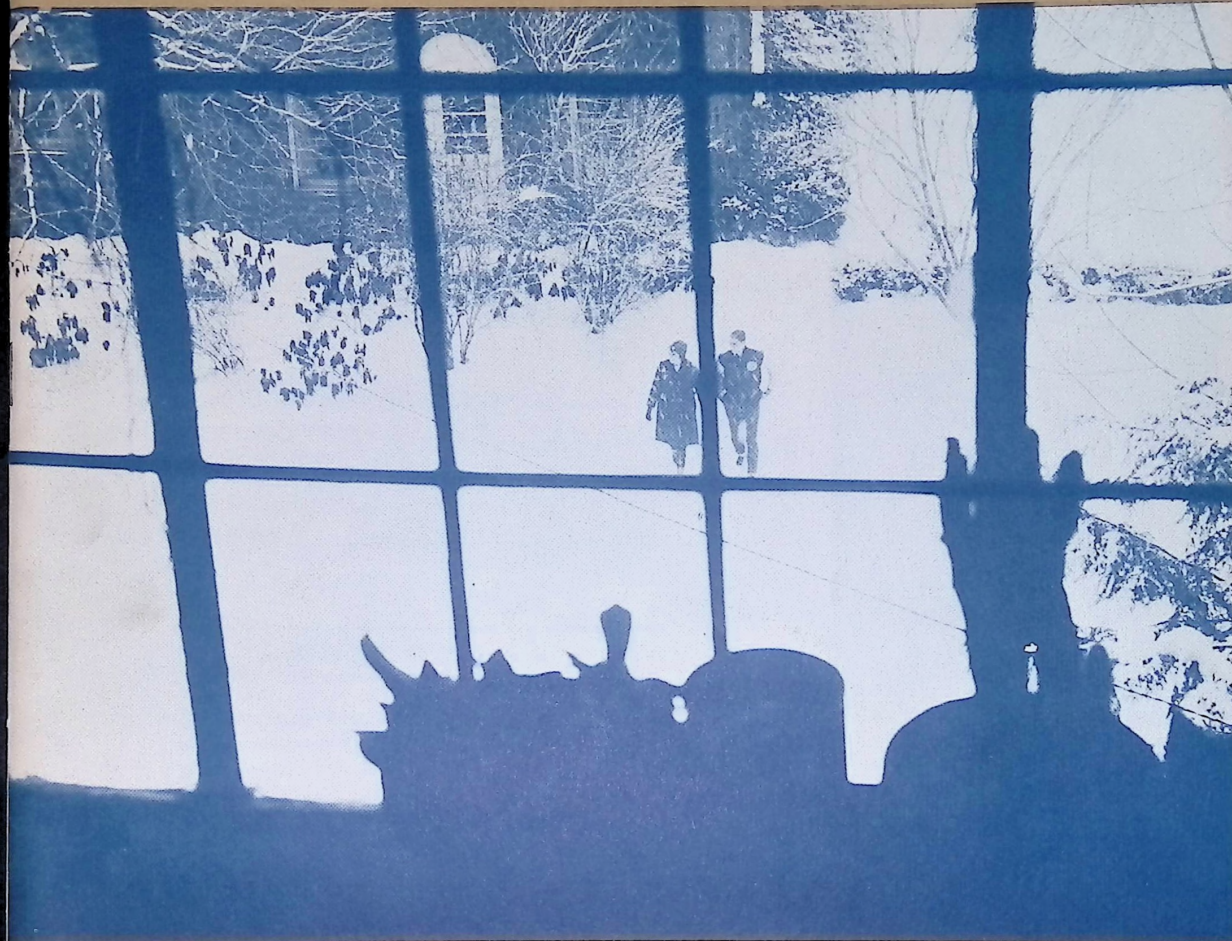


WINTER

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WILKES  
COLLEGE  
ALUMNUS



# The Role of the Alumnus in Education

by Dr. Francis J. Micheline

Art Linkletter, interviewing a ten-year-old on television, asked what his first act would be if he were elected President of the United States. The youngster gazed at him in stunned horror for a split second, then replied, "Have the voters' heads examined."

This was my first reaction to Gordon Roberts' request to do an article for the "Alumnus" on the National Science Foundation. The scope of the activities of the Foundation made an acceptance of this request seem foolhardy. Before the final reports came back on his head, however, I had become intrigued with the idea of how to convey, through the "Alumnus," some of the feelings engendered by my experiences here. I think it is extremely important for all Americans to understand what is happening in education today and how their tax dollars are influencing their and their children's futures.

The publicity accompanying various bills in Congress, and the resulting cries of catastrophe when they fail, frequently leave the impression that nothing is being done at the Federal level in education. I deplore the failure of passage of the better educational bills, but I think that an awareness of what is being done and what is being accomplished by government in this area will ultimately assist in passage of important legislation of significant benefit to education.

The National Science Foundation is involved in many programs, ranging from support of a project to drill through the outer crust of the earth, to support for construction of the largest and most precise optical and radio-telescopes ever built. To list even partially the research programs supported by NSF would take many pages. Everyone is generally aware of this function of the Foundation, but far too few are aware of the programs that are having a direct effect upon the subject-matter content of elementary, high school, and college curricula. These are the areas of greatest significance and interest to alumni who are or will be parents directly concerned with their children's education; and to alumni who are engaged in the teaching profession.

One of the major characteristics of modern life is the virtual "explosion of knowledge," particularly in the sciences. The amount of new information now available exceeds the ability of the human mind in its present stage of development to organize and to adapt it for use. The corollary is that much information now current in society is already obsolete. Both of these facts relate directly to the teaching of the sciences.

The schools have a clear responsibility to contribute to the scientific-technological-economic development, but the discharge of this responsibility depends on the viability of scientific information taught, the quality of



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In Physics the National Science Foundation established the Physical Science Study Committee (commonly called PSSC) consisting of ranking physicists and science educators in the United States. After several years of study and experimentation in over 200 secondary schools (at a cost of over \$6,000,000) the PSSC published materials for a new course in Physics for secondary schools. The course is a complete unit consisting of a basic textbook, *PHYSICS*, a set of 24 supplementary readers in various aspects of physics, a set of laboratory manuals and simple, inexpensive laboratory kits (which can be largely duplicated by teachers from materials indigenous to any state or country), and a set of 30 teaching films.

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In Biology three subordinate groups of the American Institute of Biological Sciences were formed within the Biological Sciences Curriculum Study committee (BSCS). The three groups, again comprised of the nation's foremost biologists and science educators, agreed on basic values to be taught in Biology, but chose to provide different approaches to the teaching of the material. The so-called "Green Version" ("Green" referring to binding color for quick identification) focuses attention on the ecological and behavioral aspects of Biology; the "Yellow Version" emphasizes the orderly presentation of biological data from the cell through genetics and evolution; the "Blue Version" approaches the subject in terms of recent exciting advances in physiological and biochemical-evolution research. As in the fields of Physics and Chemistry, basic texts (Green, Yellow, Blue Versions) were produced and tried out extensively in schools. They are reinforced by laboratory manuals, teachers' guides, supplementary readers, and teaching films.

In Mathematics the collaboration among mathematicians, educators, and teachers has been particularly active. The University of Maryland Mathematics Project, underwritten by the Carnegie Corporation, The University of Illinois Committee on School Mathematics, sponsored by the University, and the School Mathematics Study Group (SMSG) developed by the National Science Foundation have all been productive. The SMSG has prepared a series of textbooks which take account of other areas of knowledge and at the same time reflect recent advances, in mathematics itself: *First Course in Algebra*, *Geometry*, *Intermediate Mathematics*, *Elementary Functions*, *Introductory to Matrix Algebra*.

The area of Foundation activity that I work in is the Institutes Section of the Division of Scientific Personnel and Education (SP&E). The Institutes Section budget for 1963 is approximately \$42,000,000. This money is spent in support of Institutes for teachers at all levels with the primary objective of the program being to improve competence in the subject matter of the sciences. A list of the variety of Institute programs is impressive. They include, in addition to the usual biology, physics, chemistry, engineering and mathematics, programs in anthropology, psychology, philosophy, economics, geography and other areas of the social sciences with a scientific base. Some Institutes relate to the Course Content Improvement programs in that they provide opportunities to acquaint teachers with these new materials; the primary concern being the improvement of their subject-matter competence so that these teachers will gain the confidence and scientific insight necessary to use these programs effectively. Colleges and Universities are now beginning to incorporate the new programs into their own undergraduate teacher training curricula, and the utilization of these new course content materials is now having an increasing impact on education in the sciences at the elementary and secondary levels.

The particular program in which I am involved is the College and Elementary Program of the Institutes Section. All proposals from Colleges and Universities to conduct Institutes for college teachers, Conferences for college teachers, or Institutes for elementary teachers are reviewed by the staff in this program. About 35% of the proposals received are recommended for approval, the primary limitation on the number of Institutes recommended being the funds available for support in the particular program.

A second area of activity for which I am responsible is

the placement of foreign participants in Summer Institutes. The State Department, through the Agency for International Development, finances a limited number of foreign teachers for attendance in some of the Institute programs. Not only the foreign participants profit from the educational benefits, but the American participants profit from the presence of people with teaching responsibilities but from cultures and backgrounds familiar to the average American teacher. In this way, added insight into some of the problems of the emerging and developing nations of the world is a real asset to our people. There are many cooperative agencies which aid in screening applicants for suitable positions in these Institutes. The Pan American Union, (PAU), Organization of American States, the Asia Foundation, Africa Foundation, and the Middle East Foundation, among others, are interested in these individuals in an Institute suited to their abilities and interests then becomes my job. It is extremely interesting to deal with these agencies; not help but develop a picture of the educational situation of the countries involved in the program.

I have no doubt that we will see a considerable expansion of activity in International education. The Foundation playing a major role in this area. Towards in terms of a greater understanding of our culture could very well be a turning point in the cold war. We simply cannot afford to ignore the educational problems of developing nations, and an increased cooperation with these countries could well do much for the future course of their economic and political development.

Your role as college graduates, parents, teachers, or all combinations, in the ultimate success of educational activities, is an awareness of your responsibility for maintaining an interest in the Federal government's activity in the area of education. Your role may stem from your role as a taxpayer or, perhaps, from the intellectual base of an awareness of the importance of effective education for our national future. More personally, our survival, and our children's world in which the standard of living for all will continue to rise, not deteriorate, is a goal all seek.

Interest may be expressed at many levels — one of them important — by a variety of actions ranging from letters to Congressmen, Senators, etc., urging specific measures that constructively approach the problem in education (and here your informed opinion is more important than a pressure-group's, sheep-like response); to local agitation for responsible school officials and educated informed support for local curriculum improvement. Concerned and informed parents, and teachers who express themselves effectively will see change and improvement. Apathy in an educational system will very rapidly signal the deterioration of the entire community situation. America cannot afford this loss of its potential brainpower. The loss of human activity have brought civilization from a primitive state with the premium on manpower to the higher culture where the premium is on brainpower. The successful utilization of natural resources was the key to past human development; the key to the future is whether we are equally successful in the utilization of our human resources and the prime element in this is education, and the arena, our schools.



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I have no doubt that we will see a considerable expansion of activity in International education with the Foundation playing a major role in this area. The rewards in terms of a greater understanding of America and our culture could very well be a turning point in the cold war. We simply cannot afford to ignore the educational problems of developing nations, and an intelligent cooperation with these countries could well determine the future course of their economic and political development.

Your role as college graduates, parents, teachers, (in any or all combinations), in the ultimate success of these educational activities, is an awareness of your responsibility for maintaining an interest in the Federal Government's activity in the area of education. Your interest may stem from your role as a taxpayer or, preferably, from the intellectual base of an awareness of the importance of effective education for our national survival. More personally, our survival, and our children's in a world in which the standard of living for all mankind will continue to rise, not deteriorate, is a goal we must all seek.

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## THE INTELLECTUAL CRISIS AT "OLE MISS."

by Dr. Hugo V. Mailey

When the initial effort took place to enroll the first Negro, James Meredith, at the University of Mississippi, most people wrongly assessed the massive and bitter resistance that would confront him. This incorrect assessment led to the assumption that this deep Southern state and its Governor would react no differently than the states of Tennessee, Texas, Georgia, North Carolina, Louisiana, and other states which have yielded to the growing conviction that segregation must be eliminated in American Democracy.

Here, as in no other Southern state, the extremists and the apostles of last-ditch resistance seized control immediately following the Supreme Court decision. They never relinquished this control. It was here that the Citizens Councils were born, only months after the 1954 ruling. In less than a year they had enough political and psychological control to make open opposition to their doctrines political suicide. By the time Governor Barnett was elected in 1959 as their unabashed front man, they had a stranglehold on the state.

There are very few white liberals in Mississippi. There are fewer outright integrationists. That vocal handful who, for want of a better term, are labeled moderates were isolated by the Council almost from the beginning. Mississippi is a state of small towns and cities, with its capital, Jackson, a city of 150,000 people — three times the size of the next largest community. Thus, there was no Atlanta, nor New Orleans, nor Dallas, nor Nashville in which dissident whites could find any sizeable group of sympathizers. Economic pressure was an efficient, if unspectacular, tool of the Council, and its unceasing propaganda effort was more than sufficient to counter the voices of reason. With a few notable exceptions, Mississippi by 1959 had the appearance of monolithic solidarity.

Two years ago "The College Characteristic Index," a questionnaire, was administered to eighty colleges and universities throughout the country, including "Ole Miss." The results of this inquiry present answers to questions that arise about the behavior of members of the student body at the University of Mississippi.

Author of this article, "The Intellectual Crisis at Ole Miss," Dr. Hugo V. Mailey, is Chairman of the Political Science Department and Director of the Institute of Municipal Government at Wilkes College.

THE EDITOR

The major bar to even partial acceptance of James Meredith is the absence of any tradition of dissent on the campus or any rallying point of liberal thought. The University's students place a high value on possessions, status, and the material benefits of a higher education. To some extent "Ole Miss" is seen as a club. Things are done together instead of privately. This makes Meredith's task more difficult.

In the segment of the Index measuring propriety, consideration, and caution, the University scored low, despite what might be considered a "surface mannerliness." Although Mississippi students rank above the national average in the results of college entrance tests, the Index revealed that they had little interest in either scholarly pursuits or academic discipline once they arrived on campus. Nor does the University demand this of them.

The students also scored low in the element of the Index dealing with aesthetic sensitivity, idealism, involvement in the world's problems, and self-analysis.

The University has no active debating society, and no literary or humorous publications that might provide a vehicle for thoughtful or satirical writings on, among other topics, the racial issue.

The student newspaper, which is issued four times weekly, compares unfavorably with those of colleges of smaller size. In recent years its editors have been subject to harassment by the State Legislature for asserted manifestation of liberal views.

The campus bookstore, one of several enterprises run as a concession for the benefit of the Athletic Association, limits itself to required texts at list price. A separate shop in an out-of-the-way spot on the second floor of the Student Union Building offers a small selection of paperbacks.

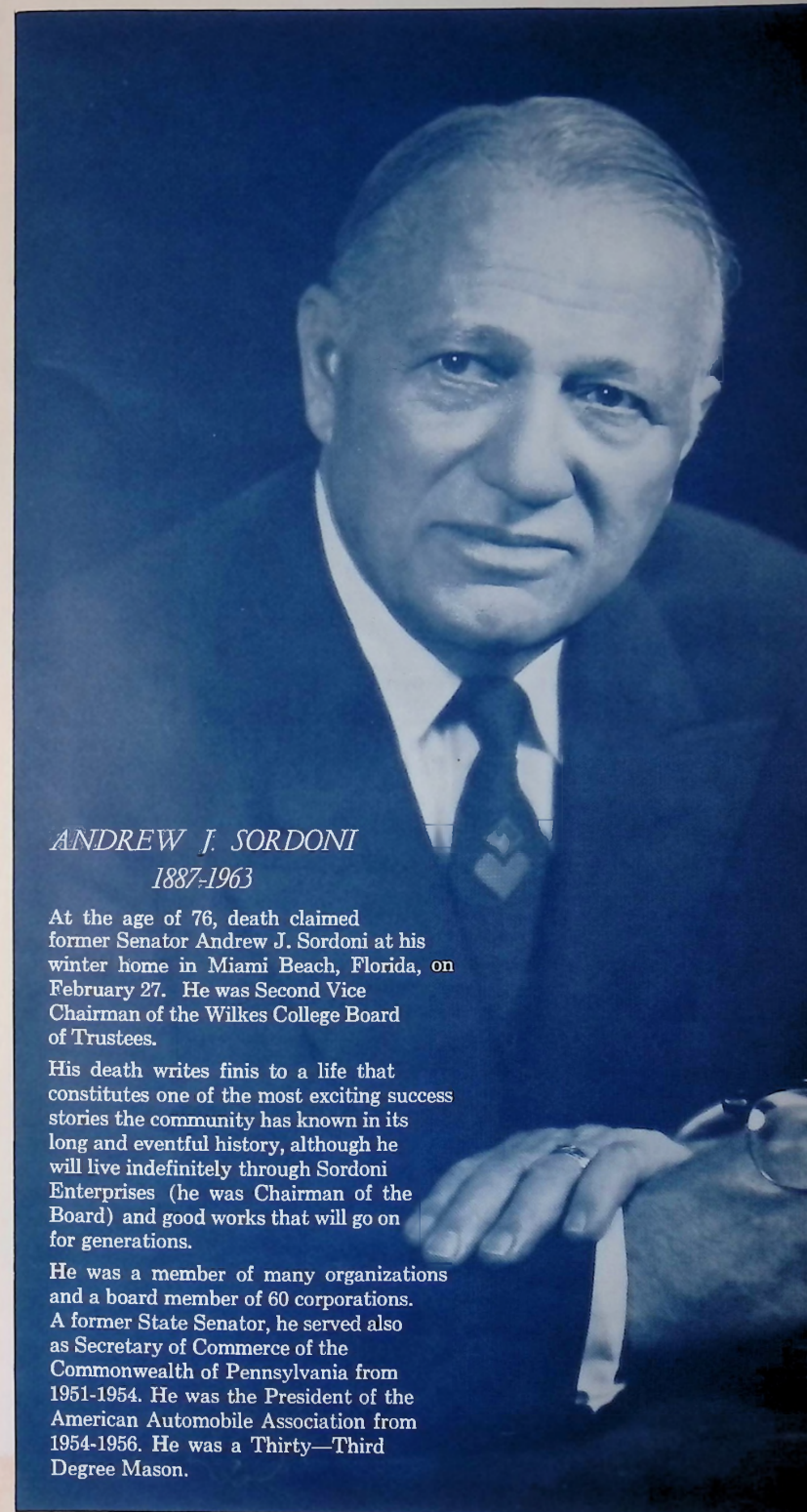
No magazine of even average quality is available on the campus, and few are sold in Oxford. In fact, the cultural life of the City is as barren as that of the University appears to be.

Thus, the School remains as it has been, one for the middle and upper classes, for posting "gentlemen's C's," making "contacts" and finding a suitable wife or husband.

One of the more thought-provoking aspects of the news that came out of Oxford before and during James Meredith's registration at the University of Mississippi was the reported attitude of the faculty towards the crisis on its campus. According to at least two widely reprinted newspaper stories written shortly after Meredith's registration, not one faculty member at the University of Mississippi spoke out endorsing integration or advocating compliance with the Federal Court order to admit Meredith either before or during the violence that accompanied his registration. The local chapter of the American Association of University Professors did issue a belated statement defending the conduct of U. S. Marshals in their execution of orders.

That an entire 200-man faculty of a respected State University should have found it wise, expedient, or necessary to maintain silence in a situation intimately and violently affecting its own campus, its own students, and the whole structure of constitutional government in its state, is both curious and disturbing. It is impossible to believe that all of these men, educated in a variety of disciplines, could have been indifferent to the struggle going on in front of their office doors. One wonders how the students interpret this faculty silence.

I have often wondered what is being taught in the social sciences. Just what does the Political Science Department at the University of Mississippi teach in such courses as Constitutional Law, American Government, and other related courses?



ANDREW J. SORDONI  
1887-1963

At the age of 76, death claimed former Senator Andrew J. Sordoni at his winter home in Miami Beach, Florida, on February 27. He was Second Vice Chairman of the Wilkes College Board of Trustees.

His death writes finis to a life that constitutes one of the most exciting success stories the community has known in its long and eventful history, although he will live indefinitely through Sordoni Enterprises (he was Chairman of the Board) and good works that will go on for generations.

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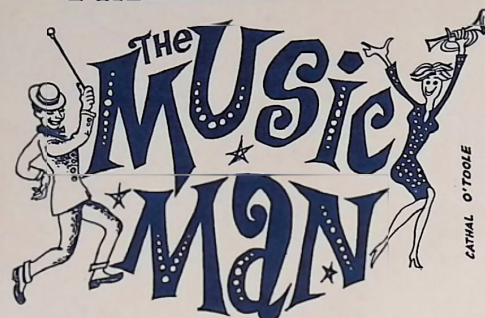
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## CUE AND CURTAIN PRODUCTION OF



## SMASHES ALL RECORDS AT IREM TEMPLE

*Plays to Capacity House For Three Nights —  
Swells Kiwanis Club Wheel Chair Fund*

A three-night engagement of Meredith Willson's Broadway success, "The Music Man," produced by Cue and Curtain and the Department of Music in Irem Temple for the Kiwanis Club of Wilkes-Barre, brought to the College accolade from the general public, echoes of which still resound throughout the community. Members of Irem who have been active on the local scene for a generation state that never in the history of Irem Temple has it accommodated such large audiences. This in a nutshell tells the story of public reaction to a musical production that will go down in the annals of Wilkes College.

*The fast  
pacing of the  
entire pro-  
duction may  
be attributed  
to the  
"citizens of  
River City".  
They are  
seen in  
the gym-  
nasium scene.*



*Dave Fendrick  
as "the music  
man" kept  
the show  
alive at all  
times with a  
professional  
skill seldom  
found on any  
campus. He  
has since  
graduated  
and is now  
an instructor  
of English  
at Wilkes.*

Opening November 29 and playing through December 1, with a special performance November 28 for high school students, the performances accounted for a total attendance of approximately 5,000. Wednesday night's preview played to 850; Saturday's final performance drew 1,800, making it necessary to place extra chairs in the aisles insofar as the law allowed. Even so, close to one hundred hoping to enjoy Saturday night's performance were turned away.

Kiwanis, too, was happy. The Wilkes College—produced-Willson—vehicle was one of several shows Kiwanis has utilized annually to raise money for the Wheelchair Club. The service organization realized in the neighborhood of \$3,000 for this worthy cause. And this is just one of many instances where the College integrates itself into the community for the good of all.

With the pit orchestra conducted by Bob Lovett, head of the music department, and the producing staff, "The Music Man" embraced a total cast approximating 100—no mean package to wrap up for presentation. Yet, Al Groh, versatile, dramatic producer-director of the College, was capable to the task confronting him and the results far surpassed anticipation.

Cue and Curtain was forced to look outside the organization to fill the large cast; indeed it was necessary to go outside the College and draw from the community. Lead roles went to Sally Schoffstal, a German major from Pottsville, Pennsylvania, and Dave Fendrick as the "music man." A Scranton, Pennsylvania, native, Fendrick is a social science major and is president of Cue and Curtain. Although the theater is a new departure for Sally, Dave, on the other hand, has been active on the campus in several productions and has spent summer vacations in stock companies.

Adding to the professional atmosphere created by the production were the realistic stage sets created and executed by Cathal O'Toole. The success of "The Music Man" depends, not so much upon lead roles, but upon the coordinated effort of a polished overall cast. This the Wilkes College production had, and it projected this unified coordination to its audience because of the splendid choreography by Jozia Miezowski of the Barbara Weisberger studios. It was the combined skill of an effectively directed cast, smashingly effective stage settings, choreography that wove in and out of the production with congealed ease and music that embellished it, setting toes tapping and heads humming that brought forth community plaudits and review raves.

Yes, "The Music Man" will go down in the annals of Wilkes College for all time to come.



*ABOVE: For close harmony, "The Potatoes Men" really delivered. Throughout Greater Wilkes-Barre, they are known as tops in barbershop quartets.*

*BELOW: Thomas Harding, juvenile lead, won the hearts of everyone long before final curtain.*



*Here again the mastery  
of set design makes a  
background for the entire  
cast as they gather to  
be photographed.*





## CUE AND CURTAIN PRODUCTION OF



## MASHES ALL RECORDS T IREM TEMPLE

ays to Capacity House For Three Nights —  
ells Kiwanis Club Wheel Chair Fund

A three-night engagement of Meredith Willson's Broadway success, "The Music Man," produced by Cue and Cathal O'Toole and the Department of Music in Irem Temple for the Kiwanis Club of Wilkes-Barre, brought to the College a new success. The general public, echoes of which still ringed throughout the community. Members of Irem Temple have been active on the local scene for a generation state never in the history of Irem Temple has it accommodated such large audiences. This in a nutshell tells the story of public reaction to a musical production that will live on in the annals of Wilkes College.

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Dave Fendrick as "the music man" kept the show alive at all times with a professional skill seldom found on any campus. He has since graduated and is now an instructor of English at Wilkes.

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The Boys Band of Exeter, resplendent in their uniforms, added color to the sets designed by Cathal O'Toole. True, they didn't give any competition to the pit orchestra directed by Bob Lovett, chairman of the music department, but they brought authenticity to the script created by Meredith Willson.



ABOVE: For close harmony, "The Potentates Men" really delivered. Throughout Greater Wilkes-Barre, they are known as tops in barbershop quartets.

BELOW: Thomas Harding, juvenile lead, won the hearts of everyone long before final curtain.



Here again the mastery of set design makes a background for the entire cast as they gather to be photographed.



Sally Schoffstal made a perfect companion to the music man as Marion the librarian of River City. She is seen here getting final make-up attention.





## The Monroe Doctrine Preserved Peace in Western Hemisphere for 139 Years

by Dr. Bronis J. Kaslas

Associate Professor of International Law,  
Wilkes College



The Monroe Doctrine is a political device designed by the United States to check penetration of foreign non-American powers into the Western Hemisphere. From the very beginning, the United States desired to end European colonial or other political rule in the Western Hemisphere and thus assure that this country would not in the future have to become involved in any form of European "power politics" in the Americas. Such "power politics," if transferred to this hemisphere, would endanger the United States' security and would eventually involve her in wars. Out of this farsighted policy of the United States was born the Monroe Doctrine. President Monroe and the Cabinet agreed to enunciate the policy in the President's message to Congress on December 2, 1823. The policy was subsequently to be known as the MONROE DOCTRINE.

In the first part of the document, President Monroe declared the principle of non-colonization of the Americas in the following terms:

"... the American Continents, ... are henceforth not to be considered as subjects for future colonization by any European powers ..."

Later in the message Monroe turned specifically to Latin American affairs:

"... (we) declare that we should consider any attempt on their (European powers) part to extend their systems to any portion of this hemisphere as dangerous to our peace and safety."

Monroe's message was welcomed by the nation with great enthusiasm, but the reactionary governments of autocratic Europe called it "impudent." In spite of their negative reactions, the powers of the Holy Alliance never issued a formal protest against the Monroe Doctrine or tried to declare it null and void.

### INTERNATIONAL LAW ASPECTS

The place of the Monroe Doctrine in the law of nations depends upon the effect it has upon the conduct of non-American states. The effect expected in this case is the compliance of those states with the provisions of the Monroe Doctrine and the support for it to be found in the law of nations. United States governments have always believed that the restrictions imposed by the Monroe Doctrine are in harmony with requirements of international law. We may be assured that no international lawyer could prove that prevention of non-American efforts to destroy the independence of Latin American Republics, as well as the preservation of peace in the Western Hemisphere are contrary to international law.

The principle of self-defense has always been invoked by the United States whenever this country tried to prevent transfer of any territory, harbor or base in the American continents to a non-American state, and this principle of self-defense has always been recognized by international law as a legitimate means of self-protection. This prin-

ciple has been embodied in the Hague Conventions, the Covenant of the League of Nations, the Pact of Briand-Kellog and the Charter of the United Nations. It could, of course, be contended that the existence of a threat to the United States must be proved in each particular case. The response to such contentions has been that the compliance with the provisions of the Monroe Doctrine against non-American penetration into the Western Hemisphere is of itself the safeguard which must be sustained. Yielding to a transfer of territory or to the installation of hostile European system of government in the Americas would weaken the value of that safeguard.

### UNITED STATES CRITICIZED

Some Latin American statesmen, for varying reasons, have tried to criticize the United States for the offer of service under the Monroe Doctrine which was not solicited by their nations. Some even resent the restriction upon their right of voluntary transfer of territory or bases to a non-American power. This attitude fails, however, to understand and interpret properly United States interference. The Monroe Doctrine is not directed against American states as such, but against non-American powers seeking territories or bases in the Americas and creating a danger of using them as military outposts against the United States, as well as against the entire hemisphere. Thus, the objection against the United States for attempting to place restraints upon the independence of Latin American countries is only a theoretical one, missing the basic point that, on the contrary, the purpose of the Monroe Doctrine is to safeguard the independence of South America, even from those who might be willing to give it away.

In considering the Monroe Doctrine in terms of international law, the most significant factor is that this policy has been very successful, and has led to official acknowledgement of it by many nations. The refusal of non-American states to challenge by force the stand of the United States has been very impressive. The recent withdrawal of the Soviet military bases from Cuba is the best example of it. Moreover, there has been no significant disapproval by non-American powers, whenever the United States has proposed to embody the principles of these safeguards in international treaties. Thus the Monroe Doctrine has been made a part of The Hague Conventions, the Covenant of the League of Nations, and, as a measure of self-defense, it was allowed and sanctioned by the Briand-Kellog Pact and the Charter of the United Nations. On the basis of the past record, we may reaffirm that no state in the world remains today in a position to contend that the Monroe Doctrine is contrary to international law.

### PRESIDENTS' SUPPORT

The importance of the Monroe Doctrine is also derived from the continuous and deliberate approval of it by all the Presidents of the United States, by all administrations, and by the American people, regardless of party divisions. The Monroe Doctrine has been in recent years considerably fortified on the intercontinental level by the United States' "GOOD NEIGHBOR" policy and especially when the Association of American States was achieved by three famous Pan-American documents: the Act of Chapultepec of 1945, the Rio Act of 1947, and the Bagota Charter of 1948. By acquiescing in these arrangements, the United States appeared to agree that the burden which it had long undertaken to bear alone under the Monroe Doctrine was, under certain circumstances, to be shared by her Latin American sisters. It needs, however, to be observed that the expansion of the circle of guarantors of the Monroe Doctrine by no means intimates that there rests upon the United States legal obligation to abstain from measures under the Monroe Doctrine in the event a concerted common action cannot be agreed upon. Thus, the above Pan-American treaties did not supersede the Monroe Doctrine, but merely expanded the numbers of its guarantors.

Because of the continuous upholding of the Monroe Doctrine by the United States, and, because of recent pledges and readiness of other American States to support it, the American continents remained through the nineteenth and twentieth centuries a sphere of relative peace, almost enjoying a PAX AMERICANA. We like to hope the same for the future of the Americas.



With  
The  
Robert  
Shaw  
Chorale

by Laila Storch Friedmann

I joined the Robert Shaw Chorale for October and November while it visited Yugoslavia and Russia as part of the United States government Cultural Exchange program. During the six weeks that we were in Russia, the Leningrad Symphony performed over here. This was during the time of the Cuban Crisis, yet our concerts continued with the same tremendous success with which they began; just when the tensions seemed greatest, the Leningrad Symphony performed on United Nations Day for the General Assembly in New York. At least in the field of music, the two contesting nations seemed to understand one another.

### Great Enthusiasm

I have never experienced such outbursts of enthusiasm as those shown the Robert Shaw Chorale. We usually had to give from six to eight encores and before the audiences would go home, the hall lights had literally to be turned off. Interestingly enough, the work that received the most applause and had to be scheduled for extra performances in Moscow was the Bach B Minor Mass. It was considered quite significant that the Chorale was given permission to perform so many works of religious origin. As one Russian high official said, "We Russians do understand things of the spirit."

But the visual impression seemed to point in another direction. Over and over again we saw magnificent old churches boarded up and going into a state of decay. If we asked our guide why this should be so, we would hear that there are more important things to be built and fixed up than churches, such as hospitals and apartment houses.

Everywhere we went we were given an official guided tour, but were also always free to travel alone. In fact, this was the best way to meet average Russian citizens. I often had the experience of someone walking blocks out of his way to show me the correct entrance to a museum or a subway station.

(Note: Mrs. Friedmann was a member of the orchestra accompanying the Robert Shaw Chorale on its tour of Yugoslavia and Russia. In addition, she played the oboe for the Chorale's concert in Wilkes-Barre on Friday, January 18.)

It didn't take one too long to learn the the palatial Moscow Metro system with its deliers and spotless mosaic decorated stations the Metro to reach Red Square, for shopping the State Department Store, GUM, and to the beautiful Bolshoi Theater. In this way, to visit the famous Moscow Conservatory of name, Robert Shaw, opened all the doors a the honored guest of several classes, especially class which was more than eager to exchange with me. They felt completely shut off from world. Even music printed in France is not them, let alone the newest trends in playing ment of instruments. The oboes they play are antiquated, a condition they realize but are correct. After all, oboists do not enter fi national competitions (as do the violinists have the best of instruments).

Other than this informal contact, there to be after-concert parties or receptions during conversation could have been made. This was posite from our experience in Yugoslavia, where week we had four informal get-togethers.

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One thing I regretted not having with records to give away. We were asked for the time again. The Russian youth have an enormous in American jazz music.

After several weeks in Russia, one becomes less accustomed to the rather somber tone of life. Only after returning home does one suddenly tremendous difference that does exist between the West, and yet it is a difference that only and could change as, spiritually and artistically all on the same plane with a strong desire for friendship.



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## Mohr Heads Development



Walter H. R. Mohr, Lehman Avenue, Dallas, Pennsylvania, has been appointed Director of Development at Wilkes College, succeeding Harvey Bresler, who left February 1 to take up a position at C.W. Post College, Long Island, New York.

Mr. Mohr comes to Wilkes from his recent position as Industrial Secretary of the Greater Wilkes-Barre Chamber of Commerce. He joined the Chamber of Commerce in 1956 as Assistant Secretary and served in that position until 1960 when he was promoted to the post of Industrial Secretary.

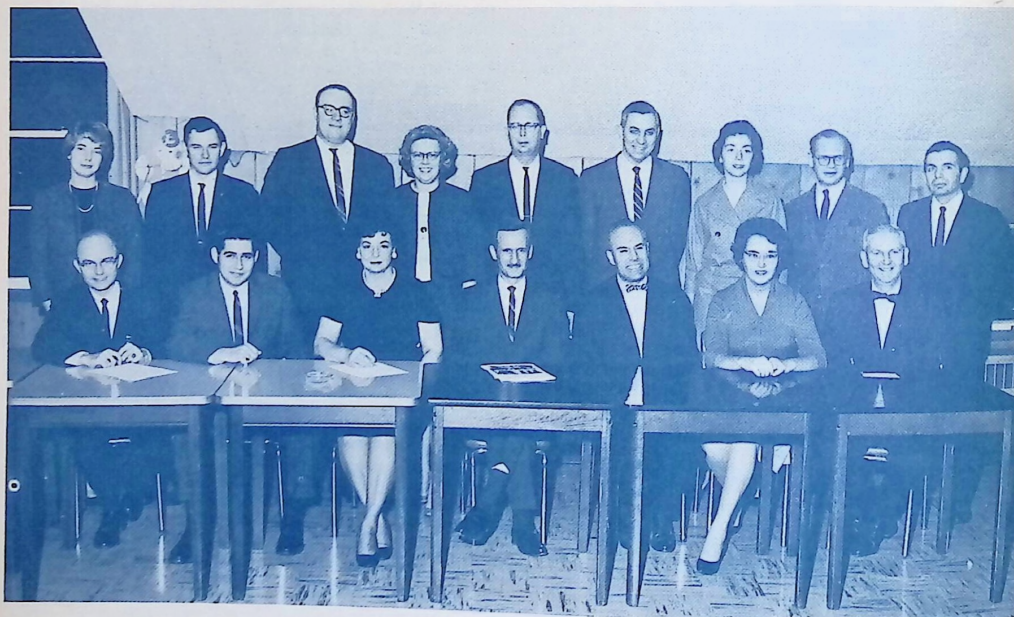
In his new capacity, Mr. Mohr will direct the annual fund-raising and development activities of the College. It is a challenging assignment and one for which he is eminently qualified because of his background in education and his work with the Chamber and other civic and service groups in Wyoming Valley.

Born in Scranton, Pennsylvania, Mr. Mohr took up residence in Dallas after his discharge from the U. S. Army Air Corps, in which he served during World War II. He taught chemistry and biology in the Dallas public schools for several years.

Mr. Mohr is a graduate of Scranton Central High School and Bloomsburg State College. He also did graduate work at Bucknell University and received his Master's degree from N. Y. U.

Mr. Mohr is a member of Lodge No. 323, F. and A.M., Scranton, Caldwell Consistory, Bloomsburg; and Irem Temple. He is a member of the Irem Chanters, the Westmoreland Club, the Dallas Rotary Club and its board of directors, and the Dallas Methodist Church and its board of trustees.

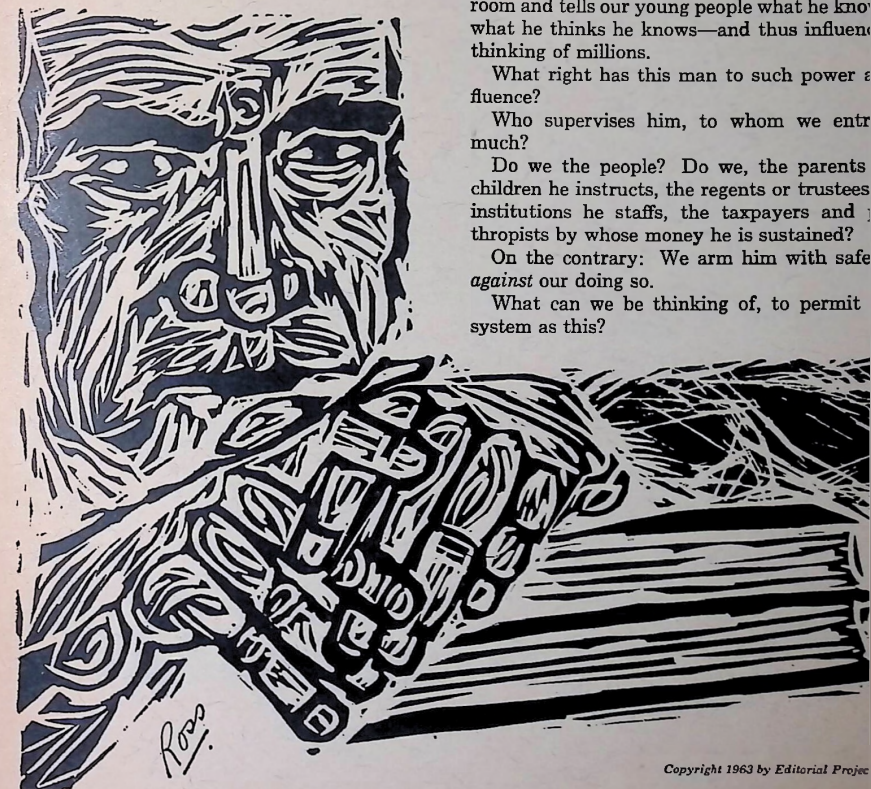
The Director of Development is married to the former Mary Whitby of Edwardsville. They have two daughters, Miriam and Merilee.



### ALUMNI CHAPTER MEETS

Members of the Wilkes-Barre Chapter met December 6, 1962 in the Commons for general discussion and to enjoy a social get-together. Above, seated, left to right; Gordon E. Roberts, executive secretary; Attorney Eugene Men; Kay O'Donnell, and Attorney Joseph J. Savitz, trustee representative. Standing, Mrs. Eugene Roth, Dr. Carl Urbanski, T. R. Price, Nancy Davies, Donald R. Kersteen, Robert Capin, Jessie Roderick, Robert Evans

## WHAT RIGHT HAS THIS MAN...



HE HOLDS a position of power equaled by few pations in our society.

His influence upon the rest of us—and our children—is enormous.

His place in society is so critical that no tarian state would (or does) trust him fully. our country his fellow citizens grant him a degree of freedom than they grant even to selves.

He is a college teacher. It would be difficult to exaggerate the power that he holds.

► He originates a large part of our society's ideas and knowledge.

► He is the interpreter and disseminator of knowledge we have inherited from the past.

► He makes discoveries in science that can kill us and heal us.

► He develops theories that can change our economics, our politics, our social structures.

► As the custodian, discoverer, challenger, and interpreter of knowledge he then enters a room and tells our young people what he knows what he thinks he knows—and thus influences the thinking of millions.

What right has this man to such power and influence?

Who supervises him, to whom we entrust much?

Do we the people? Do we, the parents of children he instructs, the regents or trustees of institutions he staffs, the taxpayers and the thespians by whose money he is sustained?

On the contrary: We arm him with safe against our doing so.

What can we be thinking of, to permit a system as this?



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Born in Scranton, Pennsylvania, Mr. Mohr took up residence in Dallas after his discharge from the U. S. Army Air Corps, in which he served during World War II. He taught chemistry and biology in the Dallas public schools for several years.

Mr. Mohr is a graduate of Scranton Central High School and Bloomsburg State College. He also did graduate work at Bucknell University and received his Master's degree from N. Y. U.

Mr. Mohr is a member of Lodge No. 323, F. and A.M., Scranton, Caldwell Consistory, Bloomsburg; and Irem Temple. He is a member of the Irem Chanters, the Westmoreland Club, the Dallas Rotary Club and its board of directors, and the Dallas Methodist Church and its board of trustees.

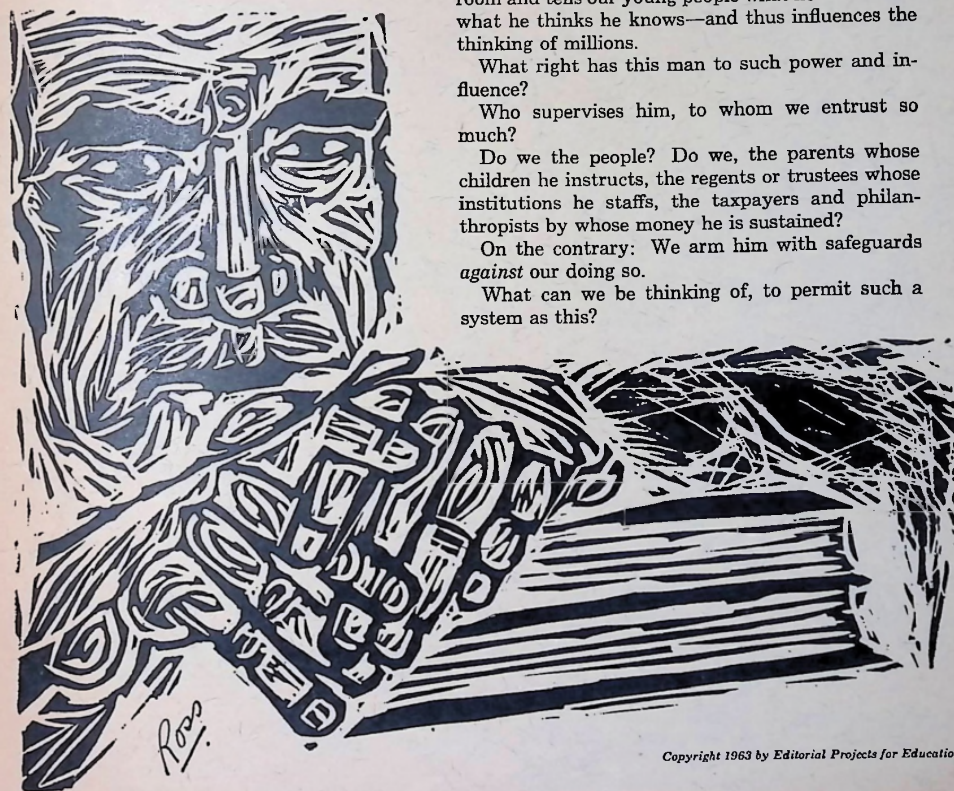
The Director of Development is married to the former Mary Whitby of Edwardsville. They have two daughters, Miriam and Merilee.



### ALUMNI CHAPTER MEETS

Members of the Wilkes-Barre Chapter met December 6, 1962 in the Commons for general discussion and to enjoy a social get-together. Above, seated, left to right; Gordon E. Roberts, executive secretary; Attorney Eugene Roth, treasurer; Mrs. Anita Janerich, secretary; Russell H. Williams, president; George F. Ralston, Dean of Arts; Kay O'Donnell, and Attorney Joseph J. Savitz, trustee representative. Standing, Mrs. Eugene Roth, Dr. J. Urbanski, T. R. Price, Nancy Davies, Donald R. Kersten, Robert Capin, Jessie Roderick, Robert Evans and Gerald Buchsbaum.

## WHAT RIGHT HAS THIS MAN...



HE HOLDS a position of power equaled by few occupations in our society.

His influence upon the rest of us—and upon our children—is enormous.

His place in society is so critical that no totalitarian state would (or does) trust him fully. Yet in our country his fellow citizens grant him a greater degree of freedom than they grant even to themselves.

He is a college teacher. It would be difficult to exaggerate the power that he holds.

► He originates a large part of our society's new ideas and knowledge.

► He is the interpreter and disseminator of the knowledge we have inherited from the past.

► He makes discoveries in science that can both kill us and heal us.

► He develops theories that can change our economics, our politics, our social structures.

► As the custodian, discoverer, challenger, tester, and interpreter of knowledge he then enters a classroom and tells our young people what he knows—or what he thinks he knows—and thus influences the thinking of millions.

What right has this man to such power and influence?

Who supervises him, to whom we entrust so much?

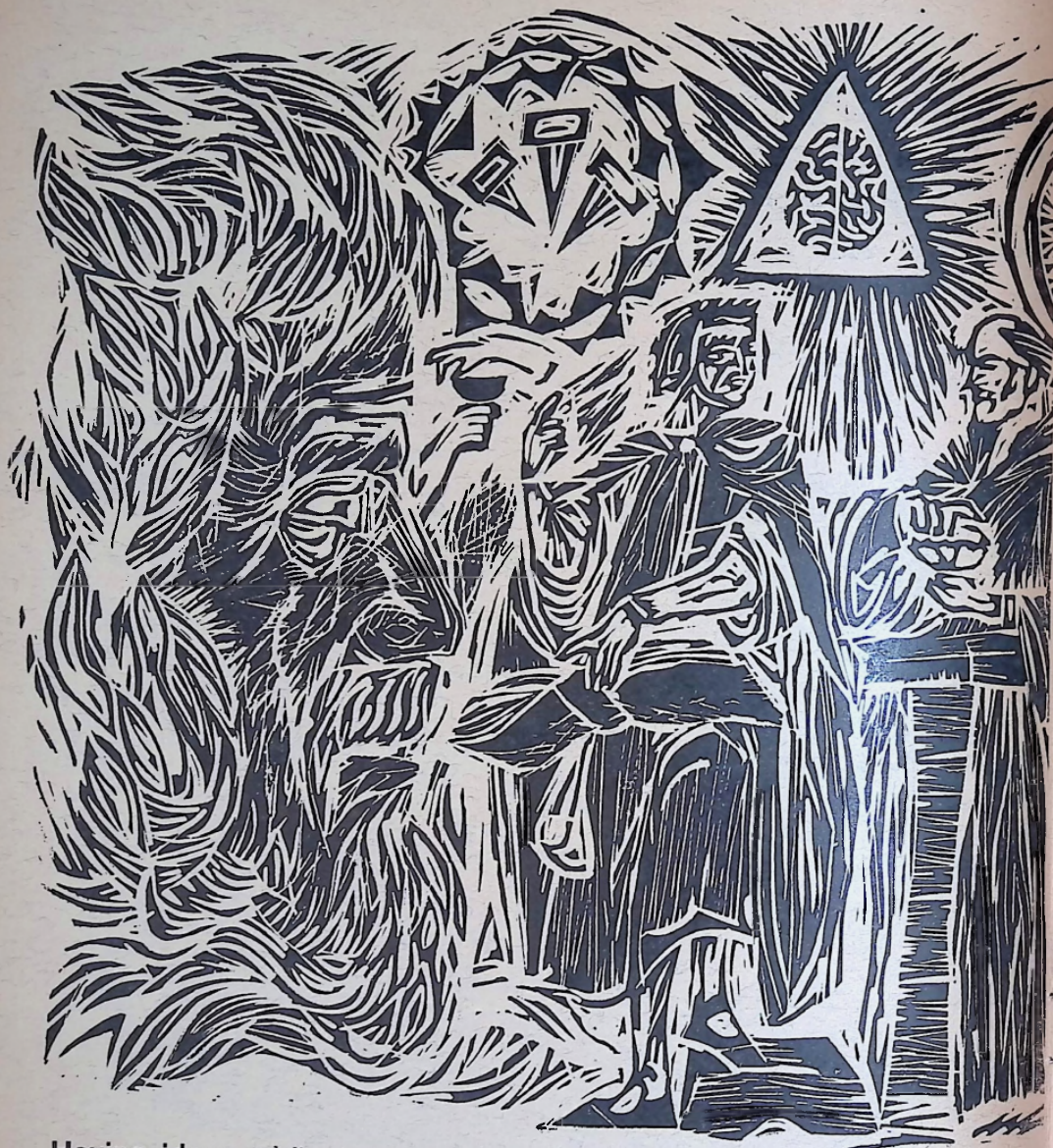
Do we the people? Do we, the parents whose children he instructs, the regents or trustees whose institutions he staffs, the taxpayers and philanthropists by whose money he is sustained?

On the contrary: We arm him with safeguards against our doing so.

What can we be thinking of, to permit such a system as this?

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**Having ideas,** and disseminating them, is a risky business. It has always been so—and therein lies a strange paradox. The march of civilization has been quick or slow in direct ratio to

the production, testing, and acceptance of ideas; yet virtually all great ideas were opposed when they were introduced. Their authors and teachers have been censured, ostracized, exiled, martyred, and crucified—



usually because the ideas clashed with an accepted set of beliefs or prejudices or with the interests of a ruler or privileged class.

Are we wiser and more receptive to ideas today?

Even in the Western world, although methods of punishment have been refined, the propagator of a new idea may find himself risking his social status, his political acceptability, his job, and hence his very livelihood.



# For the teacher: special risks, special rights

**N**ORMALLY, in our society, we are wary of persons whose positions give them an opportunity to exert unusual power and influence. But we grant the college teacher a degree of freedom far greater than most of the rest of us enjoy.

Our reasoning comes from a basic fact about our civilization:

Its vitality flows from, and is sustained by, *ideas*.

Ideas in science, ideas in medicine, ideas in politics. Ideas that sometimes rub people the wrong way. Ideas that at times seem pointless. Ideas that may alarm, when first broached. Ideas that may be so novel or revolutionary that some persons may propose that they be suppressed. Ideas—all sorts—that provide the sinews of our civilization.

They will be disturbing. Often they will irritate. But the more freely they are produced—and the more rigorously they are tested—the more surely will our civilization stay alive.

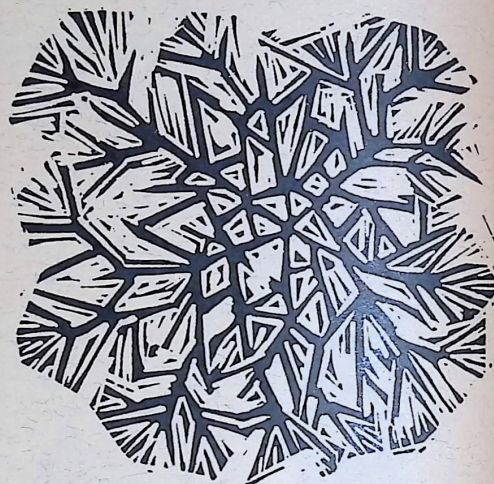
**T**HIS IS THE THEORY. Applying it, man has developed institutions for the specific purpose of incubating, nourishing, evaluating, and spreading ideas. They are our colleges and universities. As their function is unique, so is the responsibility with which we charge the man or woman who staffs them.

We give the college teacher the professional duty of pursuing knowledge—and of conveying it to others—with complete honesty and open-mindedness. We tell him to find errors in what we now know. We tell him to plug the gaps in it. We tell him to add new material to it.

We tell him to do these things without fear of the consequences and without favor to any interest save the pursuit of truth.

We know—and he knows—that to meet this responsibility may entail risk for the college teacher. The knowledge that he develops and then teaches to others will frequently produce ground-shaking results.

It will lead at times to weapons that at the press of a button can erase human lives. Conversely, it will lead at other times to medical miracles that will *save* human lives. It may unsettle theology, as



did Darwinian biology in the late 1800's, and as did countless other discoveries in earlier centuries. Conversely, it may confirm or strengthen the elements of one's faith. It will produce intensely personal results: the loss of a job to automation or, conversely, the creation of a job in a new industry.

Dealing in ideas, the teacher may be subjected to strong, and at times bitter, criticism. It may come from unexpected quarters: even the man or woman who is well aware that free research and education are essential to the common good may become understandably upset when free research and education affect his own livelihood, his own customs, his own beliefs.

And, under stress, the critics may attempt to coerce the teacher. The twentieth century has its own versions of past centuries' persecutions: social ostracism for the scholar, the withdrawal of financial support, the threat of political sanctions, an attempt to deprive the teacher of his job.

Wherever coercion has been widely applied—in Nazi Germany, in the Soviet Union—the development of ideas has been seriously curtailed. Were

such coercion to succeed here, the very sinews of our civilization would be weakened, leaving us without strength.

**W**E RECOGNIZE these facts. So we have developed special safeguards for ideas, by developing special safeguards for him who fosters ideas: the college teacher.

# What the teacher's special rights consist of

**T**HE SPECIAL FREEDOM that we grant to a college teacher goes beyond anything guaranteed by law or constitution.

As a citizen like the rest of us, he has the right to speak critically or unpopularity without fear of governmental reprisal or restraint.

As a teacher enjoying a *special* freedom, however, he has the right to speak without restraint not only from government but from almost any other source, including his own employer.

Thus—although he draws his salary from a college or university, holds his title in a college or university—he has an independence from his employer which in most other occupations would be denied to him.

Here are some of the rights he enjoys:

- ▶ He may, if his honest thinking dictates, expound views that clash with those held by the vast majority of his fellow countrymen. He will not be restrained from doing so.
- ▶ He may, if his honest thinking dictates, publicly challenge the findings of his closest colleagues, even if they outrank him. He will not be restrained from doing so.
- ▶ He may, if his honest thinking dictates, make statements that oppose the views of the president of his college, or of a prominent trustee, or of a generous benefactor, or of the leaders of the state legislature. No matter how much pain he may bring to such persons, or to the college administrators entrusted with maintaining good relations with them, he will not be restrained from doing so.

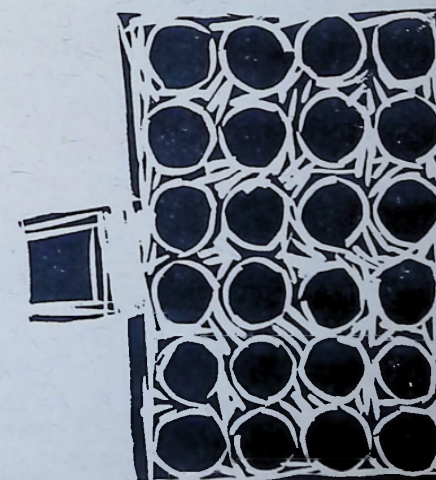
Such freedom is not written into law. It exists on the college campus because (1) the teacher claims

We have developed these safeguards in the calm (and civilized) realization that they are safeguards against our own impetuosity in times of stress. They are a declaration of our willingness to risk the consequences of the scholar's quest for truth. They are, in short, an expression of our belief that we should seek the truth because the truth, in time, shall make us free.

and enforces it and (2) the public, although wincing on occasion, grants the validity of the teacher's claim.

**W**E GRANT the teacher this special freedom for our own benefit.

Although "orthodox" critics of education frequently protest, there is a strong experimental emphasis in college teaching in this country. This emphasis owes its existence to several influences, including the utilitarian nature of our society; it is one of the ways in which our institu-





tions of higher education differ from many in Europe.

Hence we often measure the effectiveness of our colleges and universities by a pragmatic yardstick: Does our society derive a practical benefit from their practices?

The teacher's special freedom meets this test. The unfettered mind, searching for truth in science, in philosophy, in social sciences, in engineering, in professional areas—and then teaching the findings to millions—has produced impressive practical results, whether or not these were the original objectives of its search:

The technology that produced instruments of victory in World War II. The sciences that have produced, in a matter of decades, incredible gains in man's struggle against disease. The science and engineering that have taken us across the threshold of outer space. The dazzling progress in agricultural productivity. The damping, to an unprecedented degree, of wild fluctuations in the business cycle. The appearance and application of a new architecture. The development of a "scientific approach" in the management of business and of labor unions. The ever-increasing maturity and power of our historians, literary critics, and poets. The graduation of hundreds of thousands of college-trained men and women with the wit and skill to learn and broaden and apply these things.

Would similar results have been possible without campus freedom? In moments of national panic (as when the Russians appear to be outdistancing us in the space race), there are voices that suggest that less freedom and more centralized direction of our educational and research resources would be more "efficient." Disregard, for a moment, the fact that such contentions display an appalling ignorance and indifference about the fundamental philosophies of freedom, and answer them on their own ground.



Weighed carefully, the evidence seems generally to support the contrary view. Freedom does work—quite practically.

Many point out that there are even more important reasons for supporting the teacher's special freedom than its practical benefits. Says one such person, the conservative writer Russell Kirk:

"I do not believe that academic freedom deserves preservation chiefly because it 'serves the community,' although this incidental function is important. I think, rather, that the principal importance of academic freedom is the opportunity it affords for the highest development of private reason and imagination, the improvement of mind and heart by the apprehension of Truth, whether or not that development is of any immediate use to 'democratic society'."

The conclusion, however, is the same, whether the reasoning is conducted on practical, philosophical, or religious grounds—or on all three: The unusual freedom claimed by (and accorded to) the college teacher is strongly justified.

"This freedom is immediately applicable only to a limited number of individuals," says the statement of principles of a professors' organization, "but it is profoundly important for the public at large. It safeguards the methods by which we explore the unknown and test the accepted. It may afford a key to open the way to remedies for bodily or social ills, or it may confirm our faith in the familiar. Its preservation is necessary if there is to be scholarship in any true sense of the word. The advantages accrue as much to the public as to the scholars themselves."

Hence we give teachers an extension of freedom—academic freedom—that we give to no other group in our society: a special set of guarantees designed to encourage and insure their boldness, their forthrightness, their objectivity, and (if necessary) their criticism of us who maintain them.

## The idea works most of the time, but . . .

LIKE MANY good theories, this one works for most of the time at most colleges and universities. But it is subject to continual stresses. And it suffers occasional, and sometimes spectacular, breakdowns.

If past experience can be taken as a guide, at this very moment:

- ▶ An alumnus is composing a letter threatening to strike his alma mater from his will unless the institution removes a professor whose views on some controversial issue—in economics? in genetics? in politics?—the alumnus finds objectionable.
- ▶ The president of a college or university, or one of his aides, is composing a letter to an alumnus in which he tries to explain why the institution *cannot* remove a professor whose views on some controversial issue the alumnus finds objectionable.
- ▶ A group of liberal legislators, aroused by reports from the campus of their state university that a professor of economics is preaching fiscal conservatism, is debating whether it should knock some sense into the university by cutting its appropriation for next year.
- ▶ A group of conservative legislators is aroused by reports that another professor of economics is preaching fiscal liberalism. This group, too, is considering an appropriation cut.
- ▶ The president of a college, faced with a budgetary crisis in his biology department, is pondering whether or not he should have a heart-to-heart chat with a teacher whose views on fallout, set forth in a letter to the local newspaper, appear to be scaring away the potential donor of at least one million dollars.
- ▶ The chairman of an academic department, still smarting from the criticism that two colleagues leveled at the learned paper he delivered at the departmental seminar last week, is making up the new class schedules and wondering why the two upstarts wouldn't be just the right persons for those 7 a.m. classes which increased enrollments will necessitate next year.
- ▶ The educational board of a religious denomination is wondering why it should continue to permit the employment, at one of the colleges under its



control, of a teacher of religion who is openly questioning a doctrinal pronouncement made recently by the denomination's leadership.

▶ The managers of an industrial complex, worried by university research that reportedly is linking their product with a major health problem, are wondering how much it might cost to sponsor university research to show that their product is *not* the cause of a major health problem.

Pressures, inducements, threats: scores of examples, most of them never publicized, could be cited each year by our colleges and universities.

In addition there is philosophical opposition to the present concept of academic freedom by a few who sincerely believe it is wrong. ("In the last analysis," one such critic, William F. Buckley, Jr., once wrote, "academic freedom must mean the freedom of men and women to supervise the educational activities and aims of the schools they oversee and support.") And, considerably less important and more frequent, there is opposition by emotionalists and crackpots.

Since criticism and coercion do exist, and since academic freedom has virtually no basis in law, how can the college teacher enforce his claim to it?



# In the face of pressures, how the professor stays free

IN THE mid-1800's, many professors lost their jobs over their views on slavery and secession. In the 1870's and '80's, many were dismissed for their views on evolution. Near the turn of the century, a number lost their jobs for speaking out on the issue of Free Silver.

The trend alarmed many college teachers. Until late in the last century, most teachers on this side of the Atlantic had been mere purveyors of the knowledge that others had accumulated and written down. But, beginning around 1870, many began to perform a dual function: not only did they teach, but they themselves began to investigate the world about them.

Assumption of the latter role, previously performed almost exclusively in European universities, brought a new vitality to our campuses. It also brought perils that were previously unknown. As long as they had dealt only in ideas that were classical, generally accepted, and therefore safe, teachers and the institutions of higher learning did little that might offend their governing boards, their alumni, the parents of their students, the public, and the state. But when they began to act as investigators in new areas of knowledge, they found themselves affecting the status quo and the interests of those who enjoyed and supported it.

And, as in the secession, evolution, and silver controversies, retaliation was sometimes swift.

In 1915, spurred by their growing concern over such infringements of their freedom, a group of teachers formed the American Association of University Professors. It now has 52,000 members, in the United States and Canada. For nearly half a century an AAUP committee, designated as "Committee A," has been academic freedom's most active—and most effective—defender.

THE AAUP's defense of academic freedom is based on a set of principles that its members have developed and refined throughout the organization's history. Its current statement of these principles, composed in collaboration with the Association of American Colleges, says in part:

"Institutions of higher education are conducted

for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition."

The statement spells out both the teacher's rights and his duties:

"The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties . . .

"The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce . . . controversial matter which has no relation to his subject . . .

"The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman."

HOW CAN such claims to academic freedom be enforced? How can a teacher be protected against retaliation if the truth, as he finds it and teaches it, is unpalatable to those who employ him?

The American Association of University Profes-

sors and the Association of American Colleges have formulated this answer: permanent job security, or *tenure*. After a probationary period of not more than seven years, agree the AAUP and the AAC, the teacher's services should be terminated "only for adequate cause."

If a teacher were dismissed or forced to resign simply because his teaching or research offended someone, the cause, in AAUP and AAC terms, clearly would not be adequate.

The teacher's recourse? He may appeal to the AAUP, which first tries to mediate the dispute without publicity. Failing such settlement, the AAUP conducts a full investigation, resulting in a full report to Committee A. If a violation of academic freedom and tenure is found to have occurred, the committee publishes its findings in the association's *Bulletin*, takes the case to the AAUP membership, and often asks that the offending college or university administration be censured.

## Has the teacher's freedom no limitations?

HOW SWEEPING is the freedom that the college teacher claims?

Does it, for example, entitle a member of the faculty of a church-supported college or university openly to question the existence of God?

Does it, for example, entitle a professor of botany to use his classroom for the promulgation of political beliefs?

Does it, for example, apply to a Communist?

There are those who would answer some, or all, such questions with an unqualified Yes. They would

So effective is an AAUP vote of censure that most college administrators will go to great lengths to avoid it. Although the AAUP does not engage in boycotts, many of its members, as well as others in the academic profession, will not accept jobs in censored institutions. Donors of funds, including many philanthropic foundations, undoubtedly are influenced; so are many parents, students, alumni, and present faculty members. Other organizations, such as the American Association of University Women, will not recognize a college on the AAUP's censure list.

As the present academic year began, eleven institutions were on the AAUP's list of censured administrations. Charges of infringements of academic freedom or tenure were being investigated on fourteen other campuses. In the past three years, seven institutions, having corrected the situations which had led to AAUP action, have been removed from the censure category.

argue that academic freedom is absolute. They would say that any restriction, however it may be rationalized, effectively negates the entire academic-freedom concept. "You are either free or not free," says one. "There are no halfway freedoms."

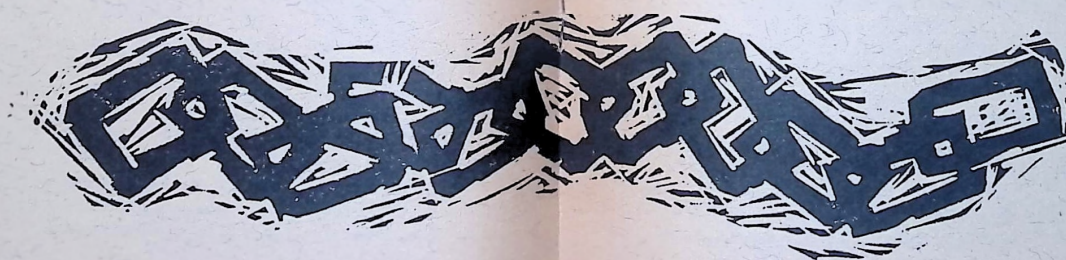
There are others—the American Association of University Professors among them—who say that freedom *can* be limited in some instances and, by definition, *is* limited in others, without fatal damage being done.

### Restrictions at church-supported colleges and universities

The AAUP-AAC statement of principles of academic freedom implicitly allows religious restrictions:

"Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of [the teacher's] appointment . . ."

Here is how one church-related university (Prot-





estant) states such a "limitation" to its faculty members:

"Since X University is a Christian institution supported by a religious denomination, a member of its faculty is expected to be in sympathy with the university's primary objective—to educate its students within the framework of a Christian culture. The rights and privileges of the instructor should, therefore, be exercised with discretion and a sense of loyalty to the supporting institution. . . . The right of dissent is a correlative of the right of assent. Any undue restriction upon an instructor in the exercise of this function would foster a suspicion of intolerance, degrade the university, and set the supporting denomination in a false light before the world."

Another church-related institution (Roman Catholic) tells its teachers:

"While Y College is operated under Catholic auspices, there is no regulation which requires all members of the faculty to be members of the Catholic faith. A faculty member is expected to maintain a standard of life and conduct consistent with the philosophy and objectives of the college. Accordingly, the integrity of the college requires that all faculty members shall maintain a sympathetic attitude toward Catholic beliefs and practices, and shall make a sincere effort to appreciate these beliefs and practices. Members of the faculty who are Catholic are expected to set a good example by the regular practice of Catholic duties."

### A teacher's "competence"

By most definitions of academic freedom, a teacher's rights in the classroom apply only to the field in which he is professionally an expert, as determined by the credentials he possesses. They do not extend to subjects that are foreign to his specialty.

"... He should be careful," says the American Association of University Professors and the Association of American Colleges, "not to introduce into his teaching controversial matter which has no relation to his subject."

Hence a professor of botany enjoys an undoubted freedom to expound his botanical knowledge, however controversial it might be. (He might discover, and teach, that some widely consumed cereal grain, known for its energy-giving properties, actually is of little value to man and animals, thus causing consternation and angry outcries in Battle Creek. No one on the campus is likely to challenge his right to do so.) He probably enjoys the right to comment, from a botanist's standpoint, upon a conservation bill pending in Congress. But the principles of academic freedom might not entitle the botanist to take



a classroom stand on, say, a bill dealing with traffic laws in his state.

As a private citizen, of course, off the college campus, he is as free as any other citizen to speak on whatever topic he chooses—and as liable to criticism of what he says. He has no special privileges when he acts outside his academic role. Indeed, the AAUP-AAC statement of principles suggests that he take special pains, when he speaks privately, not to be identified as a spokesman for his institution.

HENCE, at least in the view of the most influential of teachers' organizations, the freedom of the college teacher is less than absolute. But the limitations are established for strictly defined purposes: (1) to recognize the religious auspices of many colleges and universities and (2) to lay down certain ground rules for scholarly procedure and conduct.

In recent decades, a new question has arisen to haunt those who would define and protect academic freedom: the problem of the Communist. When it began to be apparent that the Communist was not simply a member of a political party, willing (like other political partisans) to submit to established democratic processes, the question of his eligibility to the rights of a free college teacher was seriously posed.

So pressing—and so worrisome to our colleges and universities—has this question become that a separate section of this report is devoted to it.

## The Communist: a special case?

SHOULD A Communist Party member enjoy the privileges of academic freedom? Should he be permitted to hold a position on a college or university faculty?

On few questions, however "obvious" the answer may be to some persons, can complete agreement be found in a free society. In a group as conditioned to controversy and as insistent upon hard proof as are college teachers, a consensus is even more rare.

It would thus be a miracle if there were agreement on the rights of a Communist Party member to enjoy academic privileges. Indeed, the miracle has not yet come to pass. The question is still warmly debated on many campuses, even where there is not a Communist in sight. The American Association of University Professors is still in the process of defining its stand.

The difficulty, for some, lies in determining whether or not a communist teacher actually propagates his beliefs among students. The question is asked, Should a communist gym instructor, whose utterances to his students are confined largely to the hup-two-three-four that he chants when he leads the calisthenics drill, be summarily dismissed? Should a chemist, who confines his campus activities solely to chemistry? Until he overtly preaches communism, or permits it to taint his research, his writings, or his teaching (some say), the Communist should enjoy the same rights as all other faculty members.

Others—and they appear to be a growing number—have concluded that proof of Communist Party membership is in itself sufficient grounds for dismissal from a college faculty.

To support the argument of this group, Professor Arthur O. Lovejoy, who in 1913 began the movement that led to the establishment of the AAUP, has quoted a statement that he wrote in 1920, long before communism on the campus became a lively issue:

"Society . . . is not getting from the scholar the particular service which is the principal *raison d'être* of his calling, unless it gets from him his honest report of what *he* finds, or believes, to be true, after careful study of the problems with which

he deals. Insofar, then, as faculties are made up of men whose teachings express, *not* the results of their own research and reflection and that of their fellow-specialists, but rather the opinions of other men—whether holders of public office or private persons from whom endowments are received—just so far are colleges and universities perverted from their proper function . . ."

(His statement is the more pertinent, Professor Lovejoy notes, because it was originally the basis of "a criticism of an American college for accepting from a 'capitalist' an endowment for a special professorship to be devoted to showing 'the fallacies of socialism and kindred theories and practices.' I have now added only the words 'holders of public office.'")

Let us quote Professor Lovejoy at some length, as he looks at the communist teacher today:

"It is a very simple argument; it can best be put, in the logician's fashion, in a series of numbered theorems:

"1. Freedom of inquiry, of opinion, and of teaching in universities is a prerequisite, if the academic scholar is to perform the proper function of his profession.

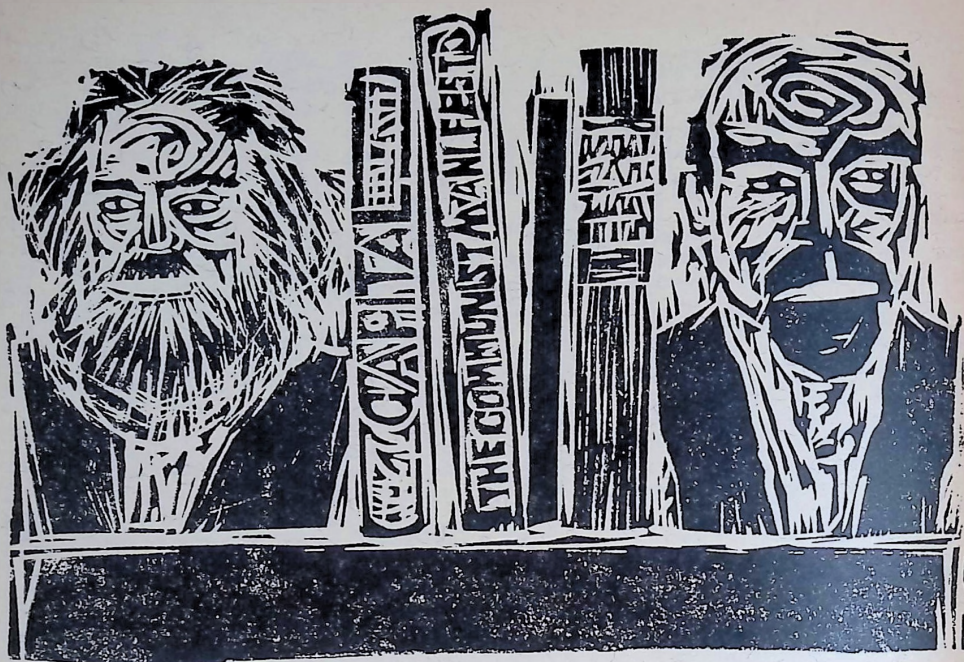
"2. The Communist Party in the United States is an organization whose aim is to bring about the establishment in this country of a political as well as an economic system essentially similar to that which now exists in the Soviet Union.

"3. That system does not permit freedom of inquiry, of opinion, and of teaching, either in or outside of universities: in it the political government claims and exercises the right to dictate to scholars what conclusions they must accept, or at least profess to accept, even on questions lying within their own specialties—for example, in philosophy, in history, in aesthetics and literary criticism, in economics, in biology.

"4. A member of the Communist Party is therefore engaged in a movement which has already extinguished academic freedom in many countries and would—if it were successful here—result in the abolition of such freedom in American universities.

"5. No one, therefore, who desires to maintain





academic freedom in America can consistently favor that movement, or give indirect assistance to it by accepting as fit members of the faculties of universities, persons who have voluntarily adhered to an organization one of whose aims is to abolish academic freedom.

"Of these five propositions, the first is one of principle. For those who do not accept it, the conclusion does not follow. The argument is addressed only to those who do accept that premise. The second, third, and fourth propositions are statements of fact. I submit that they cannot be honestly gainsaid by any who are acquainted with the relevant facts . . .

"It will perhaps be objected that the exclusion of communist teachers would itself be a restriction upon freedom of opinion and of teaching—viz., of the opinion and teaching that intellectual freedom should be abolished in and outside of universities; and that it is self-contradictory to argue for the restriction of freedom in the name of freedom. The argument has a specious air of logicity, but it is in fact an absurdity. The believer in the indispensability of freedom, whether academic or politi-

cal, is not thereby committed to the conclusion that it is his duty to facilitate its destruction, by placing its enemies in strategic positions of power, prestige, or influence . . . The conception of freedom is not one which implies the legitimacy and inevitability of its own suicide. It is, on the contrary, a conception which, so to say, defines the limit of its own applicability; what it implies is that there is one kind of freedom which is inadmissible—the freedom to destroy freedom. The defender of liberty of thought and speech is not morally bound to enter the fight with both hands tied behind his back. And those who would deny such freedom to others, if they could, have no moral or logical basis for the claim to enjoy the freedom which they would deny . . .

"In the professional code of the scholar, the man of science, the teacher, the first commandment is: Thou shalt not knowingly misrepresent facts, nor tell lies to students or to the public. Those who not merely sometimes break this commandment, but repudiate any obligation to respect it, are obviously disqualified for membership in any body of investigators and teachers which maintains the elementary requirements of professional integrity.

"To say these things is not to say that the economic and even the political doctrines of communism should not be presented and freely discussed within academic walls. To treat them simply as 'dangerous thought,' with which students should not be permitted to have any contact, would give rise to a plausible suspicion that they are taboo because they would, if presented, be all too convincing; and out of that suspicion young Communists are bred. These doctrines, moreover, are historical facts; for better or worse, they play an immense part in the intellectual and political controversies of the present age. To deny to students means of learning accurately what they are, and of reaching informed judgments about them, would be to fail in one of the major pedagogic obligations of a university—to enable students to understand the world in which they will live, and to take an intelligent part in its affairs . . ."

IF EVERY COMMUNIST admitted he belonged to the party—or if the public, including college teachers and administrators, somehow had access to party membership lists—such a policy might not be difficult to apply. In practice, of course, such is not the case. A two-pronged danger may result: (1) we may not "spot" all Communists, and (2) unless we are very careful, we may do serious injustice to persons who are not Communists at all.

What, for example, constitutes proof of Communist Party membership? Does refusal to take a loyalty oath? (Many non-Communists, as a matter of principle, have declined to subscribe to "discriminatory" oaths—oaths required of one group in society, e.g., teachers, but not of others.) Does

invoking the Fifth Amendment? Of some 200 dismissals from college and university faculties in the past fifteen years, where communism was an issue, according to AAUP records, most were on grounds such as these. Only a handful of teachers were incontrovertibly proved, either by their own admission or by other hard evidence, to be Communist Party members.

Instead of relying on less-than-conclusive evidence of party membership, say some observers, we would be wiser—and the results would be surer—if we were to decide each case by determining whether the teacher has in fact violated his trust. Has he been intellectually dishonest? Has he misstated facts? Has he published a distorted bibliography? Has he preached a party line in his classroom? By such a determination we would be able to bar the practicing Communist from our campuses, along with all others guilty of academic dishonesty or charlatanry.

How can the facts be established?

As one who holds a position of unusual trust, say most educators (including the teachers' own organization, the AAUP), the teacher has a special obligation: if responsible persons make serious charges against his professional integrity or his intellectual honesty, he should be willing to submit to examination by his colleagues. If his answers to the charges are unsatisfactory—evasive, or not in accord with evidence—formal charges should be brought against him and an academic hearing, conducted according to due process, should be held. Thus, say many close observers of the academic scene, society can be sure that justice is done—both to itself and to the accused.

## Is the college teacher's freedom in any real jeopardy?

HOW FREE is the college teacher today? What are his prospects for tomorrow? Either here or on the horizon, are there any serious threats to his freedom, besides those threats to the freedom of us all?

Any reader of history knows that it is wise to adopt the view that freedom is *always* in jeopardy. With such a view, one is likely to maintain safe-

guards. Without safeguards, freedom is sure to be eroded and soon lost.

So it is with the special freedom of the college teacher—the freedom of ideas on which our civilization banks so much.

Periodically, this freedom is buffeted heavily. In part of the past decade, the weather was particularly stormy. College teachers were singled out for



## Are matters of academic freedom easy Try handling some of these

### You are a college president.

Your college is your life. You have thrown every talent you possess into its development. No use being modest about it: your achievements have been great.

The faculty has been strengthened immeasurably. The student body has grown not only in size but in academic quality and aptitude. The campus itself—dormitories, laboratories, classroom buildings—would hardly be recognized by anyone who hasn't seen it since before you took over.

Your greatest ambition is yet to be realized: the construction of a new library. But at last it seems to be in sight. Its principal donor, a wealthy man whom you have cultivated for years, has only the technicalities—but what important technicalities!—to complete: assigning to the college a large block of securities which, when sold, will provide the necessary \$3,000,000.

This afternoon, a newspaper reporter stopped you as you crossed the campus. "Is it true," he asked, "that John X, of your economics department, is about to appear on coast-to-coast television advocating deficit spending as a cornerstone of federal fiscal policy? I'd like to do an advance story about it, with your comments."

You were not sidestepping the question when you told the reporter you did not know. To tell the truth, you had never met John X, unless it had been for a moment or two of small-talk at a faculty tea. On a faculty numbering several hundred, there are bound to be many whom you know so slightly that you might not recognize them if they passed you on the street.

Deficit spending! Only last night,

your wealthy library-donor held forth for two hours at the dinner table on the immorality of it. By the end of the evening, his words were almost choleric. He phoned this morning to apologize. "It's the one subject I get rabid about," he said. "Thank heavens you're not teaching that sort of thing on your campus."

You had your secretary discreetly check: John X's telecast is scheduled for next week. It will be at least two months before you get those library funds. There is John X's extension number, and there is the telephone. And there are your lifetime's dreams.

Should you . . . ?

### You are a university scientist.

You are deeply involved in highly complex research. Not only the equipment you use, but also the laboratory assistance you require, is expensive. The cost is far more than the budget of your university department could afford to pay.

So, like many of your colleagues, you depend upon a governmental agency for most of your financial support. Its research grants and contracts make your work possible.

But now, as a result of your studies and experiments, you have come to a conclusion that is diametrically opposite to that which forms the official policy of the agency that finances you—a policy that potentially affects the welfare of every citizen.

You have outlined, and documented, your conclusion forcefully, in confidential memoranda. Responsible officials believe you are mistaken; you are certain you are not. The disagreement is profound. Clearly the government will not accept your view. Yet you are con-

vinced that it is so vital to your country's welfare that you should not keep it to yourself.

You are a man of more than one heavy responsibility, and you feel them keenly. You are, of course, responsible to your university. You have a responsibility to your colleagues, many of whose work is financed similarly to yours. You are, naturally, responsible to your country. You bear the responsibility of a teacher, who is expected to hold back no knowledge from his students. You have a responsibility to your own career. And you feel a responsibility to the people you see on the street, whom you know your knowledge affects.

Loyalties, conscience, lifetime financial considerations: your dilemma has many horns.

Should you . . . ?

### You are a business man.

You make toothpaste. It is good toothpaste. You maintain a research department, at considerable expense, to keep it that way.

A disturbing rumor reached you this morning. Actually, it's more than a rumor; you could class it as a well-founded report. The dental school of a famous university is about to publish the results of a study of toothpastes. And, if your informant had the facts straight, it can do nothing but harm to your current selling campaign.

You know the dean of the dental school quite well. Your company, as part of its policy of supporting good works in dental science, has been a regular and substantial contributor to the school's development fund.

It's not as if you were thinking of suppressing anything; your record

## to solve? problems.

of turning out a good product—the best you know—is ample proof of that. But if that report were to come out now, in the midst of your campaign, it could be ruinous. A few months from now, and no harm would be done.

Would there be anything wrong if you . . . ?

### Your daughter is at State.

You're proud of her; first in her class at high school; pretty girl; popular; extraordinarily sensible, in spite of having lots of things to turn her head.

It was hard to send her off to the university last fall. She had never been away from the family for more than a day or two at a time. But you had to cut the apron-strings. And no experience is a better teacher than going away to college.

You got a letter from her this morning. Chatty, breezy, a bit sassy in a delightful way. You smiled as you read her youthful jargon. She delights in using it on you, because she remembers how you grimaced in mock horror whenever you heard it around the house.

Even so, you turned cold when you came to the paragraph about the sociology class. The so-called scientific survey that the professor had made of the sexual behavior of teen-agers. This is the sort of thing Margie is being taught at State? You're no prude, but . . . You know a member of the education committee of the state legislature. Should you . . . ? And on the coffee table is the letter that came yesterday from the fund-raising office at State; you were planning to write a modest check tonight. To support more sociology professors and their scientific surveys? Should you . . . ?

special criticism if they did not conform to popular patterns of thought. They, and often they alone, were required to take oaths of loyalty—as if teachers, somehow, were uniquely suspect.

There was widespread misunderstanding of the teacher's role, as defined by one university president:

"It is inconceivable . . . that there can exist a true community of scholars without a diversity of views and an atmosphere conducive to their expression . . . To have a diversity of views, it is essential that we as individuals be willing to extend to our colleagues, to our students, and to members of the community the privilege of presenting opinions which may, in fact, be in sharp conflict with those which we espouse. To have an atmosphere of freedom, it is essential that we accord to such diverse views the same respect, the same attentive consideration, that we grant to those who express opinions with which we are in basic agreement."

THE STORM of the '50's was nationwide. It was felt on every campus. Today's storms are local; some campuses measure the threat to their teachers' freedom at hurricane force, while others feel hardly a breeze.

Hence, the present—relatively calm—is a good time for assessing the values of academic freedom, and for appreciating them. The future is certain to bring more threats, and the understanding that we can build today may stand us in good stead, then.

What is the likely nature of tomorrow's threats?

"It is my sincere impression that the faculties of our universities have never enjoyed a greater latitude of intellectual freedom than they do today," says the president of an institution noted for its high standards of scholarship and freedom. "But this is a judgment relative only to the past.

"The search for truth has no ending. The need to seek truth for its own sake must constantly be defended. Again and again we shall have to insist upon the right to express unorthodox views reached through honest and competent study.

"Today the physical sciences offer safe ground for speculation. We appear to have made our peace with biology, even with the rather appalling implications of modern genetics.

"Now it is the social sciences that have entered the arena. These are young sciences, and they are difficult. But the issues involved—the positions taken with respect to such matters as economic growth, the tax structure, deficit financing, the laws



affecting labor and management, automation, social welfare, or foreign aid—are of enormous consequence to all the people of this country. If the critics of our universities feel strongly on these questions, it is because rightly or wrongly they have identified particular solutions uniquely with the future prosperity of our democracy. All else must then be heresy."

Opposition to such "heresy"—and hence to academic freedom—is certain to come.

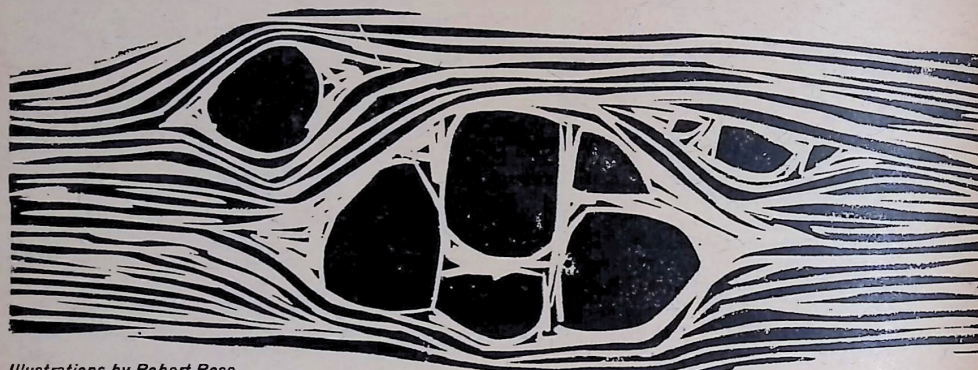
IN THE FUTURE, as at present, the concept of academic freedom will be far from uncomplicated. Applying its principles in specific cases rarely will be easy. Almost never will the facts be all white or all black; rather, the picture that they form is more likely to be painted in tones of gray.

To forget this, in one's haste to judge the rightness or wrongness of a case, will be to expose oneself

to the danger of acting injudiciously—and of committing injustice.

The subtleties and complexities found in the gray areas will be endless. Even the scope of academic freedom will be involved. Should its privileges, for example, apply only to faculty members? Or should they extend to students, as well? Should students, as well as faculty members, be free to invite controversial outsiders to the campus to address them? And so on and on.

The educated alumnus and alumna, faced with specific issues involving academic freedom, may well ponder these and other questions in years to come. Legislators, regents, trustees, college administrators, students, and faculty members will be pondering them, also. They will look to the alumnus and alumna for understanding and—if the cause be just—for support. Let no reader underestimate the difficulty—or the importance—of his role.



Illustrations by Robert Ross

## "What Right Has This Man?"

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council. Copyright © 1963 by Editorial Projects for Education, Inc. All rights reserved; no part of this report may be reproduced without express permission of the editors. Printed in U.S.A.

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by Dr. Harold W. Thatcher

CHAIRMAN, History Department

In opening the series of faculty editorials planned by the editors of THE BEACON, I have been asked to comment on the Cuban crisis. The following comments are intended only to be thought-provoking; they do not presume to prescribe a method of resolving the crisis. Moreover, by the time they appear in print, they may have been rendered obsolete by the course of events.

With these caveats in mind, let me say first that I hope the "intelligence" on which the President is basing his present policy is correct. The CIA and its predecessor cloak-and-dagger agencies have been guilty of supplying faulty "intelligence" more than once in the past. In the absence of evidence to the contrary, however, one can only accept the President's evaluation of the evidence that has been presented, hoping that the President himself has not been misled by faulty "intelligence."

Assuming that the evidence is correct, it is distressing to find that, in adopting our present course of action, we have ended up again, as in the U-2 affair, on the wrong side of the fence from the point of view of international law. International law does not recognize the type of blockade that we have instituted as valid in time of peace, i. e., unaccompanied by a declaration of war. If, as I firmly believe, the Cold War is not intended by responsible leaders on either side to be merely a prelude to a hot war but is rather a struggle for the minds of men, then it will be a long struggle, lasting probably for generations. In such a struggle world opinion and the "image" that the United States presents to the world become very important. They will, indeed, probably be the determining factors in such a struggle. Under these circumstances we cannot afford to be caught too often flouting international law which, in a limited area, represents considered world opinion. Moreover, it ill behooves us, who in the past have made so much of the sanctity of law and treaties, to become ourselves the violator of law. This is not the way to improve our image in the world.

Note: This article was written, in October, the Weekend before the break in the Cuban crisis occurred.

## A POINT OF DISCUSSION

Another question that may be raised is whether we haven't chosen the greater, rather than the lesser, of two evils. There are risks in any course that might be taken. But that Castro, even if he had the necessary warheads, would discharge even one nuclear missile at the United States, seems a very remote possibility in view of the fact that we could literally sink the whole island of Cuba in the ocean in a relatively few minutes. That Khrushchev would use the Cuban sites for such a purpose seems even less likely since he is no more interested in starting a general thermonuclear holocaust than we are, knowing, as well as we, that it would end in mutual extermination. But the course we have now chosen has forced both sides to lay their prestige on the line with little room for maneuvering without being accused by their respective allies of being "chicken." With national honor thus involved, the possibility of the dreaded holocaust and the resulting mutual extermination seems much less remote. Indeed, it approaches a certainty, and as the eminent British scientist, C. P. Snow, has said, "Between a risk and a certainty a sane man does not hesitate."

Looking at the crisis from another point of view, can we be sure that we haven't allowed ourselves to be lured by the Russian bear into a baited trap? When Khrushchev now turns on the heat in Berlin, as he has promised to do before the end of the year, we shall doubtless again rush troop reinforcements and probably nuclear weapons to that hot spot. Khrushchev will denounce such action as a threat to the security of the Soviet Union and demand that all missile sites within intermediate range be demolished. When we refuse, he may institute an illegal blockade of West Berlin. What objections can we then raise? We shall be estopped by our own previous illegal blockade of Cuba from raising any legal objection that we might otherwise have raised. Have we not then literally invited Mr. Khrushchev to use illegal means to thwart our reinforcement of West Berlin?

The next question is one I hesitate to ask. It is this: Could our sudden reversal of policy and the assumption of a much tougher line toward Cuba and the Soviet Union have anything to do with domestic politics and the approaching election? This thought crossed my mind at the beginning of the recent crisis, but I immediately dismissed it as too monstrous and fantastic for consideration. Yet that very evening, on picking up the *New York Times*, I found this very charge being made by one of its most responsible and conservative columnists. Subsequently Drew Pearson made the same charge even more pointedly, claiming that this was indeed one of the important factors that tipped the scales in favor of the tougher policy. With millions of lives and possibly even the continued existence of humanity itself at stake, further comment from me on this point would be superfluous. I shall only repeat the comment of one of my fellow faculty members that, if further evidence really supports such charges, he is going to resign from the human race.

One final comment. Listening to that weather-vane of public opinion, the "man in the street," one cannot but be amazed and appalled at the depth and virulence of his hatred of Russia and the Russians. Hatred is a consuming passion. Could it be that in the end, instead of expiring in a nuclear holocaust, we shall be consumed by our own hatred?

I have by no means exhausted the subject, nor have I offered any sure road to salvation, but I shall be satisfied if my comments furnish the fuel for some hot arguments around the lunch tables in the Commons or at the "bull" sessions in the dormitories.





## A POINT OF DISCUSSION

(CONTINUED)

by Joseph H. Kanner, M.A.

Department of Psychology

In a previous discussion, Dr. Harold Thatcher raised some questions relevant to the Cuban situation and expressed amazement at the depth and virulence of American hatred of Russia and the Russians. He concluded with the observation that, "Hatred is a consuming passion. Could it be that in the end, instead of expiring in a nuclear holocaust, we shall be consumed by our own hatred?" Since then, this has been reinforced by additional statements from many Americans, that we should have invaded Cuba — even at the risk of a nuclear war. The latter statement warrants serious examination.

These are some instances of behavior which are especially striking examples of the strong tendency to distort or to ignore fundamental aspects of events and their consequences associated with the context of thermonuclear war. On the face of it, the distortions and oversights are so gross that one can suspect that the individuals and institutions involved are not responding with sufficient attention to reality to be called sane by any standard.

All over the world guilt and anxiety have been mounting steadily with each betrayal, each wilful blindness, and each crime against humanity that implicates everyone. There has been the guilt about Munich, the guilt of Belsen and Dachau, Buchenwald and Auschwitz, the gas chambers, the concentration camps and the mass graves; the lampshades made of human skin, and the soap made of human fat; the guilt of the atom bomb, the guilt and terror aroused by the hydrogen bomb. We are living in an age of anxiety coupled with an age of terror.

This leads me to share with you a depressing speculation, derived from Dr. Thatcher's quoted statement, which bothers me and bothers more people in more places than you may think.

All of us carry a burden of free-floating guilt. In the United States at least, those who rise to responsible positions of power probably carry more of such a burden than those who do not, because attaining politically powerful positions frequently requires behavior contradictory to the Judeo-Christian tradition. This guilt is easier to live with in a world where one's goals seem to be attainable and where one's values seem viable. But there is a feeling abroad in this nation that somehow our response not only to the Russians but to the world has been inadequate, that our goals seem rootless, that we are a society in search of a faith. And there is a feeling of frustration, of a growing inability to make things go our way. This sense of inadequacy, combined with a sense of guilt, combined with great frustration, could produce an outburst of destructive fury, ostensibly toward an enemy. But in great part this destructive outburst could be motivated by an unconscious effort to annihilate from consciousness, even if it means destroying that consciousness forever, the sense of guilt, of frustration, of inadequacy, which today confronts so many people of this society. War could be a way to wipe the personal, national, and international slate clean.

We know enough about people as individuals to know that they act this way. We don't know enough about individuals acting in and as institutions to know how significant for behavior are threats to the self-image. We must find out and apply what we find out soon—or there may be no society left, normal or pathological.

Can we visualize a similar phenomena in the Soviet Union? There is no doubt that the United States believes that the future is with her. But the U.S.S.R. also believes that the future is with her, and she can interpret much that happens in the world in support of this thesis. Under what circumstances, then, would she risk destroying that future if she had any alternative to initiating an attack to which we would retaliate?

Our chief worry should not be that Russia would rationally calculate an attack, but rather that she would perceive some situation in which we might place her as allowing her no alternative but to attack. And we might as well place her in such a position if our leaders believe in the effectiveness of our strike force and if they are supported by a public bursting with belligerence and hatred. So cornered, the furious, frustrated, desperate leadership of the U.S. S.R. would attack this nation, no longer knowing nor caring whether they could do sufficient damage to our strike capability. In this state of mind, the Russians would have no choice, no wish, to do other than smash our cities, all of them, and with them the social system which had so harried and driven the Soviets. It seems to be perfectly clear that under these frantic circumstances, Russia's means for destroying its enemy once and for all would not be by fruitless attacks on a strike capacity, but by destroying the social fabric of the enemy by smashing his cities.

After much serious consideration, and with the deepest sense of conviction, I believe that nations must reevaluate the ideals to which their national life has been dedicated in the past—the concepts of sovereign nations, of national power and grandeur, of national security and of economic interests. All nations must dedicate themselves to the pursuit of the viability of mankind as a whole, to its survival and to its progress.



## A POINT OF DISCUSSION

(CONTINUED)

by Dr. Stanko M. Vujica

Department of Philosophy and Religion

At the height of the recent Cuban crisis, Premier Khrushchev wrote private letters to two men in the West — President Kennedy and the British philosopher, Lord Russell. I have been asked to comment on Russell's frequent excursions from the ivory tower of mathematical logic into the cold war arena, especially his recent antics in London streets as leader of the Committee of One Hundred whose slogan is "better Red than dead."

First, let me say a few words about Bertrand Russell. He is one of the few seminal thinkers of the twentieth century, probably the greatest living philosopher and certainly the most controversial one. Not since Socrates, who enjoyed the game of exploding the neat little certitudes of his contemporaries, has a philosopher been more eager to express unpopular views on popular issues. Like Socrates, "the gadfly" of Athens, Russell seems to relish the self-assumed role of the conscience of the age. And like his Greek counterpart, he has more than once been accused of "denying recognized beliefs" and "corrupting the young."

Russell's contributions to philosophy have been many and great. His contributions to the Cold War diplomacy, I fear, have been less fortunate. He urged President Truman to drop atomic bombs on the Soviet Union if it rejected proposals for international control. As late as 1954, even after the lingering effects of the radioactivity became known, Russell wrote that as much as he deplored the holocaust of war, he would regard it as a lesser evil than the loss of Western Europe to communism. Today his foreign policy platform is "better Red than dead."

What are we to think of this newest twist of Russellian political wisdom?

If Russell were addressing himself to individual citizens in, say, China or Hungary, his slogan would be a counsel of prudence. If the choice were between either a useless and certain death or submission, only a person with suicidal tendencies or a perverted sense of martyrdom would choose the former; a sane person prefers living to dying no matter how hard and unpleasant life may be. Surely, bravery does not consist in a willingness to die, but in a willingness to take great risks for a noble cause, including the risk of death if necessary.

Russell, however, is not addressing himself to the citizens of the Iron Curtain countries. His slogan "better Red than dead" is intended as a guide for Western policy. What he is saying then is: Better communism than a nuclear war; he urges that the West, as the saner party in the conflict, should be willing to accept the communization of the world rather than risk the global nuclear war.

Thus understood, the slogan, "better Red than dead," is, I feel, politically unwise and morally dubious.

To reveal to the enemy, in fact to shout from the rooftops, our unwillingness to risk nuclear war under any circumstances whatsoever is an open invitation to conquest; to expect any other results is mere childish nursery psychology.

There is no point in arguing about the effects of a nuclear war; its unspeakable horrors can be easily visualized. This makes it imperative that all concerned be willing to go to any length, short of surrender, to prevent it. War has always been a risky and evil business. The only moral justification for even a defensive war is that it is the lesser of the two evils. The number killed in World War II has been estimated at over twenty-five million. Yet, would anyone be willing to say that the Allies should have submitted to Hitler rather than risk the horrors of that war?

*It is, of course, painfully true that the principle of national sovereignties has long become obsolete and that some form of World Government is the most urgent need of our time. But until that consummation devoutly to be wished is achieved, the right to self-defense cannot be denied to nations without leaving the gates wide open to international gangsterism. Indeed, the conviction that we have that right coupled with the willingness to exercise it and the determination to make the risks too great to the enemy is our only hope for survival.*

Perhaps the worst part of Russell's so-called policy is its utter emotionalism and loss of nerve. It is based on fear, "nameless, unreasoning terror which paralyzes needed effort," to quote a famous American president.

Russell's is also a counsel of despair. Paradoxically, those in the West who rely on military strength and the willingness to fight, if need be, have a more optimistic and charitable opinion of their enemy than the prophets of surrender. For those who shout in street demonstrations "better Red than dead" have assumed that the Communists lack not only sanity but even the basic human instinct of self-preservation. But the Communists can hardly be as inhuman as all that. They are as aware of the dangers of nuclear war as we are, and as afraid of dying. Someone has said that the only faith we should have in the Communists is the faith in their desire for survival. Our whole cold war policy is largely predicated on that faith.

Let me, in conclusion, quote Spinoza, one of the gentlest and noblest human beings that ever lived: "A free man thinks of nothing less than death; and his wisdom is a meditation not of death, but of life."



# ALUMNI NEWS . . .

## '35

Attorney **JULIUS ALTMAN**, 258 East Market Street, Wilkes-Barre, was nominated by U. S. Attorney Bernard J. Brown to be an assistant Federal attorney at Scranton. Atty. Brown, Middle District U. S. prosecutor, said the nomination will be reviewed by the Department of Justice, Washington, and, if appointed, Atty. Altman will be assigned to the Scranton office. Attorney Altman is married to the former Ann Garber of Scranton and they have three children.

**ALBERT F. ROHLFS** has won a well-deserved recognition with his promotion to the grade of Fellow in AIEE "for contribution to improved high voltage testing and measuring techniques." Mr. Rohlf joined GE in electrical engineering in 1937. He made significant contributions to the planning and design of the new High Voltage Laboratory built by the GE Company in Pittsfield, Massachusetts, and in 1958 was made manager of High Voltage Development.

## '39

**RICHARD CASPER** is Director of Inventory for the Sheraton Hotel chain. His work takes him all over the U. S. to aid in the opening of any new Sheraton Hotel.

## '40

**CHARLES F. E. TEMPLETON** of 294 Edmunton Drive, North Babylon, New York, is Assistant Superintendent of Business in the West Islip Public Schools. Mr. Templeton is married to the former Marjorie Keane and has a daughter, Mary Agnes.

## '42

**ROBERT S. ROVINSKI** is Section Head of Satellite Structures Design Section in the Satellite Techniques Branch of the U. S. Naval Research Laboratory, Washington. Robert, his wife Helen, and children, Robert, Nancy, and Thomas, reside at 344 Onondaga Drive, Washington, D. C.

## '43

**GEORGE RIFENDIFER** has been promoted to union relations manager in the Personnel Department of Duquesne Light Company in Pittsburgh.

## '45

**MURRAY STRASSMAN**, Ph.D., a microbial-biochemist, was named an associate member of the Research Laboratories of Philadelphia's Albert Einstein Medical Center.

Working in Einstein's Research Department of Microbiology under a two-year grant of \$36,000 from the National Science Foundation, Dr. Strassman will study the way in which certain microorganisms produce essential amino acids which are not produced by mammals.

From 1961 until he joined the Medical Center's research staff, Dr. Strassman was a research associate with the Fels Research Institute at Temple University School of Medicine, Philadelphia. From 1956 to 1961 he was a research associate with the Institute for Cancer Research, Philadelphia; and from 1954 to 1956 he held a National Institute of Health Postdoctoral Fellowship at the same institution.

Dr. Strassman, who is listed in "Who's Who in the East," has published more than a dozen papers on the biosynthesis of amino acids. He is married to the former **ESTHER H. GOLDMAN**, Class of '55. Dr. and Mrs. Strassman, 1107 Princeton Ave., Philadelphia, have two children, Israel and Hanna.

## '49

Mrs. C. Jay Reiter (**JEAN HUGHES**) recently moved into the new home that she and her husband designed and built. Chief helpers while building the home at 5081 Chambers Hill Road, Harrisburg, were their two small sons, Joel and Craig.

Mrs. Calvin E. Rakes (**ROBERTA RUSSELL**) is a substitute teacher in the elementary grades of Bay County Public Schools and a substitute in the Bangor Junior High School, Michigan. Roberta's husband is a graduate of the Naval Academy, Class of '49, and holds a degree of Naval Engineering from Massachusetts Institute of Technology. He is presently stationed in Bay City, Michigan, at Defoe Shipbuilding Company, in the Superintendent of Ships Office. Lieut. Cdr. and Mrs. Rakes reside at 711 South Wenona Street, Bay City, Michigan, with their daughter, Carmen Louise.

Atty. **EDWIN M. KOSIK** has been promoted to lieutenant colonel in the U. S. Army Reserves. Atty. Kosik is completing the U. S. Command and General Staff College Course at the Army Reserve Center, Scranton, and will graduate at Fort Leavenworth, Kansas, next July.

The course taken by Attorney Kosik is the highest officer training next to the War College. A former assistant U. S. attorney for the Middle District of Pennsylvania, Attorney Kosik holds the distinction of having been one of

the youngest combat company commanders in Europe during World War II.

Attorney Kosik resides in Daleville with his wife, Lois, and three children, Barbara, Carol and Michael.

**JOHN B. MERRITT** is District Manager for Investors Diversified Services, Inc., Allentown, Pennsylvania. Mr. Merritt is married to the former **JANE KORPER**, also of the Class of '49. Mr. and Mrs. Merritt reside at 3153 Easthill Drive, Bethlehem, Pennsylvania, with their four girls, Holly, Susan, Patti and Marcy.

**WILLIAM C. DAVENPORT** is Production Manager of the Aetna Casualty and Surety Company, Harrisburg. Mr. and Mrs. Davenport and children, Harriet, William, and Stanford, reside at 420 Deerfield Road, Camp Hill, Pennsylvania.

## '50

A. J. Sordoni, Jr., President of Sordoni Construction Company, Forty Fort, announced the appointment of **JOSEPH E. SWARTWOOD** as general superintendent of the firm's building division. Mr. Swartwood has been associated with Sordoni Building Division since September, 1949. He and his wife, Hilda, and daughter, Colleen, reside at 264 Barney Street, Wilkes-Barre.

## '51

**KENNETH NORTHROP** has been named national sales manager of the educational department of The Macmillan Company, New York City. Mr. Northrop had been assistant national sales manager of the educational department since January, 1962. Since beginning his career with Macmillan in 1959, he has also served as assistant manager of the New York and Chicago offices of the educational department. Prior to his association with Macmillan, he was affiliated with Lyons and Carnahan, educational publishers.

Mr. Northrop and his wife, the former **JOYCE NOBEL**, have two daughters, Robyn, 9, and Allyson, 6. The Northrops live at 277 Forest Glen Avenue, Franklin Lakes, New Jersey.

**JAMES R. TINSLEY** was granted a Ph.D. degree in English by the University of Pennsylvania in December. Dr. Tinsley is assistant professor of English at the State University College of Education at New Paltz. In 1961, Dr. and Mrs. Tinsley were appointed group leaders to Sweden for the summer program of the Experiment in International Living.

## '51 (Continued)

**ROBERT S. TETHER** is Assistant Chief Surgeon in the U. S. Naval Hospital, Quantico, Virginia. Dr. Tether is married and has two children, Russell and Sheri Lee.

**MATTHEW B. VALIGRA** is a Social Work Consultant to professional personnel of the Pennsylvania Department of Health in 12 counties. Mr. Valigra resides at 106 Harrison Street, Emmaus, Pennsylvania, with his wife Irmgard, and daughters, Rosemarie and Dolores.

## '52

**LEONARD LANE** has been appointed head football coach at North Hunterdon Regional High School, New Jersey. His best rooters during the football season will be his wife and daughters, Robbyn Lee, 5, and Marla Beth, 3.

**FRED R. DAVIS**, 1506 Greenview Avenue, Berkshire Greens, Reading, Pennsylvania was advanced to president of the Reading Trust Company. He was also appointed a director of the bank. He joined the Reading Trust Company in 1954 and was named assistant treasurer in 1956 and vice president in 1960. Active in the Reading chapter of the American Institute of Banking, Mr. Davis is presently serving as president of the organization and is vice president of the Berks County Bankers Association.

**GEORGE F. SCHEERS, M.D.**, recently announced the opening of his offices for the practice of Obstetrics and Gynecology in the Hazleton National Bank Building, Hazleton, Pennsylvania. Dr. Scheers is married to the former **JEAN LOVRINIC**, also of the class of '52.

**HOWARD W. PHILLIPS** is an instructor in English as a Second Language at Inter-American University, Hato Rey, San Juan, Puerto Rico.

**JOSEPH S. CHERRIE** is Assistant Sales Manager for the United Parts Division of Echlin Manufacturing Company, Elk Grove Village, Illinois. Joe, his wife, the former **ROMAYNE GROMELSKI**, and children, Jay and Lisa, reside at 1227 Oak Street, West Chicago, Illinois.

## '53

**KENNETH GOWER** is assistant at IBM's British Lab at Hursley Park, Winchester, Hants, England. He is assisting in the development of memory units for computers. Mr. and Mrs. Gower will reside at "Kastana", 1 Woodlands Close, Chandler's Ford, Hants, for the duration of their stay in England.

## '54

**STANLEY KNAPICH** received a Master of Education degree in Biological Science from Penn State University in September.

**REVEREND WAYNE S. MADDEN** is Assistant Base Chaplain in the U. S. Air Force at Perrin A.F.B., Texas.

**V. CLIFTON MARTIN** was promoted to Advisory Engineer at IBM General Products Division, Development Laboratory, Endicott, New York.

**JOHN B. VALE** is Principal of the James V. Forrestal School, Beacon, New York. Mrs. Vale, the former **NORMA LOU CAREY**, is now completing studies for a B.S. degree in Elementary Education. The couple has three children, Deborah Lee, Karen, and John Brian.

## '55

**EDWARD E. YARASHESKI** is a mathematics teacher and Faculty Equipment Manager in the Bridge-water-Raritan High School, Raritan, New Jersey. Mr. Yarasheski is married to the former **ELSIE GIULIANI** and has three children, Karen, Kevin, and David.

**CASIMIR C. CIESLA** is a Cost Accountant for General Motors, Trenton, New Jersey. Mr. and Mrs. Ciesla reside at 24 Maplevale Drive, Yardley, Pennsylvania.

Mrs. Kenneth H. Markiewicz, (**LEONA GOLDBERG**), makes her home at 4012 Greenmount Road, Longwood, Wilmington 3, Delaware, with her husband and son, Martin Arnold.

## '56

**CARL VAN DYKE** is an administrator for Electronic Data Processing, Radio Corporation of America. Carl's address is R. D. #1, Box 220, Punxsutawney, Pennsylvania.

**VICTORIA ZAVATSKY** has been named librarian of the East Northport, New York, library.

**HAROLD PEZZNER** was recently admitted to the bar in the state of Maryland. From 1958 to 1959, Mr. Pezzner was employed by the Electromagnet Research Corporation, Washington, D. C. At present he is employed in the United States Patent Office where last year he received the Superior Performance Award. Mr. Pezzner is married and has two children, a son, Ashley, and a daughter, Dara.

**CHESTER H. MILLER, JR.**, is a cost and price analyst in the Purchasing Department of Westinghouse Defense Center, Baltimore, Maryland.

**GEORGE H. BATTERSON, JR.** has been named assistant to the manager of the Uarco, Inc., plant in Deep River, Connecticut. Mr. Batterson

joined the business forms company in 1956 as an account representative in New York and was transferred in 1959 to the sales administrative training program in Chicago. After completing the program there, he was promoted to sales promotion and advertising manager for the company.

**CLIFFORD BRAUTIGAN** is a commercial teacher and athletic coach at Hightstown High School, Hightstown, New Jersey.

**ALLAN B. ROSENBERG** is an instructor of economics at West Liberty State College, West Liberty, West Virginia. Mr. and Mrs. Rosenberg, the former **SHERY WASSERSTROM**, Class of '58, and son, Philip, reside at 3 Metz Terrace, Birch Avenue, Birch Lynn, Wheeling, West Virginia.

## '57

**JOHN S. UCZEN** is Director of Music at St. Patrick's Academy and Church, and representative and staff musician for the Baldwin Piano Company in Syracuse, New York. At St. Patrick's, John is organist and supervisor of music. As a representative of the Baldwin Piano Company, he gives concerts, lectures, and demonstrations on Baldwin pianos and organs in central and northern New York State. John is married to the former Sylvia Danko and has three children, Rebecca, Bernard, and Christopher.

**JOSEPH ZERCOE, JR.** of 21 Mercer Road, Old Bridge, New Jersey, is a Sales Engineer for Nuclear-Chicago Corporation, Mt. Ephraim, New Jersey. His job involves selling radiation detection and counting equipment in eastern Pennsylvania and southern New Jersey. Joe is married to the former Theresa J. Fassett and has four children, Dawn Marie, David Martin, Douglas, and Steven.

**JOHN J. MUSTO** is teaching at the American Elementary and Junior High School for the U. S. Army in Germany. His address in Germany is: Boeblingen, Amer. Elemen. & Jr. H. Sch., A.P.O. 46, New York, New York.

**DR. ROBERT F. MASONIS** of Maple Glen, Pennsylvania, is associated with the University of Pennsylvania School of Dentistry as Assistant Professor of Oral Medicine.

**JOHN L. COATES** is a Plant Accountant with the overall responsibility for all accounting, time keeping and rate setting at the Okonite Company, North Brunswick, New Jersey. John is married and has two children, Cheryl Nan, and Laura Susan.

**DR. JAMES E. MARK** is a Research Associate in Chemistry at Stanford University, Stanford, California.

**WILLIAM JACOBSON** is an industrial engineer at Okonite Cable Company, North Brunswick, New Jersey. In the past November election, he was a candidate for the Milltown, New Jersey, borough council.



## '57 (Continued)

HERBERT BYNDER of 640 West 153 Street, New York 31, New York, is a Research Associate in Social Service at Mt. Sinai Hospital. He develops and carries out a research program on the social factors in illness and problems in administrative medicine. He is also a consultant to the American Social Health Association on drug addiction.

## '58

ARTHUR TAMBUR is a programmer for the El Paso Natural Gas Company. His position involves the business and scientific programming of natural gas problems on the 1401 and 7070 IBM computers. Art and his wife, Catherine Ann, reside at 1200 North Virginia #2, El Paso 2, Texas.

PAUL J. TRACY received a Master of Education degree from Penn State University on December 8.

JIM WARD is a math teacher and department representative on the Current Trends Committee at Morristown High School, Morristown, New Jersey. He is now working toward his Master's degree in mathematics at Montclair State College. He was awarded a National Science Foundation Scholarship for the summer of 1962. Jim and his wife, the former MARILYN DAVIS, reside at 528A Oak Street, Boonton, New Jersey, with their daughters, Megan Anne and Elizabeth Anne.

EDMUND J. KOTULA is a teacher at River Dell Regional High School, Oradell, New Jersey.

ROBERT C. SUTHERLAND received a Master of Education degree in Secondary Education at the Pennsylvania State University on September 1.

FRANCIS J. GALLIA, M.D. is serving his internship at Polyclinic Hospital, Harrisburg, and has accepted a residency in internal medicine at the University of Miami's Jackson Memorial Hospital. Dr. Gallia is an alumnus of the University of Pennsylvania School of Medicine, Philadelphia, where he was a member of the Linacre Medical Guild, the Deaver Surgical Society and Phi Chi medical fraternity. He also is the author of a paper, "A Study of Tuberculosis in the Anthracosilicotic," prepared in 1960 while associated with the Pennsylvania Department of Health.

STANLEY J. NOVAK is a Analytical Engineer for Pratt & Whitney Aircraft at the Connecticut Advanced Nuclear Engineering Laboratory in Middletown, Connecticut. Stan received a Master of Science degree in Electrical Engineering from Rensselaer Polytechnic Institute in January of this year.

## '59

JOHN M. SABA is a Pharmaceutical Salesman for Merck, Sharp & Dohme in Pittsburgh.

R. WAYNE WALTERS was the recent guest artist for the concert presented by the Mozart Club in the Jewish Community Center, Wilkes-Barre. Wayne is presently a voice consultant in the Parsippany-Troy Hills schools, New Jersey.

CHARLES GAREIS is a professor of accounting with the U. S. General Accounting Office in Washington, D. C.

RONALD GAUTREAU is an assistant instructor at Stevens Institute of Technology at Hoboken, New Jersey. He teaches a sophomore laboratory and is also working for his Master's degree.

LEONARD J. FRANCKOWIAK is supervisor of personnel in the production of uranium hexafluoride and the recovery of uranium from contaminated materials at the General Chemical Division of Allied Chemical, Metropolis, Illinois. Len is married to the former Marilyn Rafalko and has two children, Joseph and Deborah.

ROBERT B. MORRIS received a Master of Education degree in Counseling from Penn State University on September 1.

DAVID WASSERSTROM passed the Pennsylvania State Bar Examinations given this summer in Wilkes-Barre. He is a June graduate of Dickinson Law School, Carlisle.

AUDREY J. BARTLETT has been appointed choir director and organist at the British Embassy Church in Paris, France. She has studied piano and organ throughout Europe; and in February, began studying organ with Jean Langlais, organist titulaire of St. Clothilde. This was the church of Cesar Franck and the original organ still exists. Therefore, the students of Langlais have the opportunity to study the works of Franck on the original instrument.

## '60

JUDY RICHARDSON is a senior executive at Orbach's Department Store, New York City, where she is a sportswear buyer.

ROBERT BENESKI is working in Houston, Texas, where he is associated with the NASA Gemini Project at Houston.

ROGER CEASE, now a physics and algebra teacher at William MacFarland High School, Bordentown, New Jersey, was the subject of a four-part story published recently in a New Jersey newspaper. The feature articles dealt with the problems encountered

by present-day school teachers, their aims and their rewards. Roger was selected for the article because he "is a good teacher and is interested both in his students and the subjects he teaches."

FREDERICK J. WILLIAMS is a special education teacher at Susquehanna County Schools, Montrose, Pennsylvania, teaching the mentally retarded children. He is also working for his Master's degree in Educational Psychology at the University of Scranton.

Mrs. Vincent Capo (MARIE REALMUTO) is an art advisor and assistant to the Guidance Counselor for the New York Board of Education in the Bronx.

WILLIAM G. MAXWELL is teaching biology in the Albany, New York, High School.

IRA K. HIMMEL is a sales service representative for the Mead Corporation, Baltimore. He is also attending the University of Baltimore Law School. Ira and his wife, the former Sydney Fischer, reside at 2515 Perring Manor Road, Baltimore 34, Maryland.

THOMAS J. HICK was elected superintendent of the Luzerne County Industrial School for Boys at Kis-Lyn at a recent meeting. He had been acting superintendent of the school since last August and prior to that was assistant superintendent. He first joined the staff at Kis-Lyn in August, 1960, as a caseworker.

MARILYN WARBURTON is presently working as social worker at Retreat State Hospital, Hunlock Creek, after having obtained her Master's degree in Social Work from the University of Pittsburgh in June.

The Brooks Memorial Art Gallery in Memphis, Tennessee, recently announced the purchase of a work by STEVE POLESKIE for its permanent collection. The purchase was made from its Third Invitational Print Annual, an exhibition of graphic art held recently at the museum.

Sixty-five works by 36 artists of national reputation were exhibited by invitation. From this group, eight were selected for purchase by the museum. Steve's work, a serigraph entitled "Part of the Forest" was completed while he was a resident in Pringle, and uses landscape forms taken from the Back Mountain area of Wyoming Valley. The second print in this show by Poleskie also made from local scenes, called "Tree Cycle," was purchased by a Memphis collector.

At present, Steve is having a one-man show at an art gallery in Bogota, Columbia, South America.

## '60 (Continued)

CYNTHIA ANN DYSLESKI, a senior in the Mechanical Engineering School of the University of Miami, has been named advertising editor of the "Miami Engineer," a publication covering all of the engineering departments of the university.

Mrs. John Wozniak (GRACE SCHNEIDER) is Assistant Reference Librarian in the Reading Public Library. Grace and her husband, JOHN, Class of '61, reside at 29 Cornell St., Pennside, Pennsylvania.

## '61

PATRICIA ANN KIEBLER is presently associated with Vitro Laboratories in Silver Springs, Maryland.

FRANCIS E. BATTLE, JR. is assistant art supervisor in the teaching and supervision of the art program in ten elementary schools in Westfield, New Jersey. Mr. and Mrs. Battle and son, David, recently moved into their new home at 2274 Beechwood Pl., Scotch Plains, New Jersey.

JANE RESCORLA is teaching first grade in Green Knoll Elementary School, Bridgewater, New Jersey.

JOHN M. PIERCE is attending the University of Pittsburgh School of Dentistry. He is a resident of Psi Omega Fraternity House, 230 Bellefield Avenue, Pittsburgh 13, Penna.

CAROL ANN MAYEWSKI is a member of the faculty of the Bridge-water Public Schools, Raritan, New Jersey.

MARY JANE SAKOSKI and HARRY S. OWENS received Master of Education degrees in Music from the Pennsylvania State University on September 1.

THOMAS C. GODLEWSKI is a reliability analyst for AC Spark Plug Electronic Division of General Motors in Milwaukee, Wisconsin. At present he performs statistical tests on the Tital II Inertia Guidance System. He is also attending Marquette University at night.

WALTER A. PLACEK is a science teacher and sponsor of the science club at Chenango Forks Central School, Binghamton, New York.

## '62

JUDITH ANN BUTCHKO is a member of the faculty of the Triton Regional High School, Runnemede, New Jersey.

KENNETH C. KRUPINSKI is an ensign in the U. S. Navy Reserves, stationed aboard the USS Lexington, Pensacola, Florida.

DAVID R. EDWARDS is an Assistant Engineer for the Homer Research Laboratories of Bethlehem Steel Company, Bethlehem, Pennsylvania. He is presently doing research on new methods for steel analysis. Dave is also attending Lehigh University on a part-time basis, studying for his master of science degree.

JOHN BUTCHKO is a member of the faculty of the Franklin Township Public Schools, Somerset, New Jersey.

RENA LEWINE is teaching the fourth grade at Rutter Avenue School, Kingston.

BARRY D. GINTEL is Assistant Operations Manager for the Gimbel Brothers Department Store, Valley Stream, Long Island, New York.

LEONA BAIERA is teaching the second grade at the Church Street School, Kingston. Lee is also working toward her M.S. degree from Temple University, Wilkes Extension.

WILLIAM HAWKE is a medical student at Temple University School of Medicine, Philadelphia.

CAROL ANN ZUR is presently employed as vocal music supervisor in Forest City Joint Schools, Forest City, Pennsylvania.

EDWARD YADZINSKI appeared as guest soloist with the Niagara Falls Symphony Orchestra in a concert at LaSalle High School, Niagara Falls, New York. A student at Eastman School of Music, Ed is the solo clarinetist with Eastman Symphony Orchestra and saxophonist with the renowned Eastman Symphonic Wind Ensemble. He recently performed as saxophone soloist at the school.

DONALD BOGERT is the newly appointed commercial teacher at the Virgil Central School, Cortland, New York.

JOHN F. BLASKI is teaching at Ralph Waldo Emerson School, Levittown, Pennsylvania.

THEODORE TOLUBA was commissioned an ensign at the U. S. Naval Reserve School, Newport, Rhode Island, recently. Ted has been assigned aboard the destroyer USS Dupont.

STEVE PETRAS is teaching commercial subjects which include several typing classes, Business Law, and Introduction to Business at Pierson High School, Sag Harbor, New York.

RICHARD C. BELLAS has been commissioned a second lieutenant in the United States Air Force upon graduation from Officer Training School, Lackland AFB, Texas. Lt. Bellas was selected from the training course through competitive examinations with other college graduates. He is being reassigned to Little Rock AFB, Arkansas, for duty as a missile officer.

PATRICIA LUTZ has been appointed teen-age program director at the Westfield, New Jersey, YWCA. Pat will have under her direction clubs from various high schools in the Westfield area.



## DOWN THE AISLE

### '48

DR. DOUGLAS MYERS MACNEAL was married on May 5 to Miss Carol Joyce Summons in Phoenixville, Pennsylvania. Dr. MacNeal is presently practicing dentistry in Doylestown.

### '53

MYRON N. DUNGEY was married to Yoko Mogami on January 19, 1962, in Rukuoka, Japan. Mr. and Mrs. Dungey are presently residing in Los Angeles, California.

### '55

RAYMOND M. GRITSKO was married on August 18 to June F. Sponeybarger in New Cumberland, Pennsylvania. The couple is residing at 101 East Poplar Street, Wenonah, New Jersey. Ray is a chemical engineer with Mobil Oil Company, Paulsboro, New Jersey.

CAPT. STANLEY H. JONES was married to Willine Stiles in San Antonio, Texas, on July 4. Capt. Jones is stationed at Langley Air Force Base, Virginia, where the couple is residing.

CARL E. SMITH was married on September 15 to Miss Judith H. Slavin in Pensacola, Florida. The couple is residing in Washington, D. C.

JOHN F. LANCIO was married on October 6 to Miss Patricia C. Ceo in Wilkes-Barre. John is employed in the Sales Promotion Department of Pomeroy's, Inc., Wilkes-Barre.

### '56

CHESTER H. MILLER, JR. was married recently to Miss Alice Marie Bollinger in Towson, Maryland. The couple is residing at 219B Garden Ridge Road, Catonsville, Maryland. Chet is employed by Westinghouse Electric in Baltimore.

ROSE ANNE PATNER of New Market, New Jersey, became the bride of Charles N. DeRussy, Jr. on July 28 in St. Patrick's Cathedral, New York City. Prior to her marriage, Rose Anne was employed as a stewardess supervisor for Eastern Air Lines at the New York base. Mr. and Mrs. DeRussy are now residing in New Orleans, Louisiana.



**'56 (Continued)**

**DORCAS YOUNGER** was married to Dr. Richard Koenigsberger on June 29 in New York City. Dr. and Mrs. Koenigsberger are both members of the Peace Corps, presently serving in Togo, Africa.

**ANDREW BAROVICH** was married on August 4 to Miss Lois E. Weese in White Plains, New York. The bridegroom is an account representative for Uarco Inc., New York City. The couple is residing at 144-67 41st Ave., Flushing, New York.

**'57**

**NELSON R. STAUFFER** of Kingston was married on June 30 to Miss Barbara Ann Lerch in Phillipsburg, New Jersey. Mr. Stauffer is an engineer in the Cameron Division of Ingersoll-Rand Company.

**JOHN J. JEWELINSKI** and Elizabeth R. Banas were married recently in Wilkes-Barre. John is a chemist with The Borden Chemical Company, Ink Division, Fair Lawn, New Jersey. The couple is residing at 3030 Edwin Avenue, Fort Lee, New Jersey.

**'58**

**ARTHUR TAMBUR** was married on September 1 to Catherine Ann Hardison in El Paso, Texas. Art completed a tour of duty with the United States Army at Fort Bliss and is employed by the El Paso Natural Gas Company.

**EUGENE EDWARDS** and Joanne Petras were married on June 15 in Cumberland, Maryland. Gene is employed as an engineer for Duquesne Power and Light Company in Pittsburgh. The couple is residing at 1725 Clark Street, Wilkesburg, Pennsylvania.

**MARY ELIZABETH WEST** and **PAUL A. HAVIR**, both members of the Class of '58, were married on August 15 at Redlands, California. Mary is presently teaching in Beaumont High School, Beaumont, California, and Paul is a student at the University of Redlands.

**ARTHUR S. CHRISTIANSON** was married to Miss Sarah L. Hankin on May 19 in Somerville, New Jersey. Art is an industrial engineer for Eureka Printing Company, Scranton.

**MARTHA B. WAGNER** was married on August 11 to Robert J. Ostrowski in Kingston. The couple is residing at the Chapin Apartments, 152 East Walnut Street, Kingston. Martha is teaching in the Kingston elementary Schools.

**EDWARD J. MASONIS** and Barbara Ann Drogalis were married on July 7 in Wilkes-Barre. Ed is employed by Pennsauken High School, Pennsauken, New Jersey, as a biology teacher and wrestling coach.

**DR. MATTHEW I. KESSMAN** was married on July 7 to Ruth Boryk in Jamaica, New York. Dr. Kessman received his D.D.S. degree from the University of Buffalo in June and is presently a 1st Lieutenant in the U. S. Army, stationed at Fort Leonard Wood, Missouri.

**'59**

**FRANK C. WODARCZYK** was married recently to Miss Dolores C. Panek in Wilkes-Barre. Frank was formerly employed as a laboratory technician for Union Carbide and Chemical Company, New Jersey. The couple is presently residing at 696 East Northampton Street, Wilkes-Barre.

**MARGARET D. JONES** was married recently to George J. Roberts at Morrisville, Pennsylvania. Margaret is presently teaching in Pennsbury Schools, Fallsington.

**ELLEN KEMP** of Sea Cliff, New York, was married recently to Bernard H. Gerard. Ellen is a teacher in East Islip, New York.

**ROBERT C. MORGAN** and Margaret E. Todd were married on June 23 in Bethlehem, Pennsylvania. The couple resides at 18 Broadway, Jim Thorpe, where Bob is employed as a sight conservationist by Carbon County Schools.

**JEAN ANNE PYATT** was married to John F. Verburg on September 1. Jean Anne is teaching music in the Madison Township Schools, New Jersey.

**RICHARD T. MOSES** was married recently to Mary Ann Hiznay in Pittston. Dick is employed by the Taylor Corporation, Valley Forge, as a cost accountant. The couple is residing at Inglewood Gardens, Oak Boulevard, Lansdale, Pennsylvania.

**JANE LOIS NORTON** was married on November 17 to Emil Granitzki. Before moving to 3 East Alder Drive, Baltimore, Jane was employed as a case-worker by the Pennsylvania State Department of Welfare, Wilkes-Barre.

**GERMAINE ASTOLFI** recently became the bride of Donald Pettit in Plains. Germaine is a member of the faculty of Phillipsburg, New Jersey High School.

**NORBERT S. KATARSKY** and Providence Insalaco were married recently in West Pittston. Norbert is employed as a sales representative by Buzza Cardoza, Anaheim, California. The couple is residing at 147 Elm St., West Pittston, Pennsylvania.

**'60**

**GEORGIANNA C. SEBOLKA** of Wilkes-Barre was married recently to Allan W. Sullivan. Mr. and Mrs. Sullivan make their home at 12 North Main Street, Ashaway, Rhode Island.

**WILLIAM R. EDWARDS** and Barbara Catron were married recently in Kingston. The couple is residing at 5723 Rising Sun Avenue, Philadelphia, where Bill is employed in the claims department of the Royal Globe Insurance Company.

**KAY LOUISE LYTTLE** was married on April 19 to Robert Ainley. The couple is residing in Remsen, New York, where Kay teaches music in the Remsen Central School and the Stittville Elementary School.

**IRA K. HIMMEL** was married to Sydney Barbara Fischer on June 3 in Lakewood, New Jersey. Ira attended George Washington Law School, Washington, D. C., and is now a student at Baltimore Law School.

**JAMES SELINGO** was married on September 22 to Miss Carmella Ardenti in Pittston. Jim is presently on the teaching staff of Plymouth Junior High School.

**KATHRYN McDANIELS** was married on December 28 to Nelson E. Bailey. Kathy is employed as a medical technologist by the Geisinger Medical Center at Danville, Pennsylvania.

**MARY JESSICA HOMAN** and Michael Denis von Guilleaume were married on August 11 in Saint Monica's Church, Ramsgate, Natal, Republic of South Africa.

**FAITH ELAINE EDWARDS** and **PHILIP B. WHITE**, Class of '61, were married on October 20. Faith is presently employed as administrative secretary and translator for the International Commission of the U. S. National Student Association in Philadelphia. Phil is employed by the U. S. Food and Drug Administration in Philadelphia. They are now residing at 411 Church Lane, Yeadon, Penna.

**HILARION SWIFT** of Scranton was married on November 22 to Edward M. Quinnan. Hilarion and her husband are residing in Riverdale, N. Y.

**GAYLE E. JACOBSON** was married recently to George E. Friebs, Jr., in Wilkes-Barre. Gayle is employed as a medical secretary at Temple University Health Center, Philadelphia.

**LOU-ELLA F. MERINGOLA** and **RICHARD B. LEWIN**, Class of '62, were married recently in New York. Mr. and Mrs. Lewin recently returned to New York after living in San Francisco for four months.

**'61**

**JACQUELINE ANN PASHINSKI** was married on September 22 to James J. Grutko. The couple is residing at 587 West Market Street, York, Pennsylvania.

**'61 (Continued)**

**PATRICIA RINGENBACH** and **FRANK J. KLINE**, Class of '62, were married on June 16 in Kingston. Pat and Frank are residing at 7117 Oxford Avenue, Philadelphia, where Frank is employed by Lybrand, Ross Bros., and Montgomery, public accountants.

**MARY ANN YUZWICKI** and **PAUL R. YATSKO** were married on September 15. Mary Ann and Paul are presently residing at 86 Washington Avenue, Hawthorne, New Jersey. Paul is a member of the Class of '62.

**RAYMOND N. SORDONI, JR.** of Kingston was married recently to Miss Junerose Cross in Baltimore, Maryland.

**ANNE K. MULLAHY** was married recently to Dr. George A. Blewitt in Kingston. Anne is on the nursing staff at the Philadelphia Veterans Hospital.

**NANCY JANE CARROLL** and **GEORGE KOLESAR**, Class of '57, were married recently in Pittston. George is employed as production manager at Fibrous Glass Products, Mountaintop, Pennsylvania.

**PATRICK W. SHOVLIN, JR.** was married recently to Mary Lou Kachur at Mountaintop, Pennsylvania. Pat is a buyer-subcontract administrator for General Dynamics/Astronautics for Atlas Missiles and System Offsite Bases in San Diego, California, and has started post graduate study at the University of California.

**BEVERLY JEAN EDWARDS** became the bride of John Patton on June 30 in Harrisburg. The couple is residing in Mechanicsburg, Pennsylvania.

**ROBERT J. HEWITT** and M. Jacqueline Jenkins were married on August 25 in Luzerne. Bob is a member of the faculty of Spotswood High School, New Jersey.

**WILLIAM L. MORRIS** was married on September 15 to Patricia O'Neill in Kingston. The couple is residing at 7 Smith Road, Binghamton, New York, where Bill is employed by Link Aviation as an accountant.

**GILBERT D. DAVIS** was married on June 23 to Miss Virginia Ann Solt in Palmerton, Pennsylvania. Gil is a member of the faculty at Berkley Heights, New Jersey schools where he is teaching sociology and psychology.

**BARRY A. YOCUM** was married to Miss Hollace Ruth Young on March 10, 1962 in Glen Ridge, New Jersey.

**JOSEPH CARDONE** and Justine Marie Pietraszko were married recently in Nanticoke, Pennsylvania. Joe is a member of the faculty of the Nanticoke Joint Area High School.

**PATRICIA J. CAPERS** and **EMIL PETRASEK** were married recently in New Jersey. Emil is a Pfc. in the Army, stationed at Ft. Benning, Ga. Mr. and Mrs. Petrasek are presently residing at 32C Baker Village, Columbus, Georgia.

**Joyce C. Karchin** and **THOMAS R. GRIFFITHS** were married on October 13 in Wilkes-Barre. Tom is employed at the Defense Clothing and Textile Supply Center, Philadelphia. He is also studying for his master's degree at Temple University. The couple is residing at 1127 Wyoming Avenue, Philadelphia.

**'62**

**LORRAINE MARIE SHUTTA** and **ANTHONY FRANCIS RIOFSKI**, Class of '61, were married on August 25 in Glen Lyon, Pennsylvania. Lorraine is teaching in the Wilkes-Barre City Schools and Frank is a project coordinator for the Wilkes-Barre Development Authority.

**RUTH ANN BOOROM** became the bride of Clifford K. Melberger on August 18 in Wilkes-Barre. The couple is residing at 714 Susquehanna Avenue, West Pittston, where Ruth Ann is teaching art in the West Pittston High School.

**PATRICIA RIVEILLO** of Old Forge was married recently to Wayland E. Thomas. Pat is teaching in the Philadelphia Public School System.

**JUDITH WASILESKI** and **JEROME G. LAWRENCE**, both of the Class of '62, were married on August 11 in Nanticoke, Pennsylvania. The couple is residing at New Milford, New Jersey.

**ALBERT M. DOBROWALSKI** was married on June 9 to Miss Louise Craig. The couple is residing in Plymouth where Al is a member of the faculty at Plymouth High School and also an assistant football coach.

**ANNE S. ZNANIECKI** and **WALTER J. GRZYMSKI**, Class of '60, were married on August 18 in Nanticoke. The couple is residing at 230 North Street, Endicott, New York, where Walt is employed by the IBM Corporation.

**ROBERT A. EIKE** was married on August 18 to Elizabeth M. Zapotowski in Wilkes-Barre. The couple is residing in Wayne, Michigan, where Bob is attending the University of Michigan.

**CAROL J. THOMAS** became the bride of Stephen Kalafut on July 7 in Wilkes-Barre. Carol is teaching in the Binghamton Elementary School System Binghamton, New York.

**RICHARD REES** and Linda J. Weatherill were married on June 16 in Kingston. Rick is a member of the teaching staff and assistant football coach at Metuchen High School Metuchen, New Jersey.

**CAROL ANN BRUSHKOSKI** and **ARTHUR J. REHN**, Class of '61, were married on August 18 in Nanticoke. Carol is employed as a mathematics teacher by the Elk Lake Joint School District, Dimock, Pennsylvania, and Art is a music instructor at the Mountain View Joint School District, Kingsley, Pennsylvania.

**ELAINE LAMBERT** of Luzerne, Pennsylvania, was married recently to David Steele. Elaine is a faculty member of the Fremont Consolidated Schools, Fremont, Indiana. The couple is residing at 615 South Elizabeth Street, Angola.

**BARBARA T. PHILLIPS** and James R. Swabach were married on June 30 in Forty Fort. The couple is presently residing at 48 Edwards Street, Roslyn Heights, Long Island, New York.

**BETH R. KLAVONSKI** was married on August 4 to Leonard Sendzia. The couple is residing in Cape May, New Jersey.

**RAYMOND D. MARCHAKITUS** and Lorraine A. Wampole were married on July 28 in Wilkes-Barre. Ray is employed by the Federal Housing Administration, Washington, D. C.

**LEONARD D. REESE, JR.** was married to Betty Lou Shergalis on June 2. Len is a member of the auditing staff of Peat, Marwick, Mitchell and Company, New York City.

**MARSHA LYNNE HEFFERAN** and **RAYMOND J. PETERS** were married recently in Tunkhannock. Marsha is a member of the faculty of Tunkhannock High School and Ray is employed in the credit management department of Sears and Company, Allentown. The couple is residing at Susquehanna Avenue, Tunkhannock.

**NANCY TINKLEPAUGH** and **MICHAEL ARMSTRONG**, Class of '61, were married on September 1st in the Gate of Heaven Church, Dallas, Pennsylvania. The couple is now making their home in Corpus Christi, Texas, where Mike is a jet pilot in the Air Force. Their home address is 124 Flamingo Drive, Lagoona Shores, Naval Air Station, Corpus Christi, Texas.

**ELIZABETH KRAFT** and **RICHARD SALUS**, Class of '60, were married on November 17 in Wilkes-Barre. Betty and Dick, an accountant with Peat, Marwick and Mitchell, Philadelphia, make their home at Apartment C-4, Tanglewood Lane Apartments, King of Prussia, Pennsylvania.

**CAROL CARPENTER** and **ERNEST G. KRALL** were married recently in Kingston. Carol, a registered nurse, is associated with the Metropolitan Hospital, Philadelphia. Her husband was awarded an assistantship to Duke University's Graduate School of Arts and Sciences.



'62 (Continued)

ANDREW KOCUR, JR. was married recently to Barbara M. Zalora in Wilkes-Barre. Andy is a supply commodity manager trainee at the Mechanicsburg Naval Supply Depot. The couple is residing at 108 South Front Street, Wormleysburg, Penna.

HARRY COLLIER was married on August 10 to Elaine R. Adams of Plymouth. Harry is associated with the Internal Revenue Service, Philadelphia. Elaine, who is a member of the 1963 graduating class, is editor of the Amnicola. Harry and Elaine are residing at 108 Academy Street, Plymouth.

ALBERT KISHL was married to Judith Ann Lumsden on October 27. Al is presently employed by Laven-thol & Krekstein Accounting Firm, Philadelphia. The couple is residing at 7233 Erdrick Street, Mayfair, Philadelphia.



THIS BRIGHT  
NEW WORLD

'42

a daughter, Jill, to Dr. and Mrs. Richard Crompton, 127 Hillside St., Trucksville, on November 7.

'47

a daughter to Mr. and Mrs. Francis J. Gawat, 389 West Main Street, Plymouth, on November 7.

a son to Mr. and Mrs. Elmo Clemente, 655 Rutter Avenue, Kingston, on December 8.

'50

a son, Douglas L., to Mr. and Mrs. Irving M. Bonawitz, 1626C Sparton Village, East Lansing, Michigan, on June 17.

'51

a daughter, Sally Jane, to Mr. and Mrs. Carl DeWitt of Wilmington, Delaware, on December 17.

'52

a daughter to Mr. and Mrs. Edward Bolinski, 38 Krych Street, Kingston, on June 9.

a son to Dr. and Mrs. Joseph Stuccio, 456 West Academy Street, Wilkes-Barre, on September 15.

'53

a daughter to Dr. and Mrs. Barry Jordan, Thornhurst, Pennsylvania, on October 6.

a daughter to Mr. and Mrs. Richard Bunn, 669 Walnut Street, Luzerne, on December 30.

'54

a daughter Lynne Anne, to Rev. and Mrs. James A. Moss, 2629 Penfield Street, Fairport, New York, on September 8.

'55

a son, Robert Stark, to Mr. and Mrs. William L. Morse, Jr., (PATRICIA McNELIS), 111 West Broad Street, Hazleton, Pennsylvania, on August 25.

a son, Stephen Edward, to Lt. and Mrs. Richard Kent, 22 Riviera Drive, Green-Fields Heights, Woodbury, New Jersey. Mrs. Kent is the former LORRAINE D. GIACOMETTI, Class of '56.

'56

a son to Mr. and Mrs. Glenn D. Carey of Marina Apartments, 117 Skyview Drive, Liverpool, New York, on June 3. Mrs. Carey is the former MONCEY MILLER, Class of '60

a son, Stephen, to Mr. and Mrs. Younsu Koo, 80 West River Street, Wilkes-Barre, on August 8.

a daughter to Mr. and Mrs. Peter Williams, 115 East Franklin Street, Shavertown, Pennsylvania, on April 23. Mrs. Williams is the former NANCY BROWN.

a son, Thomas Marvin, to Mr. and Mrs. Ronald M. McCarty, 484 East Maple Street, Dallastown, Pennsylvania, on July 23. Mrs. McCarty is the former ALISON RUBURY, Class of 1958.

a daughter, Sharon Lee, to Mr. and Mrs. John Anziulewicz, 621 South Hanover St., Nanticoke, Pennsylvania, on October 13. Mrs. Anziulewicz is the former PATRICIA PETRASH.

a daughter to Mr. and Mrs. John Shimshock, 164 Clairemont Road, Bernardsville, New Jersey, on October 11.

a daughter to Mr. and Mrs. Carl Potoski, 445 Second Street, Plymouth, Pennsylvania, on November 24.

a daughter, Elizabeth Ann, to Mr. and Mrs. R. Warren Williams, 325 Carpenter Street, West Pittston, Pennsylvania, on November 6.

a son, Jared Barclay, to Dr. and Mrs. Stanley Abrams, 155 Fashion Park, Oxnard, California, on December 2.

'57

a son to Mr. and Mrs. Walter Zercoe, 993 Albright Avenue, Scranton, Pennsylvania, on September 13.

a daughter, Michelle, to Mr. and Mrs. Gerald Lind, 239 Ardmore Avenue, Upper Darby, Pennsylvania, on June 6. Mrs. Lind is the former JANE L. OBITZ, Class of 1956.

a son, Charles Everett, to Mr. and Mrs. Frank Ankner, 47 Center Ave., Westwood, New Jersey, on December 28. Mrs. Ankner is the former MARY LORD.

a son, Robert Byron, III., to Mr. and Mrs. Robert B. Chase, Jr., Thompson Hay Path, Setauket, New York, on November 9. Mrs. Chase is the former GAIL LAINES, Class of '56.

a daughter, Corinne Marie, to Mr. and Mrs. Jacob M. Dvornicky of 580 Maple Avenue, Elmira, New York, on November 8.

a daughter, Marlene, to Mr. and Mrs. Edwin J. Brush, 131 South Maple Avenue, Kingston, on November 2. Mrs. Brush is the former BARBARA RITTER.

a son, Nicholas Michael, to Mr. and Mrs. Nick R. Rusnak, 3424 Cromwell Place, San Diego, California, on October 29. Mrs. Rusnak is the former ELNORA METROKA.

a son, Mark, to Mr. and Mrs. William M. Farish, 417 Longstreet Street, Kingstree, South Carolina, on December 29.

'58

a daughter, Susan Jean, to Mr. and Mrs. Robert Sutherland, Harris Avenue, Boalsburg, Pennsylvania, on May 16. Mrs. Sutherland is the former JEAN NORDSTROM, Class of 1952.

a daughter to Mr. and Mrs. James Marks, 57 South Welles Avenue, Kingston, on June 23.

a daughter to Mr. and Mrs. Arthur Belles, 96 Zoa Avenue, Johnson City, New York, on August 2.

twins, Michael John and Marian Joan, to Mr. and Mrs. Carl Karmilowicz, 2261 Ontario Avenue, Niagara Falls, New York, on August 2.

a daughter to Mr. and Mrs. Harold Carini, 753 Rutter Avenue, Kingston, on September 23. Mrs. Carini is the former H. VICKI KOVACS, Class of '61.

a daughter, Betsey Lee, to Mr. and Mrs. Robert H. Raymond, 25 West Avenue, Batavia, New York, on December 5. Mrs. Raymond is the former CAROLYN JOAN GOERINGER.

a daughter, Mary Ella, to Mr. and Mrs. William Davidson, 9 So. Jackson Avenue, Wenonah, New Jersey, on November 17. Mrs. Davidson is the former RUTH YOUNGER.

'58 (Continued)

a son, Kurt Channing, to Mr. and Mrs. Marvin Trimas, 176 Newman Street, Metuchen, New Jersey, on December 21. Mrs. Trimas is the former MARSHA MASON.

'59

a son, Jeffrey Renald, to Mr. and Mrs. Carroll R. Davenport, 25 Mitchell St., Norwich, New York, on December 20.

a son to Mr. and Mrs. Barr Gartley, 88 Railroad Street, Parsons, Wilkes-Barre, on September 8.

a son to Mr. and Mrs. Michael Dydo of 3079 South Main Street, Lower Askam, Wilkes-Barre, on July 29.

a son, Douglas James, to Mr. and Mrs. Larry G. Pugh, 7351 Hawkinsville Road, Macon, Georgia, on June 22.

a daughter, Catherine Wright, to Mr. and Mrs. Owen O. Freeman, Jr., of Erdenheim, Philadelphia, on September 15. Mrs. Freeman is the former HELENE PLESNAR, Class of '60.

a son, Christopher Edward, to Mr. and Mrs. Edward Balish, 120 Ardmore Place, Syracuse, New York, on September 30. Mrs. Balish is the former MARION JUDITH CHRISTOPHER.

a son, Ronald Thomas, Jr., to Mr. and Mrs. Ronald Gautreau, 56 Newkirk Street, Jersey City, New Jersey, on June 9.

a son, Martin Phillip, to Mr. and Mrs. Bernard Hochman, 1016 Clay Avenue, Scranton, Pennsylvania, on September 25. Mrs. Hochman is the former JUDITH WHITMAN.

a daughter, Harriet Lynn, to Mr. and Mrs. William Smulowitz of 127 Davis St., Kingston on October 5. Mrs. Smulowitz is the former MARJORIE SAMUELS, Class of '63.

a daughter, Jennifer Lee, to Mr. and Mrs. James M. Cornelius, 251 North Mountain Boulevard, Mountaintop, Pennsylvania, on December 9.

'60

a daughter, Megan Anne, to Mr. and Mrs. Howard L. Allen, 742 West Earl Drive, Vineland, New Jersey, on June 16. Mrs. Allen is the former DEBORAH DEISHER, Class of '58,

a daughter, Pamela Ann, to Mr. and Mrs. William J. Murosky, 213 Factory Street, Luzerne, Pennsylvania, on June 29.

a son, John, to Mr. and Mrs. Arthur Dalmas of 140 North 8th Street, Manville, New Jersey, on July 20. Mrs. Dalmas is the former MARCIA SENDEROVITZ.

a son, Charles Foster, to Mr. and Mrs. Thomas J. Hick, of Kis-Lyn, Rural Station, Hazleton, Pennsylvania on April 23.

a daughter, to Mr. and Mrs. William Schlingman, Stanley Street, Wilkes-Barre, Pennsylvania on October 16.

a daughter, Catherine Jane, to Mr. and Mrs. Frank Edwards, 224 Delaware Avenue, West Pittston, Pennsylvania, on October 4. Mrs. Edwards is the former BARBARA BACHMAN, also of the Class of '60.

a daughter, Suzanne Beth, to Mr. and Mrs. John B. Kizis, 100 West Hudson Avenue, Englewood, New Jersey, on October 25. Mrs. Kizis is the former CHRISTINE BRUNACCI.

a daughter to Mr. and Mrs. Jerome Roth, 184 East Dorrance St., Kingston, on January 14.

a daughter to Mr. and Mrs. Julius Yurchak, 121 North Empire Street, Wilkes-Barre, on January 12.

a daughter, Laura Ann, to Mr. and Mrs. Bruce Miles of Stamford, Conn., on December 21. Mrs. Miles is the former KATHERINE SCUREMAN.

a daughter, Susan, to Mr. and Mrs. Paul J. Levin, 356 Pleasantview Dr., Battle Creek, Michigan, on Aug. 21.

a daughter, Shelley Lynn, to Mr. and Mrs. Louis D. Davis, Jr., 537 Welsh Road, Bethayres, Pennsylvania, on May 9. Mrs. Davis is the former SHIRLEY HITCHNER, Class of '61.

'61

a daughter to Mr. and Mrs. Glenn Johnson, 167 George Avenue, Parsons, Wilkes-Barre, on July 30.

a son to Mr. and Mrs. Ronald Bienkowski, formerly of Milwaukee, Wisconsin, on May 4.

a daughter, Lois Ellen, to Mr. and Mrs. Lawrence V. Pegg, Jr., 671 Cypress Avenue, Johnstown, Pennsylvania, on May 21.

a daughter to Dr. and Mrs. Harold Weltman, 292 South Franklin Street, Wilkes-Barre, on August 7. Mrs. Weltman is the former JUDITH ALIN-KOFF.

a daughter to Mr. and Mrs. Walter Placek, 191 Prospect Street, Binghamton, New York, on June 28.

a daughter to Mr. and Mrs. Walter Folek of 51 Drift Street, New Brunswick, New Jersey, on November 13.

a son to Mr. and Mrs. Joseph Chisarick, 42 Murray Street, Wilkes-Barre, on November 24.

a son to Mr. and Mrs. Barry O'Connell, Hilltop Trailer Park, State College, Pennsylvania, on October 31.

a son to Mr. and Mrs. William Mat-us, 310 South River Street, Wilkes-Barre, on November 27. Mrs. Matus is the former ARLINE GALLIA.

a daughter, Kathryn Lynn, to Mr. and Mrs. Stanley Stavetski, 232 Prospect Street, South Boundbrook, New Jersey, on December 16. Mrs. Stavetski is the former NORMA K. WENTZ.

a daughter, Leigh Ann, to Mr. and Mrs. Raymond J. Pirino, 54 Herman Street, Philadelphia, on October 20.

a son, James Joseph, to Lt. and Mrs. James M. Basta, Hanau, Germany, on August 25. Mrs. Basta is the former MARIE HONCHARIK.

a son, Maurice David, Jr., to Mr. and Mrs. Maurice D. James, 340 Knoedler Road, Pittsburgh 36, Pennsylvania, on August 12. Mrs. James is the former GALE HUGHES, also of the Class of '61.

a son, Harry Charles, to Mr. and Mrs. Harry A. Weber, Unadilla, New York, on January 9.

'62

a daughter to Mr. and Mrs. Fred Mountjoy, 31 West Brown Street, Somerville, New Jersey, on Nov. 11.



Mr. Daniel E. Williams  
367 South River Street  
Wilkes-Barre, Pennsylvania

## What's Your Line!

THE CLASS NEWS that you have been reading has come from this questionnaire. There will continue to be class notes as long as you continue to send this back to us with information concerning you and your eventful lives — without it we are lost.

1. Name .....  
LAST FIRST MIDDLE  
Maiden Name .....  
Street ..... City ..... State .....  
Telephones: Home ..... Business .....
2. Wilkes Degree ..... Curriculum ..... Year Graduated .....  
Withdrew ..... Transferred to ..... Degree ..... Date .....
3. Advanced Degrees ..... Source ..... Date .....  
.....  
.....
4. Place of Employment ..... Title .....  
Business Address .....  
Duties .....  
.....
5. Married ☐ Single ☐  
Spouse (Name) ..... Wilkes graduate? .....  
Children: Name ..... Date of Birth .....  
.....  
.....  
.....
6. Last Position Held: Title ..... Employer .....
7. Permanent Reference Address .....  
..... (NAME) ..... (PHONE)  
..... (STREET) ..... (CITY) ..... (STATE)