14%

TOTAL PARTICIPATION 15.2%

Permanent Class Officers and Trustees

CLASS of 1960

PRESIDENT

John T. Mulhall, West Pittston

VICE-PRESIDENT

John P. Matthey, Ashley

SECRETARY

Moncey Miller, Wilkes-Barre

TREASURER

Richard Salus, Wyoming

TRUSTEES

Alfonso S. Zawadzky, Mountaintop
Robert D. Washburn, New York
Frank Steck, Kingston
Paul A. Klein, Wilkes-Barre
Gordon E. Roberts, Plains

ALUMNI SURVEY - Part III

The final portion of the Alumni Survey is now before you. As you read perhaps it will complete a picture of you as it has done for us here at the College.

Because of the nature of the survey, the final report was rather bulky and so we thought that breaking it into three parts would enable you to read it and not take too much of your time at one sitting. We hope that our reasoning was sound and that you have enjoyed reading the results of the survey piecemeal.

There is no doubt in our minds that the survey has been completely successful for not only did we have a large number of you participate in answering the questionnaire but also we have, for the first time, a comprehensive analysis of our alumni and their achievements. In addition, we have received comments from you that justify completely the Raison D'Etre of Wilkes College. Your comments have highlighted the weaknesses as well as the strengths of Wilkes for which we are most grateful. Corrective measures are even now being planned to improve upon and eliminate many of our weaknesses.

But what about you — how do you appear to us? Compositely, you are relatively young as alumni of a college go. You are industrious and vitally interested in your careers and in sound individual development and are undoubtedly serious and working hard to make your mark. Of particular interest and inspiration to all here at the college has been your continued development since leaving Wilkes. The large number of you who have gone on to graduate school is particularly gratifying to us and more gratifying perhaps is the number of you who have taken an avid interest in community affairs — culturally and socially.

Your comments indicate that you feel that you have been well trained and that Wilkes College has served you well. From this we can only assume that you will continue to be staunch supporters of your college and will do all that is in your power to help make it better.

As you read on, we hope you will find the survey as interesting to you as we found it interesting to all of us here at the college.

OCCUPATIONS OF OUR ALUMNI

Below are the occupations of all alumni who returned their questionnaires. They have been divided into various categories and grouped according to the nature of the firm or business. We have placed the alumnus in the category described by the type of industry and the work involved. Thus a chemist can be listed under any number of categories depending upon the nature of the firm's business. For example, if a chemist is working for a pharmaceutical house he is placed in that category. If working for a heavy industry, he is placed there. Accountants, engineers, writers, etc., etc., are all handled the same way.

Leading the list is the Personal, Education and Religious occupations category. The alumni grouped into this category are teachers or anyone connected with educational institutions plus doctors, lawyers, dentists, ministers and alumni who have privately-owned businesses. The majority of this category is composed of educators.

Next on the list is the Heavy Industry category. Included in this are engineers, draftsmen, analysts, chemists, accountants, management and many other positions which have been grouped according to the nature of the firm.

Ranking third on the list is the Housewife category, many of whom have held jobs at one time or another but are now raising families and running households. This in itself is a full-time job.

Many of our alumni are presently engaged in Government work which is the next category in succession. Servicemen of all ranks and branches of the

service are included, in addition to the U. S. Treasury Agents, lawyers, chaplains, physicians, policemen and women or any other person associated with the government in any capacity.

The following is a complete account of all occupations showing the percentage and number of alumni working in each group:

Table 9

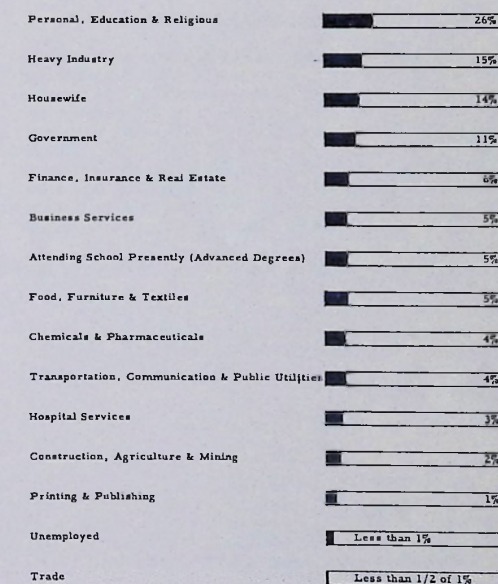
	No.	Per-centage
Personal, Education & Religious	512	26.38%
Personal	114	
Small Business	33	
Doctors	48	
Lawyers	14	
CPA's & Accountants	19	
Education	373	
Elementary & Secondary	316	
Higher	57	
Religious	25	
Heavy Industry	283	14.58%
Engineers	98	
Accountants	23	
Chemists	17	
Management Positions	117	
Machinists	6	
Lab & Research Tech.	7	
Analysts	6	
Designers	3	
Draftsmen	6	
Housewife	271	13.96%
Government	221	11.39%
Armed Forces	94	
Vet. & State Hospital Employees	27	
Other Branches of Govt.	79	
City or State Employees	21	

Finance, Insurance & Real Estate	108	5.56%
Finance	34	
Insurance	68	
Real Estate	6	
Business Services	95	4.89%
Business Positions	48	
Clerical Employees	10	
Proprietors	5	
Engineers	16	
Directors (of various projects & activities)	8	
Accountants	8	
Attending School Presently (Advanced Degrees)	92	4.74%
Food, Furniture & Textiles	90	4.64%
Food	33	
Small Business	27	
Lab Technician & Analyst	3	
Engineer	1	
Food Chemist	1	
Clerical Help	1	
Furniture	17	
Small Business	14	
Clerical Help	3	
Textiles	40	
Small Business	32	
Engineers	4	
Chemist	1	
Clerical Help	3	
Chemicals & Pharmaceuticals	76	3.92%
Chemicals	67	
Small Business	38	
Accountants	4	
Chemists	16	
Lab Technician & Analyst	2	
Engineers	6	
Asst. Scientist	1	
Pharmaceuticals	9	
Small Business	4	
Research	2	
Microbe Biologist	1	
Pharmacologist	1	
Pharmacist	1	
Transportation, Communication & Public Utilities	68	3.50%
Transportation	12	
Mrs., Representatives, Supervisors	5	
Claims & Transportation, Agents	2	
Clerical Help	2	
Dispatcher	1	
Engineers	2	
Communication	24	
Engineers	6	
Accountants	2	
Business (includes Mrs., Supervisors & experts in this field) ..	7	
Technical Aides	2	
Radio & TV Station Mgrs., Broadcasters, etc.	7	
Public Utilities	32	
Telephone	12	
Power & Light	7	
Gas	4	
Director of Public Utilities	1	
Railroad	3	
Water	5	
Hospital Services	52	2.68%
Medical Technologists	4	
Chief Technicians	9	
Nursing Instructors	8	
Director of Nurses	8	
Lab Employees	3	
Nurses	6	
Medical Secretaries	3	
Other Hospital Employees	11	
Construction, Agriculture & Mining	30	1.55%
Construction	20	
Salesmen, Mgrs. & Rep.	8	
Accountants	2	

Engineers	6	
Architect	1	
Inspector	1	
Bridge Designer	1	
Contractor	1	
Agriculture	0	
Mining	10	
Salesmen, Supt., etc.	5	
Engineers	2	
Attorney	1	
Accountant	1	
Secretary of Corp.	1	
Printing & Publishing	28	1.44%
Printing	17	
Mrs., Directors & Rep.	5	
Reporters	7	
Editors	2	
Clerks	2	
Copy Reader	1	
Publishing	11	
Reporters, Office Mgrs. & Area Mgrs.	5	
Directors (of various departments)	4	
Writer	1	
Sales Instructor	1	
Unemployed	13	.67%
Trade	2	.10%

OCCUPATIONAL FIELDS AND PROFESSIONS (Per Cent of Grads)

Chart 8



QUESTION No. 1

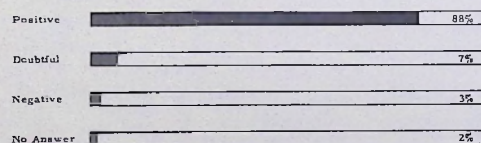
If a promising high school senior asked you to recommend a college, would you name Wilkes? (We know that the answer depends on circumstances — geographical, financial, etc.) Why do you feel this way?

Table 10

	Reasons
Positive	3,390
Doubtful	283
Negative	101
No Answer	68
	3,842

This total is far over and above the number of questionnaires returned (1,941), because, in many instances, the alumnus gave one or more answers to this question, thereby increasing the number of answers in the above total. In addition, two answers were often given for the same question — positive and doubtful or positive and negative; i.e., qualified answers, which made it necessary for us to split one answer into two categories. As indicated above, a certain number gave no answer at all to this question.

Chart 9



Why Do You Feel This Way?

Our replies concerning the general appraisal of Wilkes College were by far favorable. It should be noted that in the next three questions of this survey, the reasons were taken directly from the answers received on the questionnaires. The alumni were not given these reasons to check off from a list. These are the thoughts that came into the minds of our alumni as they freely answered the questions. We must also remember that these replies cover the era of the graduate as he remembers it. Many changes have taken place.

Of those answering question no. 1, 88% of the reasons given were positive, 7% were doubtful, 3% were negative, and 2% gave no answer at all.

The following is a complete breakdown of positive answers, listing all of the reasons given for our alumni's willingness to recommend a student to attend Wilkes College:

POSITIVE REASONS

Table 11

650 — Good Education (General)
385 — Small College
355 — Attitude Toward Faculty
286 — High Scholastic Standards
232 — Student-Faculty Relationship
147 — Comparative General Education Preparation
142 — Individual Development
107 — Curriculum
105 — Social Adjustment
96 — Graduate Preparation
93 — No Reason Given
81 — Financial Reasons
85 — High Scholastic Standing
77 — Pleasant Surroundings
57 — Geographic Location
53 — Facilities

48 — Small Classes
42 — Intellectual Stimulation
38 — Vocational Preparation
33 — Dr. Farley
32 — Non-Educational (Not Specified)
31 — Extra-Curricular Activities
29 — Efficient Administration
28 — Community Oriented
28 — Cultural Growth
27 — Friendly Student Body
21 — Friendly College
14 — Commuter College
11 — Professional Growth
10 — Co-Educational College
8 — Guidance
5 — Selectivity of Students
5 — Non-Sectarian College
4 — Good Teacher Training (Education)
3 — Good Math Department
3 — Absence of Fraternities & Sororities
2 — Dormitory Living
2 — Good Training (Engineering)
2 — Athletic Policy
1 — Good Teacher Training (Biology)
1 — Good Physics Department
1 — Personal Pride

For the sake of simplicity, we have combined a number of categories in the positive answers to more clearly define the over-all alumni answer. These are the major reasons why our alumni would recommend Wilkes.

We have grouped under Quality of Education Received, a number of the positive reasons given by our alumni for recommending a senior to Wilkes. This is our largest number of answers — and perhaps the best answer we could have possibly received in this survey.

The second largest group of answers illustrates the friendly relations the alumni had with the faculty as students. They gave attitude toward faculty and student-faculty relationships as a primary motive for recommending a student to Wilkes. Our alumni appreciated the fact that they were able to experience this close relationship and felt that their college life was greatly enhanced and enriched by this relationship.

Small college and small classes are grouped in the same manner as our third largest number of answers. It is gratifying to note that these answers support the policies and ideals which Wilkes College has maintained since its inception.

For the record, the Quality of Education Received, Relations with Faculty and Size of College and Classes are the reasons most referred to by the alumni as to why they would recommend a senior to Wilkes.

Quality of Education Received

Good Education (General)	650
High Scholastic Standards	286
Comparative Educational Preparation	147
Graduate Preparation	96
High Scholastic Standing	85
Intellectual Stimulation	42
Vocational Preparation	38
Good Teacher Training	3
Good Math Department	3
Good Engineering Training	2
Good Teacher Training (Biology)	1
Good Physics Department	1
	1,355

Relations with Faculty

Attitude Toward Faculty	355
Student-Faculty Relationship	232
	587

Size of College and Classes

Small College	385
Small Classes	48
	433

Question No. 1

DOUBTFUL ANSWERS

Only 7% of the answers received were doubtful.

Many felt that they had insufficient information to recommend a student. Some of this group undoubtedly would give positive answers if they were made aware of the changes and improvements that have taken place in the last few years.

"Dependent on Course of Study" is an answer that is not truly doubtful but rather shows thought. It is a qualifying statement that implies that our alumni would make the recommendation if they felt a student would be suited to a certain program here. On the other hand, it also may mean that they feel a certain course of study at the college is weak.

A number of our alumni specified geographical reasons for not recommending Wilkes. This too is understandable for our alumni are scattered far and wide with many institutions giving a sound education near to them. One group of people has suggested that we are academically too demanding and have given that reason as their doubtful answer.

One problem which has come to the fore is the question of transferring. (This involves engineers for the most part). Engineers state that they must make up work when they transfer to other institutions and feel that the curriculum should be adjusted accordingly.

Many other doubtful reasons are listed below. Some of the reasons we feel again could be eliminated if the alumnus would make an effort to be better informed.

Table 12

45 — Insufficient Information
29 — Dependent on Course of Study
27 — Geographical
26 — Transfer
20 — Commuter College
20 — Personal Circumstances
13 — Faculty Expression
12 — Not Well Known
10 — Curriculum
9 — Facilities
6 — No Reason Given
6 — Recommends other Institution
6 — Social Life Lacking
5 — Dormitory Life
5 — High Tuition
5 — Academically Too Demanding
4 — General Dislike
3 — Student-Faculty Relationship
3 — Administration
3 — Maturation Impeded
3 — Counseling
3 — Lack of College Atmosphere
2 — Inadequate Teacher Training
2 — Nursing Curriculum
2 — Teaching at Other College

2 — Prefer Larger College
1 — Campus Life
1 — Lack of Guidance
1 — Too Many "Snap" Courses
1 — Low Standards
1 — Culturally Low
1 — Athletic Policy
1 — Not Pre-Med
1 — No Fraternities
1 — Lack of Intellectual Activities
1 — Lack of Religious Training
1 — Engineering Curriculum
1 — Faculty Turnover

Question No. 1

NEGATIVE ANSWERS

Wilkes alumni are scattered all over the country. Some also live in foreign countries. The main reason we found for not recommending a student to Wilkes College was geographical. The distances and the costs involved are sound reasons for not recommending some students to Wilkes. Undoubtedly, there are many fine institutions nearer to them.

The majority of the negative geographical answers were received from alumni of BUJC (1935-47). Once again we feel that because they have been away for a number of years and are not aware of the changes that have taken place, some have given negative answers.

The second largest group is listed under "Recommends Other Institutions". Many gave no reason why they expressed this answer. Those reasons specified are listed below.

Table 13

12 — Geographical
11 — Recommends other Institution
8 — Inadequate Faculty
8 — Commuter College
6 — Transferred
5 — Lack of Campus Life
5 — Facilities
4 — Insufficient Information
4 — Personal Reasons
4 — Academically Too Demanding
4 — High Tuition
3 — Prefers Larger College
3 — Curriculum
2 — Working at Other Institution
2 — Prefers Sectarian College
2 — Lack of Social Development
2 — Faculty Turnover
2 — Depends On Course of Study
2 — General Dislike
1 — Prefers Technical Training
1 — Lack of Guidance
1 — No Reason Given
1 — Not Well Known
1 — Not For Engineering
1 — Faculty Expression
1 — Lack of Extra-Curricular Activities
1 — Not Pre-Med
1 — Lack of Fraternities
1 — Lack of College Atmosphere
1 — Inadequate Lab Facilities
1 — Administration

QUESTION No. 2

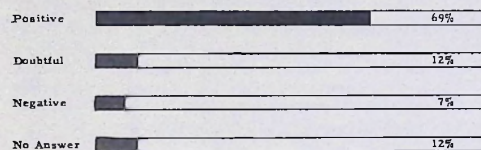
We should like to have your frank comments regarding the effectiveness of your Wilkes experiences in preparing you for "your present occupation".

Table 14

Positive	1,760
Doubtful	314
Negative	178
No Answer	313
	2,565

This total is over and above the number of questionnaires returned because in many instances, the alumnus included two or more answers to this question, thereby increasing the number of answers to the above total.

Chart 10



QUESTION No. 2

POSITIVE

It is obvious from scanning the positive answers that the alumni feel they are well trained educationally for their occupations. Of course, as you might suspect, the faculty are given as one of the major reasons for this satisfaction.

Many have also indicated that in social development and personal adjustment, they owe a great deal to Wilkes. A quick look at the list shows that almost every phase of college life has been given as a favorable reason by our alumni. Here is a complete list of their answers.

Table 15

1,055 — Education (General)
145 — Faculty
62 — Education (Comparative)
55 — Accounting
48 — Social Development
46 — Math
46 — Personal Adjustment
29 — Liberal Arts
23 — Chemistry
21 — Business Courses
20 — Psychology
18 — Academically Demanding
18 — Business (General)
17 — Economics
15 — Foundation
13 — English
12 — Curriculum
11 — Biology
10 — Pre-Dental
8 — General Prep
8 — Pre-Med
8 — Sociology
7 — Physics
6 — Music
5 — Sports
5 — Tolerance
4 — Science
4 — The Arts
3 — Business Law
3 — Counseling
3 — Education Course
3 — Small Classes

2 — Bacteriology
2 — Dorm Life
2 — Drafting
2 — French
2 — History
2 — Insurance
2 — Internship
2 — Literature
2 — Maintenance of Credits
2 — Public Speaking
2 — Social Sciences
2 — Spanish
1 — Athletics
1 — Cultural
1 — Extra-Curricular
1 — Graduate Prep
1 — High Standards
1 — Zoology

Below we have combined the positive answers where it would simplify. These are the major reasons.

EDUCATION (NON-SPECIFIC)

Education (General)	1,055
Education (Comparative)	62
Academically Demanding	18
Foundation	15
Curriculum	12
General Preparation	8
High Standard	1
Graduate Preparation	1

PERSONAL AND SOCIAL GROWTH

Social Development	48
Personal Adjustment	46

BUSINESS PREPARATION

Business Courses	21
Business (General)	18
Business Law	3

Question No. 2

DOUBTFUL

Many of the doubtful answers suggest that a number of our alumni are doing work for which they had no training at Wilkes. Others mention that they attended only a short time and as a result received little training.

The three answers that can be pinned down as doubtful because of something lacking at the college are curriculum, the teaching technique of the faculty, and lack of technique courses.

Below is a complete resume' of doubtful answers.

Table 16

29 — Attended Short Time
28 — Unrelated
26 — Curriculum
26 — Technique (Faculty)
25 — Lack of Technique Courses
13 — Does Not Apply
12 — Unevaluated
11 — Accounting
9 — Counseling
9 — Faculty
9 — No Comment
8 — Early Attendance
8 — Guidance
8 — Transferred
6 — English
6 — No Assistance
6 — No Reason
4 — Need for Guidance
4 — Too Soon
3 — Campus Life
3 — More Liberal Arts
3 — Practical Experience

3 — Pre-Med
3 — Social
3 — Social Development
2 — Art Courses
2 — English & American Literature Courses
2 — General Education
2 — Inadequate Labs
2 — Language
2 — Loss of Credit (Transfer)
2 — Mechanical Drawing
2 — Student
2 — Surveying
2 — Teaching
2 — Teaching Methods
2 — Too New
1 — Advanced Courses
1 — Art Courses
1 — Certification for Other States
1 — Curriculum (General)
1 — Curriculum (Real Estate)
1 — Different Field
1 — Emphasis
1 — Faculty Advisors
1 — Faculty-Student Relationship
1 — Group Leadership Classes
1 — Inadequate Library
1 — Journalism
1 — Lack of Languages
1 — Lack of Reputation & Tradition
1 — Literature
1 — Math
1 — No Need
1 — Observations
1 — Other Position
1 — Philosophy
1 — Physics
1 — Practical Business Courses
1 — Sociology
1 — Still Attending School
1 — Too Late

Question No. 2

NEGATIVE

The largest number of negative answers again indicates that our alumni are working in positions different from that for which they were trained.

Again repetitiously, the largest combined group of negative answers, different occupations, no relationship, and no assistance are not truly negative answers regarding Wilkes training.

The negative answers that are specific are inadequate labs, curriculum and inadequate library.

The first has been eliminated through the construction of Stark Hall, the latter two need some adjustments.

The following table lists all of the negative answers.

Table 17

46 — Different Occupations
15 — No Relationship
15 — No Assistance
8 — Attended Short Time
8 — Inadequate Labs
6 — Curriculum
6 — Student
5 — Inadequate Library
4 — Engineering Curriculum
4 — Did Not Apply
3 — Faculty
3 — Guidance Program
3 — Inadequate Education
3 — No Comment
3 — No Training Needed
3 — Social

3 — Teaching Methods
3 — Technique Courses
2 — Accounting
2 — Counseling
2 — Extra-Curricular Activities
2 — Liberal Arts Work
2 — No Training Required
1 — Accounting Curriculum
1 — Chemistry
1 — Curriculum (Same Courses)
1 — Drafting Courses
1 — Dynamics Weak
1 — Education Course
1 — Failure
1 — General Discontent
1 — Inadequate
1 — Inadequate Music Program
1 — Inadequate Preparation
1 — Inadequate Program
1 — Insurance Curriculum
1 — Lack of Religion Courses
1 — Lack of Technical Writing
1 — Math
1 — Physics
1 — Placement Service
1 — Ministry Curriculum
1 — Science
1 — Sports Program
1 — Technical Training
1 — Transferred
1 — Too Late
1 — Too Soon
1 — Weak

Question No. 2

NO ANSWERS

269 (Doubtful)*
44 (Negative)*
313

* If the alumnus had checked doubtful for question no. 1 and gave no answer for question no. 2, we placed that answer under doubtful. If the alumnus had checked negative for question no. 1, and gave no answer for question no. 2, we placed that answer under doubtful. However, for simplification we combined our total no answers. We are not certain what their real answers would be but we do feel that they may not be positive. They may not be all negative either.

Only 12% did not answer the question at all.

QUESTION No. 3

We would like to have your frank comments regarding the effectiveness of your Wilkes experiences in preparing you for a life that is richer culturally and happier in terms of personal adjustment.

Table 18

Positive	2,401
Doubtful	406
Negative	137
No Answers	913
	3,857

This total is over and above the number of questionnaires returned because in many instances, the alumnus included two or more answers to this question, thereby increasing the number of answers in the above total.

Chart 11



We divided the question into two parts — cultural and personal adjustment. We then placed the answer of the alumnus in one or both columns depending upon what was written. The answers were broken down into positive, negative and doubtful answers. If the answer was positive, negative or doubtful for Cultural, we then listed the reason for the answer — under the cultural column. The same was done with the personal adjustment column.

POSITIVE

Once again, the positive answers far outnumbered the doubtful or negative answers. Our alumni felt that they had benefited from their cultural experiences at Wilkes. A general cultural air pervaded their college careers, with music and the faculty indicated as playing an important role. Literature seemed to have had a lasting effect. This is indicated by the amount of reading our alumni reported in their activities. The list of Positive reasons are varied and encompass every facet of the college.

A LIFE THAT IS RICHER CULTURALLY

- | | |
|--------------------------------------|-------------------|
| 512—Cultural (General) | 11—History |
| 141—Music | 10—Economics |
| 101—Faculty | 10—Athletics |
| 99—Literature | 9—Public Speaking |
| 84—Stimulated intellectual curiosity | 9—Politics |
| 55—Liberal Arts | 9—To Seek Truth |
| 51—Theater | 8—Education |
| 43—Art | 7—Languages |
| 36—Extra-Curricular Activities | 6—Business |
| 26—Sociology | 5—Math |
| 26—Philosophy | 5—Administration |
| 19—Entire Curriculum | 2—French |
| 17—Psychology | 2—Biology |
| 16—Religion | 1—Architecture |
| 15—Science | 1—Principles |

HAPPIER IN TERMS OF PERSONAL ADJUSTMENT

- | | |
|---------------------------|------------------|
| 475—Personal Adjustment | 15—Dorm Life |
| 216—Social | 12—Dr. Farley |
| 93—Faculty | 9—Counseling |
| 83—Increased Tolerance | 6—Deans |
| 62—Developed Independence | 3—Discipline |
| 38—Values | 2—Administration |
| 34—Small Classes | 1—Psychology |
| 15—Intellectual Honesty | |

Question No. 3

NEGATIVE

A number felt that Wilkes did not aid them culturally nor did they feel that they had received enough liberal arts. All of the Negative answers are indicated below:

A LIFE THAT IS RICHER CULTURALLY

- | | |
|--|------------------------|
| 44—No Contribution | 6—Science Curriculum |
| 15—Liberal Arts | 2—Lack of Fraternities |
| (Note: Nine of these fifteen are engineering grads.) | 1—Business Curriculum |
| 7—Cultural (General) | 1—Music |

HAPPIER IN TERMS OF PERSONAL ADJUSTMENT

- | | |
|--------------------|--------------------------------------|
| 42—No Contribution | 2—Personal Adjustment |
| 4—Faculty | 1—Lack of required "thought" courses |
| 4—Counseling | 1—Placement Department |
| 4—Social | |
| 3—Transfer | |

Question No. 3

DOUBTFUL

Among the doubtful answers are those again that are not really doubtful. For example, "unable to evaluate", "no comment", "do not understand question".

A LIFE THAT IS RICHER CULTURALLY

- | | |
|-----------------------|------------------------------|
| 61—Little effect | 14—Attended Short Time |
| 49—Unable to Evaluate | 3—Do Not Understand Question |
| 40—No Comment | |
| 35—No Reason | |

HAPPIER IN TERMS OF PERSONAL ADJUSTMENT

- | | |
|-----------------------|------------------------------|
| 50—Unable to Evaluate | 13—Commuter College |
| 46—Little Effect | 14—Attended Short Time |
| 41—No Comment | 2—Do Not Understand Question |
| 35—No Reason | |

Question No. 3

NO ANSWER

Many gave no answer to the question. At first, we placed them under doubtful but decided later to place them in a category all their own. We are unable to guess what the alumnus would have said had he had to make a decision. As a result, we feel that they are not truly doubtful nor negative.

Below is the breakdown:

A LIFE THAT IS RICHER CULTURALLY

458 — No Answers

HAPPIER IN TERMS OF PERSONAL ADJUSTMENT

455 — No Answers