



WILKES COLLEGE  
ALUMNUS

Volume 25, No. 2

May, 1971



# A Work Of Art ...

by ART HOOVER  
Director of Alumni Affairs

Since the latter part of February I have visited with alumni groups in five states and the District of Columbia with the hope of laying the groundwork for the formation of alumni clubs in the areas visited. The interest and enthusiasm of our fellow alumni to become involved with the College was most gratifying and heartwarming.

From the many points of view expressed at the various meetings, one recurrent view emerged from the thinking of fellow-alumni. It was felt generally that area alumni clubs would, in addition to providing a direct means of involvement with the College, provide an effective means of self-help to fellow alumni within a given club area. As one example, the help which an alumni club could offer to a fellow alumnus moving into an area — finding an apartment, establishing contacts and making friends — would prove highly beneficial.

Currently, in most of the areas visited, steering committees have been meeting to further plans for the organization of alumni clubs. The Philadelphia Club has planned a major meeting and invited representatives of the Athletic Department of the College. In the Lehigh Valley, a family picnic has been scheduled for May and the Northwest New Jersey (Dover) group is planning a major social function before the summer months. Locally, the Greater Wilkes-Barre Area Club is conducting its election of officers with the winning candidates to be announced at a buffet-style dinner to be held at the "Brothers Four" in Dallas on May 5.

As has been suggested, the plans and activities of area clubs can be reported to all alumni through the pages of future issues of the ALUMNUS. Ideally, a page or two of each issue can be devoted to club and chapter news.

Plans are currently under way for meeting with additional area groups and I hope sincerely that I will hear from fellow alumni anywhere who are interested in forming an active club. Meanwhile, if you are in or near an area listed below, please contact the temporary area chairman to indicate your intention of interest and help in an alumni organization.

Area	Acting Chairman	Telephone
Northwest New Jersey (Dover)	John Karolchik '59	201—267-6861
Northeast New Jersey (Newark-Paterson-Hackensack)	Edmund Kotula '58	201—773-4090
Central New Jersey (New Brunswick-Westfield)	Thomas Ruggiero '59	201—679-2859
Southern New Jersey (Trenton)	Francis Pinkowski '50	609—737-2364
Delaware (Wilmington-Newark)	Howard Ennis '55	302—478-7370
Baltimore	Ira Himmel '60	301—265-5670
Washington, D. C.	Harry Goetzman '56	703—536-7521
Greater New York City (and Long Island)	Larry Chase '60	212—246-4090
Binghamton	William Boyd '50	607—748-0218
Lehigh Valley (Allentown-Bethlehem-Easton)	Jerry Weber '67	215—434-9349
Harrisburg - York	Paul Beers '53	717—238-5251
Philadelphia - Camden	Pete Greenberg '62	215—635-5107
Greater Wilkes-Barre (Hazleton-Scranton)	Carl Zolkoski '59	717—287-9989

I look forward to seeing many of you on campus during our Alumni Spring Weekend — May 14 - 16.

The Wilkes College ALUMNUS is published by Wilkes College six times a year in January, March, May, July, September and November. Entered as second class mail matter and second class postage paid at Wilkes-Barre, Pennsylvania.

## BOARD OF TRUSTEES

Admiral Harold R. Stark,  
Honorary Chairman  
Reuben H. Levy,  
Honorary Member  
Louis Shaffer,  
Chairman  
Thomas Kiley,  
Vice-Chairman  
Kenneth G. Northron, '51,  
Second Vice Chairman  
Charles H. Miner, Jr.,  
Secretary  
Fred R. Davis, '52,  
Assistant Secretary  
Joseph J. Savitz, Esq., '48,  
Treasurer  
William L. Conyngham,  
Assistant Treasurer  
Benjamin Badman, Jr., '41  
Donald F. Carpenter  
Noel Caverly  
Mrs. Richard Ehret  
Alfred Eisenpreis, '42  
Mrs. Eberhard L. Faber  
Eugene S. Farley  
John B. Farr, Esq.  
Alan Glover  
Andrew Hourigan, Jr., Esq.  
Joseph J. Kocyan, M.D.  
Miss Mary R. Koons  
Mrs. Ely Landau, '48  
Francis J. Micheline  
F. Ellsworth Parkhurst, Jr.  
Richard Pearsall  
John A. Perkins  
Hon. Frank L. Pinola, Esq.  
Hon. Max Rosenn, Esq.  
Aaron W.  
Joseph W.

CHANCELLOR  
Eugene S. Farley

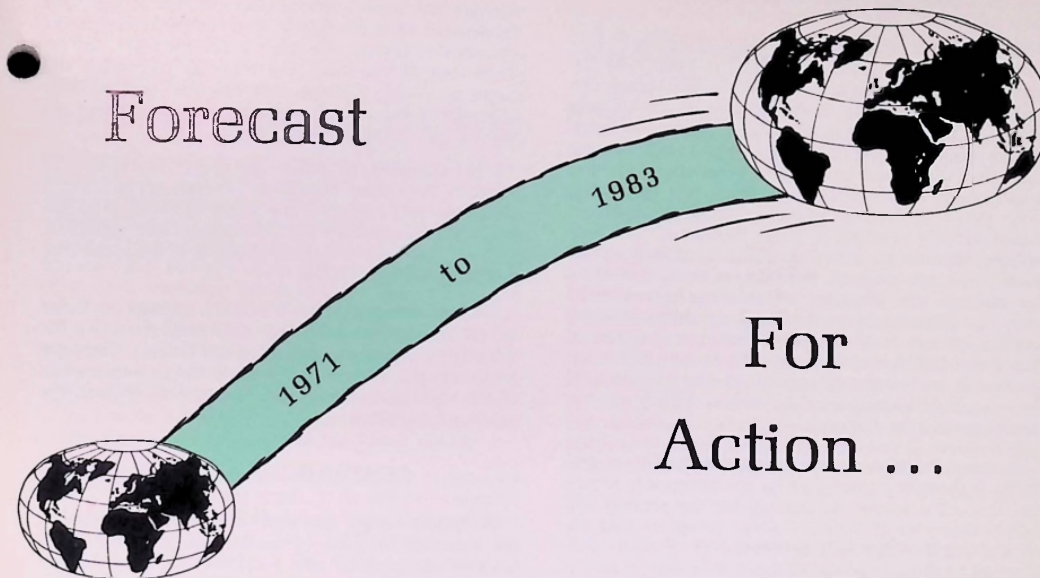
PRESIDENT  
Francis J. Micheline

ALUMNI OFFICERS  
Thomas J. Moran, '49,  
President  
Francis S. Pinkowski, '50,  
Executive Vice-President  
Carol J. Rhines, '63,  
Secretary  
Carl Urbanski, D.D.S., '57,  
Treasurer  
Arthur J. Hoover, '55,  
Director of Alumni Relations

ALUMNUS STAFF  
Thomas J. Moran, '49,  
Editor  
Lynn Jacobs,  
Assistant Editor  
Nancy Scoulton,  
Alumni Notes

Wilkes College ALUMNUS is  
published for the  
Wilkes College Alumni  
Association by the  
Wilkes College Alumni Office,  
170 South Franklin Street,  
Wilkes-Barre, Pennsylvania 18703.  
Subscription — \$2.00

## Forecast



## Projected Growth of Wilkes College Over Next Dozen Years

### FORECAST FOR ACTION

#### TOPICS

- I PROJECTING THE FUTURE
- II ACADEMIC PLANNING
- III THE FACULTY
- IV ENROLLMENT
- V STUDENT INVOLVEMENT
- VI FACILITIES
- VII ENDOWMENT
- SUMMARY OF FINANCIAL NEEDS
- VIII GOVERNMENT RELATIONS
- IX ALUMNI INVOLVEMENT
- STATISTICAL TABLES AND PROJECTED GROWTH



## PROJECTING THE FUTURE

In all of our plans for the College, we must be forever aware that the future is but a projection of the past. Even though radical change seems to break the chain of events, it is never possible to completely separate the present or the future from the past. Those who work for continuing improvement recognize that they must build upon foundations already established; and even the nihilists and anarchists who strive to destroy all remnants of the past are unconsciously reacting to those influences that they abhor. Whether we accept existing conditions as the foundation upon which to build, or seek to destroy by violence the societies which men have created over the centuries, our decisions are influenced by earlier actions. It is the temperament and nature of the individual that determines the nature of his response to contemporary conditions and problems. If he is a constructive person he builds; if he is in emotional conflict he destroys.

Because the past always influences the future and in great measure determines its character, it is essential that all who are responsible for the present and future character of Wilkes College recognize that decisions made today will determine the future character and influence of the College.

In this period of revolutionary change, earlier influences are continuously modified. Material changes which occur with unprecedented and ever-accelerating rapidity influence our standards, our values and our thoughts. In this decade of the 1970's, it is possible that change is the greatest constant in the widely varied cultures of our world. If change is the greatest constant of this era, we must accept it so that we may direct it into constructive channels.

To guide the currents of change into constructive channels, we must draw upon divergent resources. We must be receptive to new ideas without carelessly jettisoning those personal values that are essential to individual and social integrity. If we are not to be immobilized by tradition or overwhelmed by ill-considered acceptance of new proposals, we must be ready to examine long-accepted mores and customs; we must be prepared to strengthen the best of them and to abandon the worst of them. We must somehow combine openness with firmness; we must temper desire with sound judgment and firm conviction.

As we meet the present and prepare for the future, we must recognize that every decision is, in some measure, determined by decisions that were made yesterday, and every decision made today will, in some measure, affect decisions that will be made tomorrow. Because today's decisions will determine, in great measure, the future of the College and its influence upon students, we must consider the ultimate effect of every decision upon the character of the College and upon the lives of students.

In all planning, we must recognize that each decision is a link that unites the past with the present and the present with the future. Even in the midst of unprecedented change, we must build upon the accomplishments of the past. Therefore in projecting the future of Wilkes College, it is essential that we first determine *what we are* and *where we are* so that we may become *what we should be*.

It is impossible to project the future in detail. It is possible, however, to adopt general goals toward which we will aspire in the years to come. And because the acceptance of reasonable and desirable goals is essential to united effort, it is essential that general goals be adopted.

The following proposals are an attempt to focus our attention upon goals that now seem desirable for 1983, the fiftieth anniversary of the College. They are general in character, they relate to the present nature of the College, and they will determine, in part, the nature of its future.

## ACADEMIC PLANNING

With knowledge doubling each decade and with the constant increase of social and economic problems in our society, new facilities will be needed if outmoded material and equipment are not to inhibit the development and usefulness of specialized knowledge and research. Simultaneously our specialists will be challenged to keep abreast of their own specialties, but they will be even more challenged to relate their specialties to the individual and social problems that affect our lives. In spite of those who insist that education should encourage abstract thinking without concern for everyday problems, it is quite apparent that the supporting public expects education to prepare students for participation in the practical affairs of today and for participation in the unknown problems of tomorrow. This preparation will require the breadth of vision and clarity of thought desired by the educational idealists; it will also require familiarity with the problems and needs of our contemporary society and some comprehension of the future needs of our society.

The modern educator is, therefore, required to study his specialty in depth while simultaneously relating his special discipline to all other disciplines. And, to satisfy the students' quest for relevance, it may be necessary to relate each discipline to the needs of man in a changing social order. This will require perpetual probing by administrators, teachers and students. It will necessitate continual questioning and will call for constant experimentation.

Present indications are that the rate of academic and social change will accelerate. If this assumption is true, the academic disciplines and curricula will be in a continual state of flux. This does not mean that special disciplines will be abandoned; it does suggest that they must be continually updated and equated

with one another. And, if they are to assist the student to gain and maintain some measure of equilibrium in the midst of uncertainty, they must cultivate a sense of continuity so that the student may recognize that the present is a product of the past and a determinant of the future.

Although we cannot foretell the details of future curricula, we can anticipate and prepare for major developments. While continual changes will be formulated in the undergraduate curricula, it is probable that the requirements of modern society will call for an extension of our slowly developing graduate program. As this program was introduced to serve industry, so will it be expanded to meet the growing needs of modern business for scientists, researchers and informed managers. Simultaneously, it must satisfy the increasingly critical needs of our society for enlightened and effective human services. It is inevitable that new developments in industry, in social and health services, and in the professions will require continuing modification and enlargement of our existing graduate programs in the years ahead.

Because the material and human resources required for graduate study are great, it is neither desirable nor practicable for Wilkes to expand its graduate offerings in isolation — nor is it necessary for the College to act in isolation. The College is already involved in cooperative arrangements with Temple and Lehigh, and it is anticipated that a continuation of this cooperation will enable the College to introduce specialized graduate programs earlier than would be possible were we to operate independently. Cooperative arrangements can also assure better instruction with greater economy.

## THE FACULTY

The faculty must be enlarged to keep pace with the growth of the student body, and every effort must be made to improve its personal and professional competence.

It is anticipated that the proportion of Ph.D.'s will increase from the present 45 per cent to approximately 60 per cent by 1975. This proposal to increase the percentage of Ph.D.'s does not suggest that there will be less interest in attracting and keeping faculty members whose first commitment is to the student. It is rather based upon the recognition that professional preparation and competence are essential to effective teaching.

To obtain the type of faculty that can exert a stimulating and creative influence upon students, it will be necessary to select faculty members who are professionally competent and who also are committed to teaching. This, of course, will require a dedication and loyalty that some persons claim cannot be obtained in today's world. Our experience up to this time indicates, however, that many qualified teachers still seek positions in institutions that are committed

to teaching and which conceive of teaching as requiring a commitment to the student. They recognize that the student is the reason for teaching and for the existence of the College.

This personal commitment does not mean that research, independent study and writing will not be encouraged. It does mean that faculty will be chosen who are interested in independent work but who also recognize that subject matter is the means by which they hope to arouse and stimulate the interests and creative energies of students.

It is also essential, if we are to sustain our free institutions in an open society, that indoctrination and cynicism be avoided. To maintain any measure of freedom and to sustain intellectual curiosity and critical inquiry, faculty members must encourage and respect differences of opinion among their students. Any faculty member — and there are an increasing number today — who seeks to impose his ideas and his values upon students, fails to recognize that the purpose of education in a free society is to encourage independence of judgment, a consideration of varied and conflicting ideas, and the habit of critically evaluating all ideas, ideologies and theories.

It is likely that faculty members possessing these qualities will also bring perspective to their specialties and breadth of vision to their teaching. In a day when research and burgeoning knowledge require some specialization, it is essential that interdisciplinary relationships be developed so that the interdependence of all knowledge is acknowledged.

Recognizing that education is designed to encourage personal growth, it will be our intent to cultivate within the faculty an atmosphere and influence that will encourage self-development and social responsibility.

## ENROLLMENT

The purpose of the College and its relationship with the Community will to a great extent determine the ultimate size of the enrollment.

During the past decade, enrollments have increased about 10 per cent per year. During the next decade, it is anticipated that the rate of increase will be lessened and that undergraduate enrollment may be stabilized at about 3000. This figure is suggested as sufficient to permit diversity and depth in both the undergraduate and graduate areas while simultaneously permitting a free exchange between faculty and students.

The extent of the graduate offerings will relate directly to the economy and culture of Northeastern Pennsylvania and the nation. For instance, if plans for the proposed medical center develop as now envisioned, there will be great need for graduate programs in the health and physical sciences.



If new technological industries are attracted in greater numbers, the needs in the sciences will be equalled by needs in business administration and the social sciences. And, as the complexity of our society increases, its health and even its survival may depend upon our ability to cultivate broader vision and deeper understanding. To cultivate this essential vision and understanding, the humanities and the social sciences must sharpen man's awareness of human and social values.

It is suggested that by 1983 we should plan to accommodate an undergraduate enrollment of about 3000 and a graduate enrollment of approximately 775. If these figures are accepted as reasonable goals, it will be necessary to formulate plans for attaining and sustaining such enrollments. We must recognize, however, that their attainment will be determined not only by the vigor of the College but by regional, national and world-wide conditions.

## STUDENT INVOLVEMENT

No age group is more directly affected by the pace of change than college students. We know that they reach physical maturity earlier than previous generations, but their assumption of responsibility is delayed by economic and social requirements which prolong their education and their dependency. In the long run, this delay in assuming responsibility may be fruitful to the individual but denial of early responsibility creates restlessness and sometimes a sense of frustration. In addition, our students are aware of the uncertainties resulting from the headlong pace of technical change and the consequent changes in our personal and social lives. They sense that old values no longer guide us and long-accepted morals no longer seem relevant. Many parents give more attention to business and social affairs than to their children, and frequent moves from place to place loosen the family ties and create a sense of rootlessness. In addition, the professions and occupations change so rapidly that students prepare for a chosen vocation with some doubt that their preparation will be relevant, and even with some doubt that their chosen careers will be open to them.

All of these factors influence the college student in varying degrees, and all of them combine to increase the expectations of students. These expectations confront college faculties with new demands and require a continuing evaluation and consideration of all programs. Because of increased uncertainty and rejection of long-accepted patterns of behavior, close cooperation between students, faculty and administrators is essential if a sense of alienation and frustration is to be avoided. This cooperation can be expected only where there is a sense of common purpose and mutual involvement.

There has been some recognition of the need for increased student involvement and responsibility,

but the means for encouraging such involvement have not been fully developed. Although Student Governments and Inter-Dormitory Councils have assumed increased responsibility for student affairs, the communication between these groups and the faculty and administration has not been as effective as is needed. To increase the liaison of students, faculty and administration, a Student Life Committee has been formed. Its purpose is to encourage a free interchange of ideas. This has helped but it has not been as effective as it should be because a two-way flow of ideas has not been maintained. Students are also members of all faculty committees except for the Committee on Academic Freedom. Their vote carries as much weight as the vote of a faculty member, and their opinions are sought and respected.

These cooperative programs have been adopted to encourage student involvement in and responsibility for the governance of the College. The opportunities for involvement will increase as students demonstrate their readiness to assume increased responsibility. All should recognize, however, that this sharing of responsibility does not lessen by one iota the responsibilities of the Trustees, Faculty and Administration. They can share their responsibilities with students, but they bear the ultimate responsibility for the strength and development of the College. As has been remarked by the head of one of our great corporations, "In assigning responsibility to others, I lose none of my own responsibility for the operation of this company."

To meet the changing influences of our time, it is essential that programs be developed which encourage cooperation, involvement and mutual trust. The cultivation of confidence and mutual trust are perhaps the greatest challenges confronting the College in the midst of radical change.

## FACILITIES

It is impossible to continue the development of the College without adequate educational facilities. It is necessary therefore, in planning for educational development, to also plan for the enlargement and modernization of our educational facilities. The facilities for which we can now foresee a need are listed below with an estimate of their costs:

### TEAM TEACHING AND LEARNING BUILDING.

The first requirement is completion of the Team Teaching and Learning Center.

We are now fairly well assured of \$3,000,000 for the construction of this building, but it will be necessary to raise very promptly an additional sum. Start of construction by December 1971 was mandatory to avoid forfeiture of \$741,000 in federal funds.

It is urgent, therefore, that we raise an additional \$1,500,000 to \$2,000,000 as promptly as possible.

**GYMNASIUM.** The present overcrowding of our gymnasium and the growing need for an enlarged physical education plant necessitate the construction of such facilities as soon as money is available. It is estimated that this addition will cost \$600,000.

**DORMITORIES.** With the continuing increase of enrollment, additional dormitory expansion will be necessary. It is anticipated that dormitories will be constructed in the area bounded by West South, South River and South Franklin Streets, and Diver Lane. In the immediate future, newly-acquired houses can be used as dormitories but, ultimately, it will be necessary for the College to construct new dormitories in this area.

Were funds now available, immediate construction would not be possible as the College does not now own the land needed for such buildings. To complete plans for construction of the dormitories, a number of contiguous properties must first be acquired through separate negotiations. A conservative figure for the construction of dormitories is \$3,000,000.

**LAND.** To complete our long-range plans, some three dozen properties must be acquired in the area zoned for College development by the City Planning Commission. This area is bounded by West Northampton, South Franklin, West Ross, West River, South and South River Streets. On the basis of present real estate valuations, \$750,000 may be required for this purpose.

**CLASSROOM FACILITIES.** Although none of us wish to think of moving out of the first block of South River Street, the present zoning plans call for this move. It is essential, therefore, that we plan for the construction of a classroom building which will house the departments of social and political science and business administration. A conservative figure for this building is approximately \$6,000,000.

**EQUIPMENT AND REFURBISHING.** To equip and refurbish existing and newly-acquired buildings, and to provide for planned programs, it is estimated that approximately \$500,000 may be needed.

## ENDOWMENT

The stability of an independent college in this period of crisis and change will depend not only upon

the annual contributions of its friends but upon the character of its endowment. It is proposed, therefore, that a consistent attempt be made to attain the following endowments by the time the College observes its 50th anniversary in 1983:

**ENDOWED CHAIRS.** Compensation of the faculty is the most significant item in the College budget. It is the faculty that determines the character of Wilkes and their support must always be our primary goal. In addition to their teaching, these men and women must create the climate that will stimulate and sustain those intangible influences that encourage and challenge students to strive for continuing improvement.

Only by providing adequate compensation can Wilkes hope to attract and retain a faculty of high quality. To attain this goal, endowed professorships are most desirable. These endowed chairs will bring and hold men of ability who will, in turn, attract others of comparable ability. For this purpose, we suggest the endowment of 6 chairs at \$400,000 each. This will total \$2,400,000.

**UNDERGRADUATE SCHOLARSHIPS.** To provide educational opportunities for able students, Wilkes must be prepared to assist ambitious and able students of limited means.

As a private, independent institution with no operational funds provided by the Commonwealth, Wilkes, of necessity, must raise tuition and other charges as costs increase. If the College is to maintain its "policy of equal opportunity," there must be a substantial increase in scholarships beyond the funds obtained from the Annual Appeal.

To assure the education of able students, regardless of their economic condition, a number of endowed scholarships are required. Today these endowed scholarships approximate \$550,000. It is suggested that these endowments should be increased to \$2,000,000 as early as possible. To gain this goal, an additional \$1,500,000 will be required.

**GRADUATE SCHOLARSHIPS.** As Wilkes College enlarges its program of graduate studies, it is inevitable that many of these men and women will require graduate fellowships. At present, the College does not have adequate resources to assist graduate students. It is desirable, therefore, that funds for the support of graduate fellowships be attained. To support these fellowships, an endowment of \$1,000,000 will be necessary.



**LIBRARY.** At the opening of the 1966 Library Campaign, Miss Annette Evans, trustee, stated, "A library is a collection of books, but it is also a place to house them. The one must be worthy of the other for a library is the heart of a college. It is the center of learning. It is the storehouse from which good comes from the mind and spirit."

New educational programs, which increasingly emphasize independent study, and our expanding graduate and professional programs require a steady and substantial expansion of reference materials. To provide these materials, an endowment fund which will provide urgently needed funds and which will permit long-range planning is needed. **For this, we should seek an increase of \$600,000 in endowment.**

These requirements may seem formidable but they can be attained if we maintain the "Forward Thrust" of the 1960's.

### SUMMARY OF FINANCIAL NEEDS

1970 - 1983

PHASE I: 1970 - 1973	\$ 4,500,000
	to
The Team Teaching Center .....	\$ 5,250,000
PHASE II: 1974 - 1980	
Gymnasium .....	\$ 600,000
Dormitories .....	3,000,000
Land .....	750,000
Classroom Facilities .....	6,000,000
Equipment and Refurbishing .....	500,000
	\$10,850,000
PHASE III: 1981 - 1983	
Endowed Chairs .....	\$2,400,000
Undergraduate Scholarships .....	1,500,000
Graduate Scholarships .....	1,000,000
Library .....	600,000
	\$ 5,500,000
TOTAL -- 1970 - 1983 .....	\$21,600,000

### GOVERNMENT RELATIONS

Prior to World War II, the independent colleges of the nation were little concerned by the actions of

local, state and federal governments. Within the last decade, their concern has grown as they at last learned that "the power to tax is the power to destroy."

The ever-continuing increase in taxes leaves people with a smaller portion of their income to be used for education; and the constant increase in tax funds given to public colleges subsidizes the education of some while increasing the differential in tuition charged by the public and private institutions. This growing difference in tuition encourages and sometimes forces students to enter the less costly college. And finally, local governments now propose to add to this differential by imposing taxes upon institutions that now receive no tax support.

If the present tax trends continue, the independent colleges will be forced to close or to become public institutions. If we value the preservation of the independent status of our College, we must justify our independent status to public officials. We must seek their protection of our independence, and we must continually seek their support of scholarships, special grants, loans and tax exemption. Without a continuing program of information, the ever-changing body of public officials will fail to recognize the share of education that is borne by private institutions.

### ALUMNI INVOLVEMENT

The character and achievements of alumni are the best measure of the success attained by a college. And most important of all is the involvement of the alumni in the plans of the college. In a very real sense the future of the College rests with them.

Because Wilkes College has never properly organized its alumni activities, plans are now being formulated to develop an

**Alumni Council** to advise the Chancellor and the President of the College,

**Alumni Chapters** which will provide a means for continuing communications between the College and the alumni.

**Activities and Seminars** which will bring to the College the experience and wisdom of its graduates and encourage their cooperation in the development of long-range plans.

It is anticipated that through this program cooperation may be developed and interest of the Alumni, which heretofore has been untapped, may be used to strengthen the College.

## STATISTICAL TABLES AND PROJECTED GROWTH 1953-1983

Paid Applications for Admission

Enrollments

Tangible Assets

Summary

Wilkes College

Office of Development

October 1970



PAID APPLICATIONS FOR ADMISSION  
1960 - 1970

PROJECTIONS  
1970 - 1983

Fiscal Year	Undergraduate	Graduate	Total
1960-61	1,417	No Record	1,417
1961	1,376	" "	1,376
1962	1,291	" "	1,291
1963	1,845	" "	1,845
1964	2,014	" "	2,014
1965	2,226	" "	2,226
1966	2,261	" "	2,261
1967	2,261	" "	2,261
1968	2,474	" "	2,474
1969-70	2,616	569	3,185

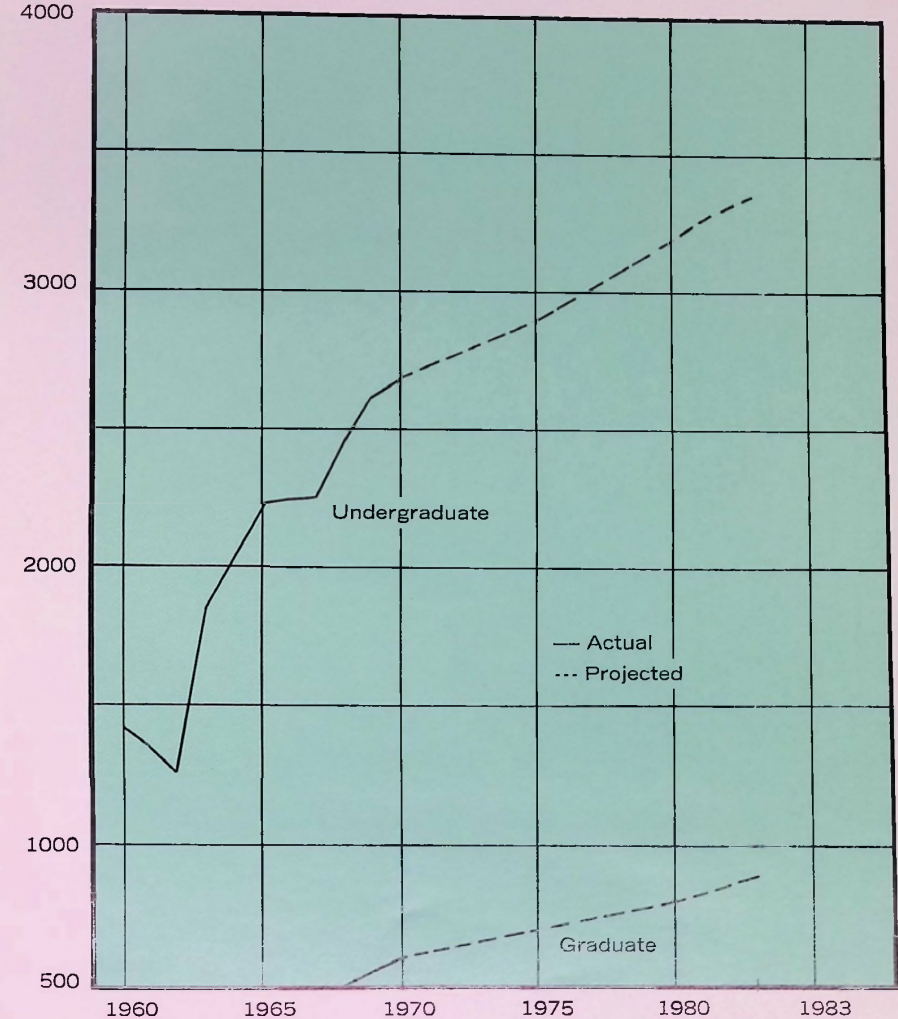
PROJECTIONS

1970-71	2,600	550	3,150
1975-76	2,700	600	3,300
1980-81	2,800	650	3,450
1982-83	3,000	700	3,700

PAID APPLICATIONS FOR ADMISSION  
1960 - 1970

PROJECTIONS  
1970 - 1983

Applications  
4000





# ENROLLMENTS & PROJECTIONS 1957 - 1983

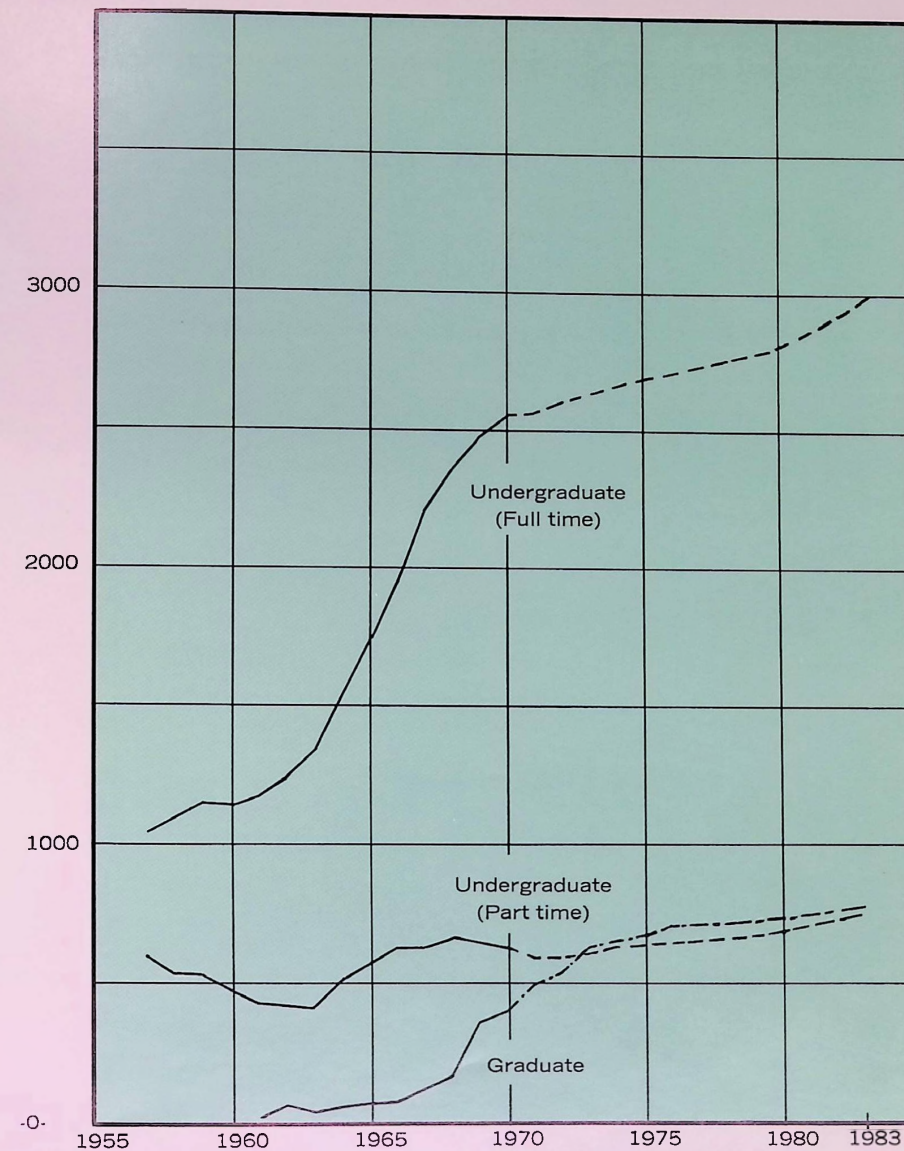
YEAR (October)	UNDERGRADUATES		GRADUATES			
	Full time	Part time	Temple	Lehigh*	Wilkes	Total
1957	1039	600		Not		
1958	1099	530				
1959	1146	526		Available		
1960	1137	486			17	17
1961	1171	420			17	83
1962	1234	414	66		20	46
1963	1330	405	26		23	67
1964	1544	507	44		35	90
1965	1722	578	55		33	90
1966	1967	621	57		36	110
1967	2202	621	61	13	47	166
1968	2368	682	54	65	349	378
1969	2470	652	29		382	401
1970	2556	620	19			
PROJECTIONS						
1971	2575	600	20	C	480	500
1972	2600	600	25	o	525	550
1973	2625	610	25	p	600	625
1974	2650	625	25	e	625	650
1975	2680	630	25	r	650	675
1976	2700	650	30	a	675	705
1977	2720	660	30	t	675	705
1978	2750	675	30	i	680	710
1979	2780	690	30	v	690	720
1980	2800	700	30	e	700	730
1981	2825	715	35	P	710	745
1982	2860	725	40	l	720	760
1983	3000	750	50	a	725	775
				n		

\* Lehigh offers courses prior to approval of Wilkes' courses by the State.

Projections: The projections are conservatively estimated. If regional needs justify further growth, the College will prepare to satisfy regional needs.

## ENROLLMENTS & PROJECTIONS — 1957 - 1983

Enrollments





# GROWTH OF TANGIBLE ASSETS

1960 - 1970

## PROJECTIONS

1970 - 1983

Year (June)	Value of Assets	Annual Gain
1960	\$ 6,436,753	\$ 594,071
1961	6,888,221	451,468
1962	7,547,778	659,557
1963	9,267,658	1,719,880
1964	10,447,638	1,179,980
1965	11,158,740	711,102
1966	13,919,124	2,760,384
1967	16,540,965	2,621,841
1968	18,045,962	1,504,997
1969	18,811,050	765,088
1970	20,264,867	1,453,817

## PROJECTIONS

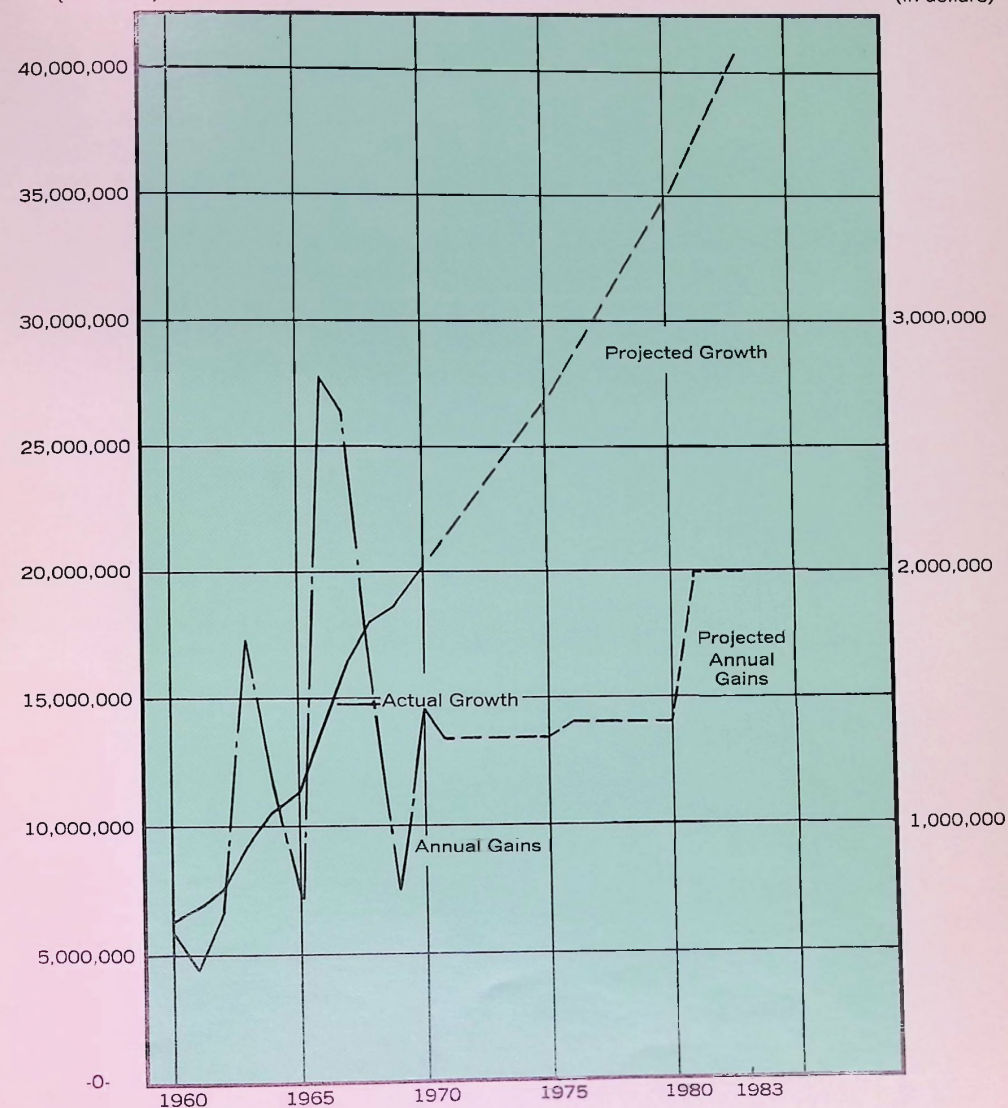
1975	\$27,000,000	\$1,347,000
1980	35,000,000	1,400,000
1983	41,000,000	2,000,000

# GROWTH OF TANGIBLE ASSETS — 1960 - 1970

## PROJECTIONS — 1970 - 1983

Value of Assets  
(in dollars)

Annual Gains  
(in dollars)





FACTS REVEALING TRENDS AND DEVELOPMENT  
1940 - 1965 by five-year intervals  
1965 - 1970 Annual

YEAR	ENROLLMENT			TANGIBLE	APPLICATIONS FOR ADMISSIONS		FACULTY	
	Undergraduate	Graduate	Part Time	ASSETS	Paid Deposits — July 1 - June 30		Ph.D.'s	Total
					Undergraduate	Graduate		
1940-41	206	—	171	159,000				
1945	240	—	83	451,000				
1950	757	—	1,072	2,273,000	528			
1955-56	873	—	666	2,779,477	695			
1960-61	1,137	17	486	6,436,753	1,417		25	85
1965-66	1,967	90	621	13,919,124	2,226		35	104
1966-67	2,202	110	621	16,540,965	2,261		35	125
1967-68	2,368	160	682	18,045,962	2,261		43	136
1968-69	2,470	378	652	18,811,050	2,474		55	164
1969-70	2,556	401	620	20,264,867	2,616	569	64	168
1970-71							68	176

### Chancellor's Comment on 'Special Report'

By EUGENE S. FARLEY, Chancellor

Although Wilkes College has maintained a balanced budget and has not been disturbed by violent confrontations, we cannot hope to escape public reaction to acts of violence. To date, we have escaped violence because of the stability and loyalty of experienced faculty members and because of the steadying influence exerted by student leaders.

The College may also have been spared from violence by the purposes which motivate our efforts. Since its beginning, in the midst of the great depression, Wilkes has been committed to a program that will prepare its students to assume a constructive role in our society. Simultaneously, it has endeavored to participate in all efforts which are designed to improve the economy and culture of the geographic region of which it is a part.

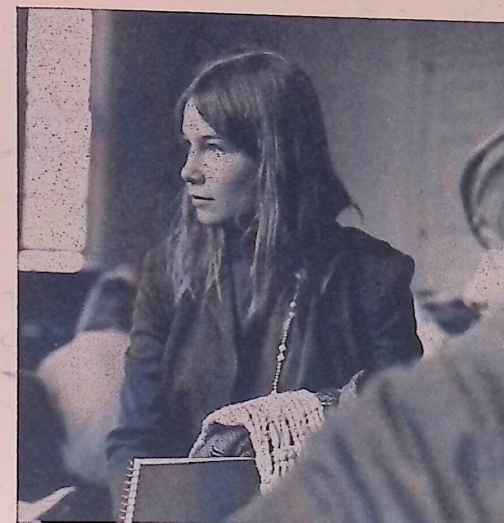
To assure the continued vigor of its efforts, the Trustees, Administration, Faculty and Students have recently considered and approved long-range plans to guide our present and future efforts to improve the College.

With the united efforts of friends and all members of the College Family, we believe we can attain the goals that have been set for 1983, the 50th anniversary of the College.

Those who have been with the College since its beginning have known doubt and have resolved seemingly insurmountable difficulties. The same qualities of dedication and loyalty that have sustained us in earlier periods of stress can sustain us in this crisis.

We are now preparing for a greater future even as we plan for the resolution of our immediate problems. We trust that our plans and efforts will merit your support.

With your continued support, we believe that the current crisis in higher education may become one more opportunity for increased service at Wilkes.



Five years ago the idea would have been absurd. Today it is an urgently relevant question . . . one that is uppermost in the minds of campus officials. For institutions that depend upon public confidence and support for their financial welfare, their freedom, and their continued existence, it is perhaps the *ultimate* question:

## Are Americans Losing Faith in their Colleges?

A SPECIAL REPORT



# Dear President X:

I AM WRITING TO EXPLAIN my resignation from the Alumni Schools Committee and the regional committee of the Capital Campaign.

I can no longer make a meaningful contribution to these programs. To be effective, I must be totally committed. Unfortunately, as a result of changes at Z University over the past few years, I can no longer conscientiously recommend the university to students and parents. And I cannot with enthusiasm ask my fellow alumni to make financial contributions when I personally have decided to withhold my support.

Like many alumni and alumnae, I have been increasingly concerned over the manner in which the university has permitted the student body to take over the "running of the store." Even worse, our colleges and universities seem willing to have them take over the country. I am not anti-youth, but I do not believe that there is something magical about being 18 or 20 years old that gives students all the correct answers and an inherent right to impose their views about everything on the rest of us. The faculty has clearly demonstrated that it is unwilling or unable to exercise moral leadership and, indeed, has often guided the students into actions that are irresponsible at best and dangerous at worst.

The university, it seems, is easily intimidated by the students into supporting strikes, canceling classes, disregarding academic standards, and repressing individuals and groups who speak for the so-called "establishment." By failing to take a stand and to discipline those who violate campus rules, you have encouraged an atmosphere in which laws, traditions, and basic moral values are held in contempt by growing numbers of our young people.

I fear for the existence of Z University as a forum for the free discussion of ideas. A great chorus of anti-establishment rhetoric has issued from a vocal left-wing group on the campus, supported by ultra-liberals on the faculty. I am afraid the university has abandoned its role of educator, to become a champion of partisan politics. And this bodes ill for our democratic society.

All of this may sound like the rantings of a hard-hat conservative. But it is the measure of the situation on the campus that one who has always been rather liberal politically can sound like a reactionary when he takes issue with the radical students of today.

Sincerely,  
Alumnus Y

# Dear Alumnus Y:

I AM VERY SORRY to lose the services and support of an alumnus who has worked so hard and so successfully for Z University. I am equally sorry that you seem to have lost confidence in the university. An institution of higher education depends on its alumni and alumnae for understanding and support even in the quiet times. In troubled days like these, there is nowhere else to turn.

I won't try to persuade you to accept any assignment or even to continue your financial support. But I do feel compelled to comment on your loss of faith in the university.

Your concern obviously centers on such perplexing and basic questions as the rights and responsibilities of students and faculty, the problems of campus governance, and the danger of politicizing the university. We certainly share your concerns. It is tempting to long for the good old days when problems

were not so complex. But in fact these are serious problems to which there are no easy answers. We wrestle with them every day.

You are certainly right to be worried about the existence of this university (and all campuses) as a forum for the free discussion of ideas. There are many who would use the American college or university in a political struggle to advance their own political ideas. Even well-meaning students would do so, because they do not understand the dangers of such action. Those of us charged with the responsibility must fight with all our wit and strength to prevent that from happening.

I do not think we can win by using force or repression. Rather, we must continue to work with students to convince them that their efforts to politicize the university can destroy it, and this would be terribly costly to society as a whole. When and if the line must be drawn, then we will draw it and deal with the consequences. But we will do everything we can to avoid actions that will limit our options and bring about the violence and polarization that have crippled some great institutions.

It is clear to me that the colleges and universities in America are, to a very considerable degree, reflecting the problems and divisions of the larger society. That can be unpleasant and painful, but it is in some ways a proper and very useful role for a college or university to play.

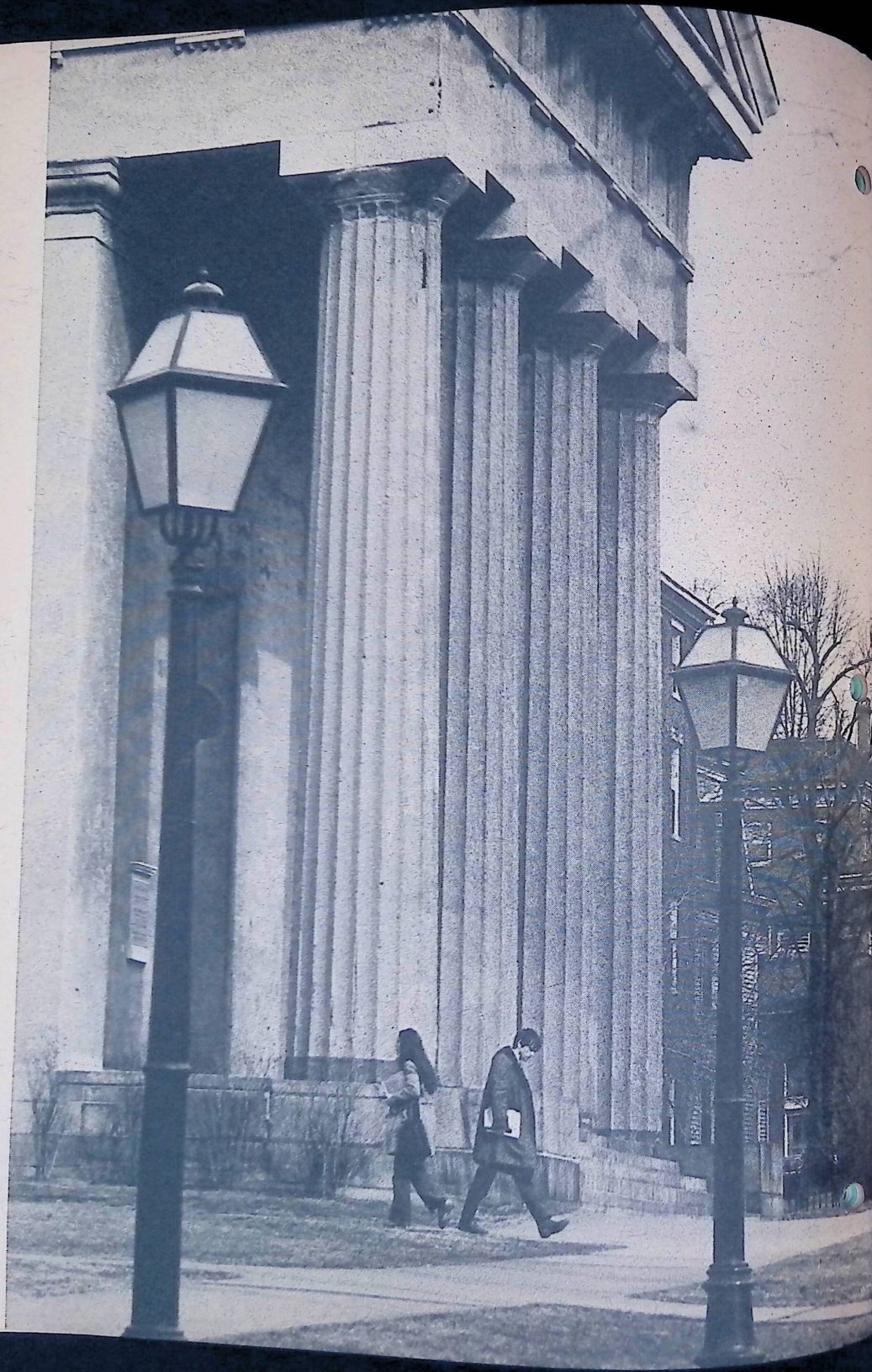
Consider, if you will, society's other institutions. Can you think of any that are not in similar turmoil? The church, the public schools, the courts, the city halls, the political parties, the family—all of these institutions are also feeling the profound pressures of change, and all are struggling to adapt to problems and needs that no society has ever faced before. If we as citizens and members of these institutions respond simply by withdrawing from them or repudiating them, then I fear not only for the future of our institutions but for the future of our nation. Disraeli once said, "Individuals may form communities, but only institutions can make a nation."

THIS UNIVERSITY IS INDEED INVOLVED in the controversy which engulfs America and from which progress and constructive change will one day come. Our students and faculty are indeed concerned and vocal about the rights of their fellow citizens, about the war, about the environment, about the values of our society. If it were otherwise, our alumni and alumnae would certainly be justified in refusing to support us.

Very simply, Mr. Y, the current generation of young people will one day run this nation. They are here and cannot be traded in for a quieter, more polite, more docile group. Nor should anyone want to trade them in. This university cannot abandon them, or isolate them, or reject them. Our mission is to work with these young people, to sensitize them, humanize them, educate them, liberate them from their ignorances and prejudices. We owe that to the students, but even more to the country and to our alumni and alumnae. The course is uncharted, to be sure; it will be uncomfortable at times and somewhat hazardous in spots; but it is the only course a great university can follow.

I'm sorry you won't be on board. Sincerely,  
President X





**T**HE LETTERS on the preceding two pages typify a problem of growing seriousness for U.S. colleges and universities: More and more Americans—alumni, parents, politicians, and the general public—are dissatisfied with the way things have been going on the nation's campuses.

"For the first time in history," says Roger A. Freeman, former special assistant to President Nixon, "it appears that the profound faith of the American people in their educational institutions has been shaken, and their belief in the wisdom of our educational leaders and in the soundness of their goals or practices has turned to doubt and even to outright disapproval."

The people's faith has been shaken by many things: campus violence, student protest, permissiveness, a lack of strict discipline, politicization of the campus, the rejection of values and mores long-cherished by the larger society. Complicating the problem is a clash of life-styles between the generations which has raised a deafening static and made communication extremely difficult between students and their off-campus elders. (At one meeting not long ago, an angry alumnus turned on a student and shouted, "I just can't hear you. Your hair is in my ears.")

How many people are disenchanted, how strongly they feel, and how they will act to express their discontent is not yet clear. But there is little doubt about the feelings and actions of many political leaders at all levels of government. Vice President Spiro T. Agnew spoke for many of them:

"When one looks back across the history of the last decade—at the smoking ruins of a score of college buildings, at the outbreaks of illegal and violent protests and disorders on hundreds of college campuses, at the regular harassment and interruption and shouting down of speakers, at the totalitarian spirit evident among thousands of students and hundreds of faculty members, at the decline of genuine academic freedom to speak and teach and learn—that record hardly warrants a roaring vote of confidence in the academic community that presided over the disaster."

Many state legislators are indicating by their actions that they share the Vice President's views. Thirty-two states have passed laws to establish or tighten campus regulations against disruption and to punish student and faculty offenders and, in some cases, the institutions themselves. A number of states have added restrictive amendments to appropriations bills, thus using budget allocations as leverage to bring colleges and universities into line.

## 'The public has clearly indicated displeasure with higher education'

The chancellor of California's state college system described the trend last fall:

"When I recently asked a legislator, '... Why did the legislature take what appears to me, and to most faculty and administrators in the state college system, to be punitive action in denying [a] cost-of-living increase to professors?'—he replied, 'Because it was the public's will.'

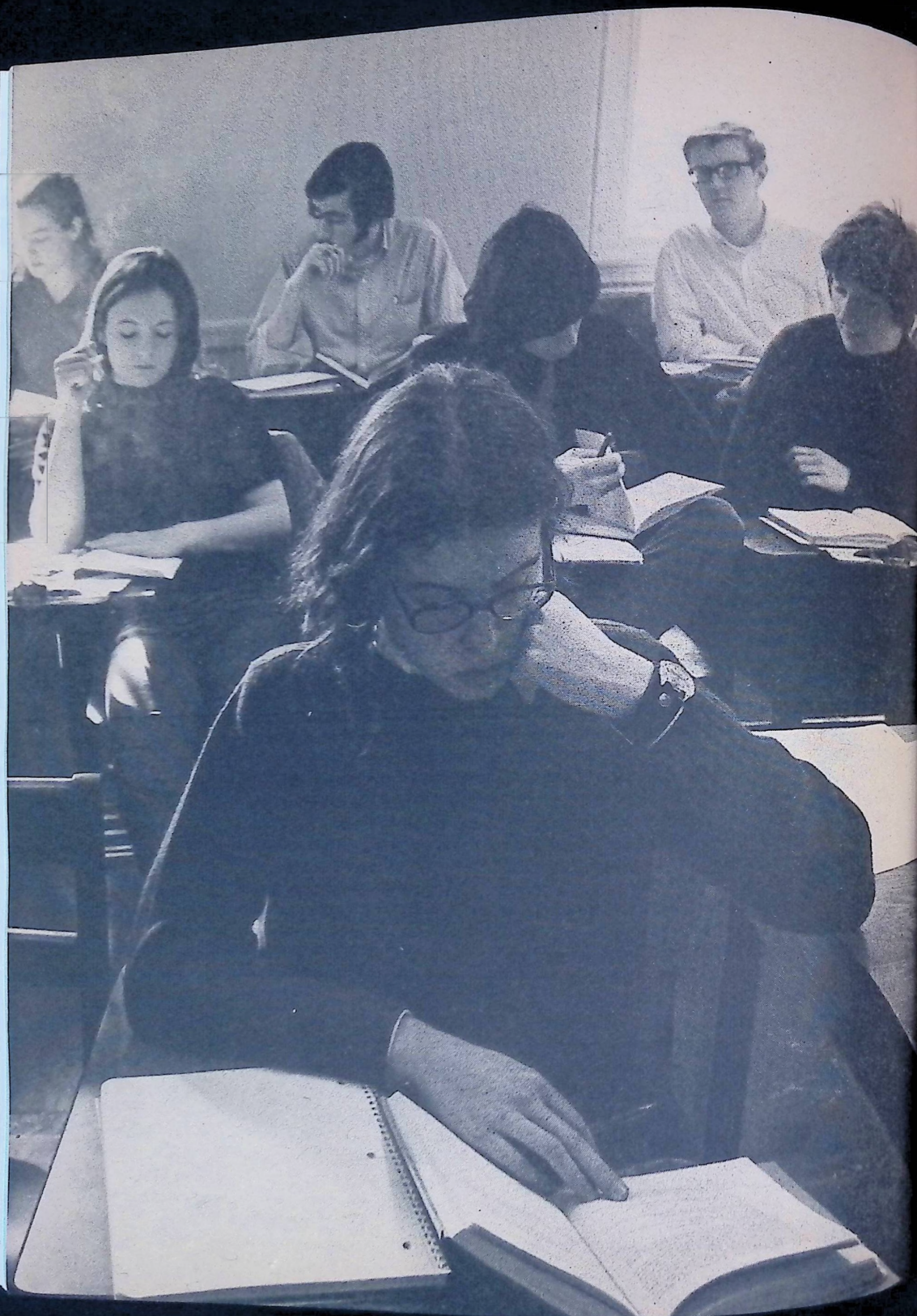
"We find ourselves confronted with a situation unlike that of any previous year. The 'public,' through the legislature, has clearly indicated displeasure with higher education. . . . We must face the fact that the public mood, as reflected in the legislature, has taken a substantial turn against higher education overall."

A similar mood prevails in Washington. Federal support of higher education has slowed. Congressmen who have been friendly to higher education in the past openly admit that they face growing resistance to their efforts to provide funds for new and existing programs. Rep. Edith Green, chairman of the House of Representatives subcommittee that has jurisdiction over bills affecting colleges and universities, observed during the last session, "It would be most unwise to try to bring to the floor this year a bill on higher education, because the climate is so unfavorable."

**I**F THIS APPARENT LOSS OF FAITH PERSISTS, America's institutions of higher education will be in deep trouble. Even *with* the full confidence of the American people, most of the nation's colleges and universities would be experiencing financial difficulties. *Without* the public's confidence, it is now evident that large numbers of those institutions simply cannot survive.

Three years ago, the editors of this report published a special article on the financial outlook of American higher education at that time. The article began: "We are facing what might easily become a crisis in the financing of American higher education." And it concluded: "Unless the American people—especially the college and university alumni—can come alive to the





reality of higher education's impending crisis, then the problems of today will become the disasters of tomorrow."

Tomorrow has arrived. And the situation is darker than we, or anyone else, anticipated—darkened by the loss of public confidence at the very time when, given the *best* of conditions, higher education would have needed the support of the American people as never before in its history.

If the financial situation was gloomy in 1968, it is desperate on most campuses today. The costs of higher education, already on the rise, have risen even faster with the surging inflation of the past several years. As a result of economic conditions and the growing reluctance of individual and organizational contributors, income is lagging even farther behind costs than before, and the budgetary deficits of three years ago are even larger and more widespread.

This situation has led to an unprecedented flood of appeals and alarms from the academic community.

► James M. Hester, president of New York University and head of a White House task force on higher education, states that "virtually every public and private institution in the country is facing severe financial pressures."

► A. R. Chamberlain, president of Colorado State University, sees financing as "the most serious problem—even more serious than student dissent—that higher education will face in the 1970's." Many state legislators are angry, and the budgets of dozens of publicly supported colleges and universities are feeling the effects of their wrath.

► The smaller and less affluent colleges—with few financial reserves to tide them over a period of public disaffection—may be in the direst straits. "We are dying unless we can get some help," the president of Lakeland College, appearing in behalf of small liberal arts institutions, told a congressional committee. He added: "A slow death as we are experiencing goes practically unnoticed. This is part of our problem; nobody will even notice until after it happens."

(Few noticed, perhaps, the demise of 21 institutions reported in the 1969-70 Office of Education Directory, or that of several others which have decided to go out of business since the directory was published.)

► Preliminary figures from a study of financial problems at the 900 member institutions of the Association of American Colleges indicate that an alarming number of colleges are going into the red. William W. Jellema, the association's research director, estimates

---

**The situation is darker  
than we—or anyone  
else—anticipated**

---

that about one-fourth of all private liberal arts colleges in the nation are now drawing on their endowments in one way or another to meet operating expenses.

► At least half of the 70 private colleges and universities in Illinois are operating at a loss. A special commission created to study their fiscal problems warned that deficits "threaten the solvency, the quality, the vitality—even the survival—of some institutions." The lieutenant governor of Illinois predicts that one-third of the nation's private colleges may go out of existence by the end of the decade, unless state governments provide financial assistance.

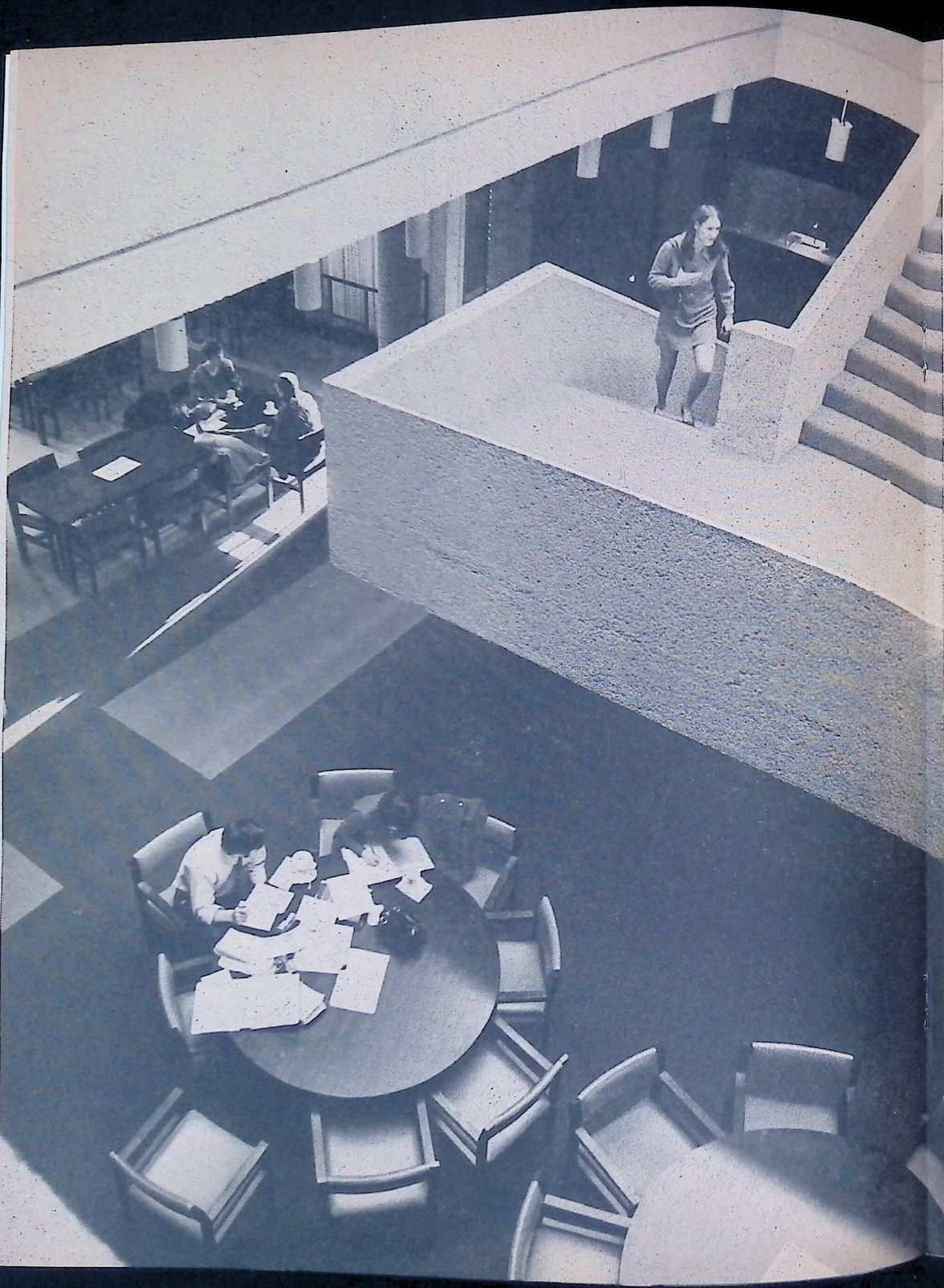
► Predominantly black colleges and universities are feeling the pinch. The former president of one such institution put the problem in these terms: "If all the black students at Harvard, M.I.T., Brandeis, and the main campus of the University of Virginia were suddenly to drop out of college, there would be headlines all over the country. But the number of black students who will drop out of my school this year is equal to the number of black students at those four schools, and nothing will be said about it. We could keep most of them for another \$500 apiece, but we don't have it."

Even the "rich" institutions are in trouble. At Yale University, President Kingman Brewster noted that if the present shrinkage of funds were to continue for another year, Yale "would either have to abandon the quality of what we are doing, or abandon great discernible areas of activity, or abandon the effort to be accessible on the merits of talent, not of wealth, or of race, or of inheritance." As the current academic year began, Yale announced that its projected deficit might well be larger than anticipated and therefore a freeze on hiring would be in effect until further notice—no new positions and no replacements for vacancies. The rest of the Ivy League faces similar problems.

**R**ETRENCHMENT has become a household word in campus administrative offices and board rooms everywhere. It is heard at every type of college and university—large and small, public and

Photographs by Erich Hartmann, Magnum





private—and in every part of the country. For example:

- One morning several months ago, the trustees of a member-institution of the prestigious Association of American Universities spent several hours discussing the eventual necessity of scaling down to a small-college operation.

- Saint Louis University has closed its school of dentistry and is phasing out its school of engineering.

- Tufts University has eliminated its school of theology.

- Case Western Reserve University has terminated its graduate physical therapy program.

- A large university in the South has been forced to phase out six Ph.D. programs.

- Huston-Tillotson College has cut back on its athletic program, reduced the number of course offerings, and eliminated several faculty positions.

- Reed College has taken steps to cut the size of its student body and to raise the student-faculty ratio.

- A high-priced nuclear reactor at an Eastern state university stands idle for lack of research support and operational funds.

The Rev. Theodore M. Hesburgh, president of the University of Notre Dame, sums it up this way: "In the 25 years that I have been associated with the university . . . I can think of no period more difficult than the present. Never before has the university taken on more tasks, and been asked to undertake many more, while the sources of support, both public and private, both moral and financial, seem to be drying up."

**T**HE FINANCIAL SITUATION is nowhere more urgent than in the medical schools. Forty-three of the country's 107 medical schools are in such severe financial straits that they are getting "disaster grants" from the federal government this year.

Dr. John Cooper, president of the Association of American Medical Colleges, warns that "the whole financial structure of our medical schools is gravely threatened." He blames cuts in federal funding (which provides more than 50 per cent of many medical school budgets) as well as inflation and reductions in Medicaid to hospitals.

Cutbacks in federal programs have also begun to erode the quality and effectiveness of academic science. Prominent scientists, who are not given to overdramatizing the facts, have issued urgent warnings.

Jerome Wiesner, provost of M.I.T. and former Presidential science adviser, said: "Cutbacks now in scientific research may cost the nation its leadership in

science and technology, and its economic well-being in the decades ahead."

Teams of scientists and technicians, painstakingly organized over the years, are now being scattered. Training and educational programs that provided the country with scientific manpower are faltering, and some have been forced to shut down.

Phillip Handler, president of the National Academy of Sciences, has said: "Our national apparatus for the conduct of research and scholarship is not yet dismantled, but it is falling into shambles." The universities are the backbone of that apparatus. When support of the universities weakens, science weakens.

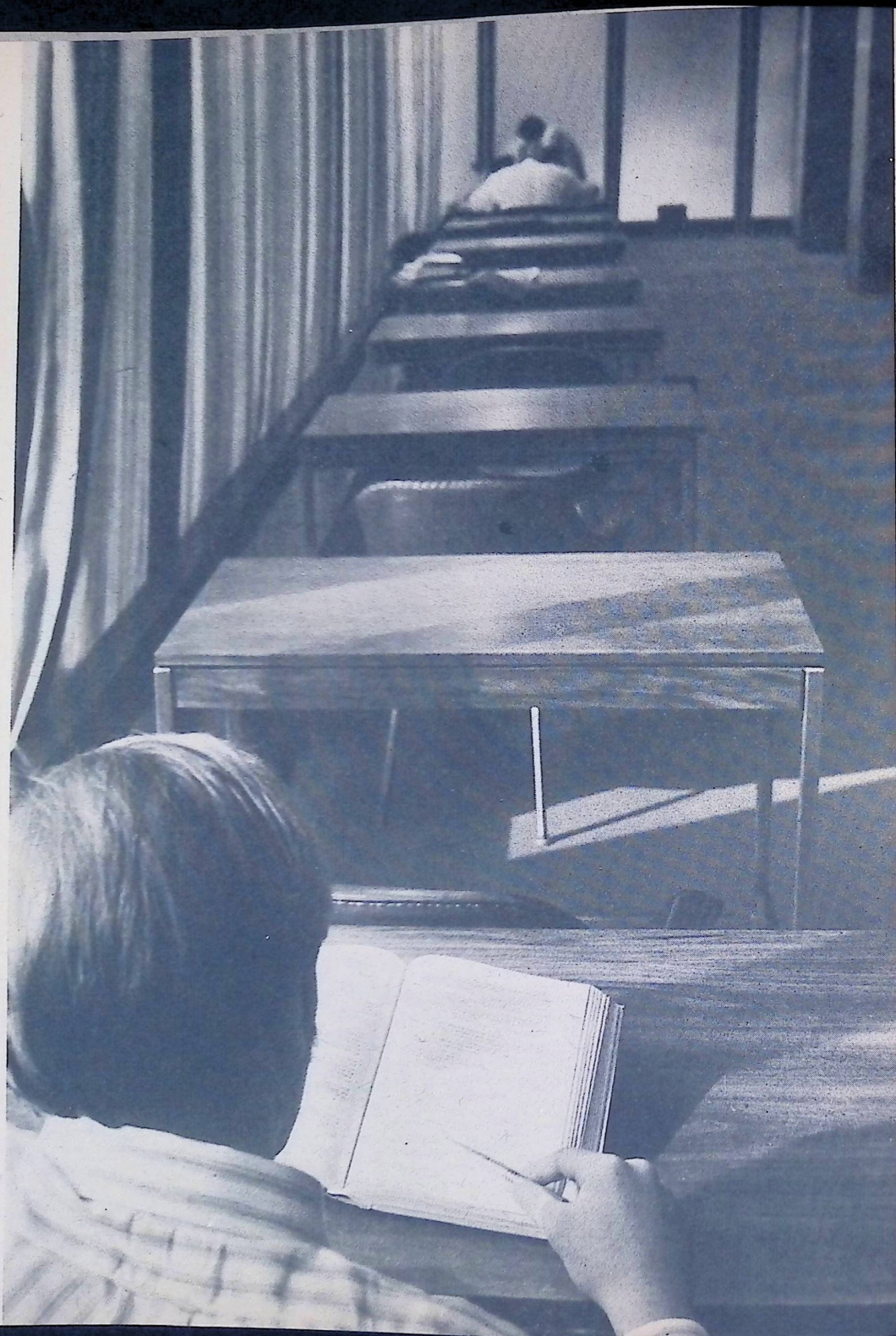
**W**HAT ALL THIS ADDS UP TO is a crisis of unprecedented proportions for higher education—"the greatest financial crisis it has ever had," in the words of Clark Kerr, chairman of the authoritative Carnegie Commission on Higher Education.

Dr. Kerr's commission recently determined that two in every three U.S. colleges and universities were facing financial "hard times." Some 540 institutions, the commission estimated, were already "in financial difficulty"; another 1,000 were found to be "headed for financial trouble."

"Serious enough to be called a depression," was the estimate of Earl F. Cheit, professor of business administration at the University of California, who studied higher education institutions of all types for the Carnegie Commission and concluded that almost all colleges and universities eventually may be in financial difficulty. (In the course of his study, Mr. Cheit found that most college presidents believed that the loss of public confidence in higher education was, in large measure, at the root of much of the trouble.)

**A**LARMS about higher education's financial plight have been raised regularly over the years, simply because financial hardship has always been a fact of life for colleges and universities. In the past, the warnings and admonitions have produced at least enough response to provide some monetary relief and to forestall disaster. But the problem has grown steadily worse in recent years, and educators are pessimistic about the federal government's, or the state legislatures', or the alumni's coming to the rescue this time. In fact, the turmoil on the campuses and the growing antagonism toward the academic community could result in the situation becoming even worse.





The basic fiscal problem of colleges and universities is rather simple. They are nonprofit institutions which depend for their income on tuition and fees, interest on endowment, private gifts, and government grants. Tuition and fees do not cover the cost of education, particularly of graduate education, so the difference must be made up from the other sources. For private institutions, that means endowment income and gifts and grants. For state institutions, it generally means legislative appropriations, with relatively small amounts coming from endowment or private gifts.

In recent years, both costs and income have gone up, but the former have risen considerably faster than the latter. The widening gap between income and expenditures would have been enough in itself to bring colleges and universities to the brink of financial crisis. Reductions in funding, particularly by the government, have pushed the institutions over the brink.

Federal support for higher education multiplied nearly fivefold from 1960 to 1971, but the rate has slackened sharply in the past three years. And the future is not very promising. The president of a Washington-based educational association said bluntly: "In Washington, there is a singular lack of enthusiasm for supporting higher education generally or private higher education in particular."

Highly placed Administration officials have pointed out that colleges and universities have received a great deal of federal money, but that the nation has many urgent problems and other high priorities that are competing for the tax dollar. It cannot be assumed, they add, that higher education will continue to receive such a substantial share of federal aid.

Recent actions make the point even more dramatically:

- The number of federally supported first-year graduate fellowships will be nearly 62 per cent lower in 1971-72 than in 1967-68.

- The National Science Foundation has announced that it will not continue to make grants for campus computer operations. The foundation reports that—when inflation is considered—federal funds for research at colleges and universities declined 11 per cent between fiscal 1967 and 1970.

- The Higher Education Facilities Act of 1963, which helped to pay for much of the construction on campuses during the past seven years, is being phased out. In 1967 the outlay was \$700-million; last year President Nixon requested no funds for construction. Instead he proposed an interest subsidy to prompt insti-

---

**The golden age:**  
"we have discovered that it  
was only gold-plated"

---

tutions to borrow construction money from private sources. But a survey of state higher education commissions indicated that in most states fewer than 25 per cent of the institutions could borrow money on reasonable repayment terms in today's financial market. Six states reported that none of their private institutions could borrow money on reasonable terms.

- The federal government froze direct loans for academic facilities in 1968. On June 30, 1969, the Office of Education had \$223-million in applications for loans not approved and \$582-million in grants not approved. Since then only \$70-million has been made available for construction.

- The National Aeronautics and Space Administration has reduced its obligations to universities from \$130-million in 1969 to \$80-million in 1971.

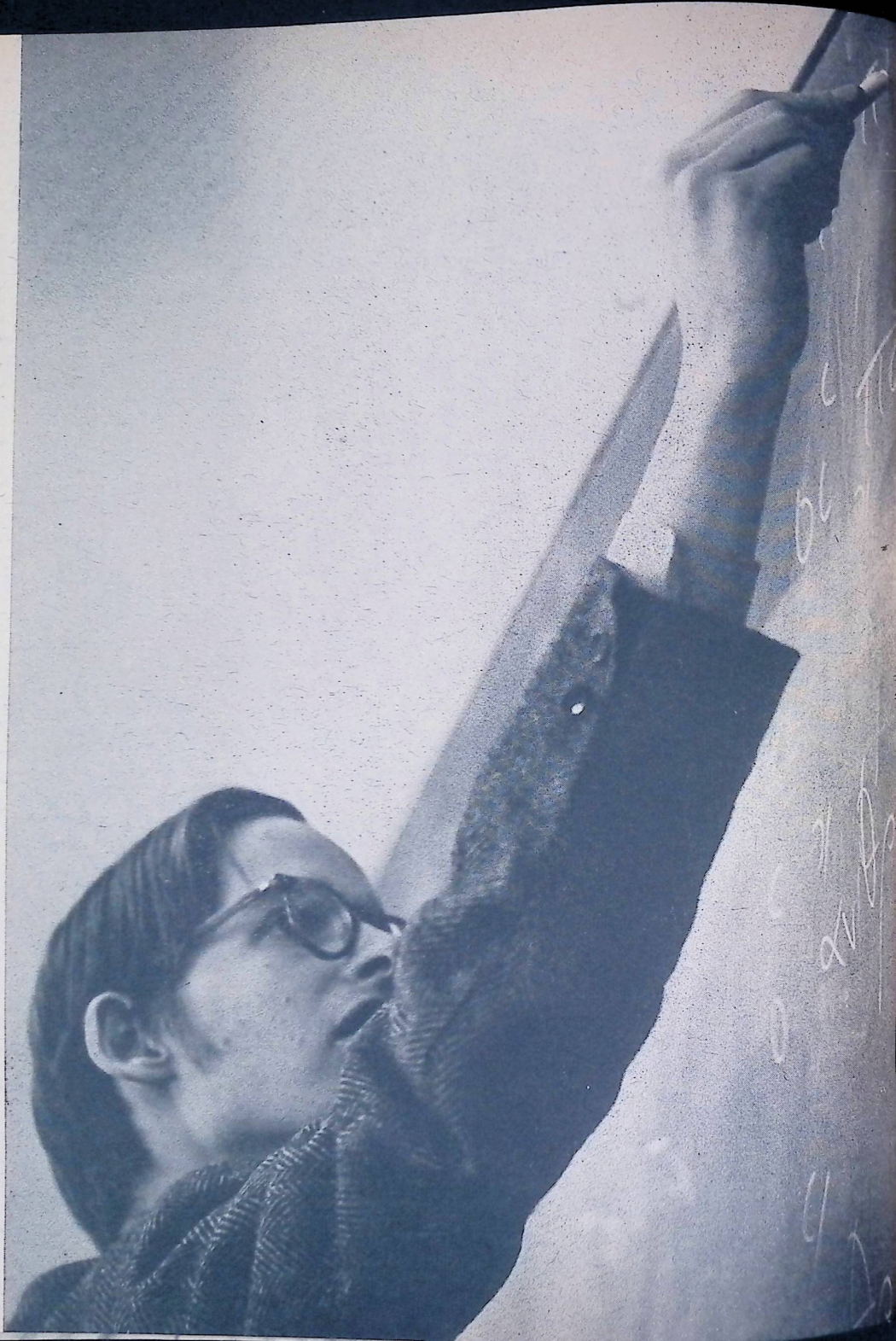
"Losing federal support," says a university research scientist, "is almost worse than never having received it." Since much of higher education's expansion during the '60's was financed with federal funds, the withdrawal of federal assistance leaves the institutions with huge commitments and insufficient resources to meet them—commitments to faculty, to students, to programs.

The provost of a university in the Northeast notes wistfully: "A decade ago, we thought we were entering a golden age for higher education. Now we have discovered that it was only gold-plated."

**M**UCH THE SAME can be said about state funds for public higher education. The 50 states appropriated \$7-billion for 1970-71, nearly \$1-billion more than in any previous year and five times as much as in 1959-60. But a great part of this increase went for new facilities and new institutions to accommodate expanding enrollments, rather than for support of existing institutions that were struggling to maintain their regular programs. Since public institutions are not permitted to operate with fiscal deficits, the danger is that they will be forced to operate with quality deficits.

"Austerity operations are becoming a fact of life for





a growing number of institutions," says the National Association of State Universities and Land-Grant Colleges.

Many public institutions found their budgets cut this year or their requests for capital funds denied or reduced. Colorado State University's capital construction request for this year was cut from \$11.4-million to \$2.6-million in the face of projected enrollment increases of 3,600 juniors and seniors.

As state support has started to level off, public institutions have begun to raise tuition—a move that many feel is contrary to the basic philosophy of public higher education. The University of California is imposing a tuition charge for the first time in its history. The University of Illinois has boosted tuition by 60 per cent. Between 1959 and 1969, tuition and required fees doubled at public institutions.

Tuition in public institutions still does not approach tuition in private colleges and universities, which is now nearing \$3,000 in many places. At these levels, private institutions are having increasing difficulty attracting applicants from middle-income families. Many small liberal arts colleges, which depend on tuition for as much as 80 per cent of their income, are losing students to less expensive public institutions. Consequently, many smaller private colleges reported vacancies in their entering classes last fall—an indication that they may be pricing themselves out of the market.

Private giving is not likely to take up the slack; quite the contrary. The tax reform laws, recent declines in corporate profits, pressures to redirect resources to such pressing problems as environmental pollution, and the mounting unrest on the campuses have all combined to slow the pace of private giving to colleges and universities.

The Commission on Foundations and Private Philanthropy concluded that "private giving is simply not keeping pace with the needs of charitable organizations." The commission predicted a multibillion-dollar deficit in these organizations by 1975.

Colleges and universities have been working harder in their fund-raising efforts to overcome the effects of campus unrest and an ailing economy. Generally, they have been holding the line. An Associated Press survey of some 100 colleges throughout the country showed that most schools were meeting fund-drive goals—including some which experienced serious student disruption. Although the dollar amount of contributions has risen somewhat at most schools, the number of contributors has declined.

---

## The consequences may go well beyond the campuses

---

"That is the scary part of it," commented one development officer. "We can always call on good friends for the few big gifts we need to reach the annual goal, but attrition in the number of donors will cause serious problems over the long run."

**A**LL OF THIS quite obviously bodes ill for our colleges and universities. Some of them may have to close their doors. Others will have to retrench—a painful process that can wipe out quality gains that have taken years to accomplish. Students may find themselves paying more and getting less, and faculty may find themselves working harder and earning less. In short, a continuation of the fiscal crisis can do serious damage to the entire higher educational establishment.

But the negative consequences will go well beyond the campus. "What happens to American higher education will ultimately happen to America," in the words of one observer. Examples:

► Much of the nation's technological progress has been solidly based on the scientific effort of the universities. To the degree that the universities are weakened, the country's scientific advancement will be slowed.

► The United States needs 50,000 more medical doctors and 150,000 more medical technicians right now. Yet the cutback in federal funds is leading to retrenchment in medical schools, and some 17 are threatened with closing.

► For two decades U.S. presidents and Congress have been proclaiming as a national goal the education of every young person to the limit of his ability. Some 8.5-million students are now enrolled in our colleges and universities, with 12-million projected by 1980. The Carnegie Commission on Higher Education recommends the creation of between 230 and 280 new community colleges in the next decade and an additional 50 urban four-year colleges to serve metropolitan areas. Yet federal programs to aid in campus construction are being phased out, states are cutting back on





capital expenditures, student aid programs are being reduced, and colleges are being forced to close their doors.

► Governmental rulings are now clearly directed to integrating black Americans into the larger society and creating equal educational opportunities for them and for the nation's poor. Many colleges and universities have enlisted in that cause and have been recruiting minority-group students. This is a costly venture, for the poor require almost complete scholarship support in order to matriculate in a college. Now, the shortage of funds is hampering the effort.

► An emergent national goal in the 1970's will be the cleaning of the environment and the restoration of the country's urban centers as safe, healthy, and sane places to live. With this in mind, the National Science Foundation has shifted the emphasis in some of its major programs toward the environmental and social sciences. But institutions which face major retrenchment to offset growing deficits will be seriously constrained in their efforts to help solve these pressing social problems.

"The tragedy," says the president of a large state university, "is that the society is rejecting us when we need it most—and I might add when it most needs us."

**T**HE PUBLIC'S loss of confidence in the colleges and universities threatens not only their financial welfare, but their freedom as well. Sensing the public's growing dissatisfaction with the campuses, state legislators and federal officials have been taking actions which strike directly at the autonomy and independence of the nation's educational institutions.

Trustees and regents have also begun to tighten controls on colleges and universities. A number of presidents have been fired, frequently for not dealing more harshly with student and faculty disrupters.

"We are in a crossfire," a university president points out. "Radical students and faculty are trying to capture our universities, and they are willing to destroy our freedom in the effort. Authorities, on the other hand, would sacrifice our freedom and autonomy to get at the radicals."

The dilemma for college and university officials is a particularly painful one. If they do not find effective ways to deal with the radicals—to halt campus violence and resist efforts to politicize the institutions—outside forces will exert more and more control. On the other hand, if administrators yield to outside pressures

---

## Alumni who understand can help to restore the public confidence

---

and crack down on radicals, they are likely to radicalize moderate students and damage academic freedom and individual rights in the process.

McGeorge Bundy, president of the Ford Foundation, summed it up this way:

"To the degree that violence subsides and the university community as such is kept separate from political conflict, the danger of attack upon the freedom of the university from the outside will be reduced. No institution which depends upon society for its resources will be allowed—as an institution—to choose sides in the general contests of the democratic process, and violence by the privileged is an uncommonly unpopular phenomenon. If it be true, as I believe, that both politics and violence must be restrained in the academic world for reasons that are intrinsic to the nature of the university, it is also true that when violence spreads and the university is politicized, society as a whole turns hostile—and in a prolonged contest with society as a whole, the university is not a likely winner."

Freedom would be the first casualty—the freedom to teach, the freedom to learn, the freedom to dissent, and the freedom of the academy to govern itself. Truth, objectivity, vitality, and knowledge would fall victim in quick succession. Were this to happen, society as a whole would suffer, for autonomous colleges and universities are indispensable to society's own self-renewal, its own cultural and intellectual advancement, and its own material well-being.

Samuel Gould, former chancellor of the State University of New York, once told his legislature something that is especially relevant today: "A society that cannot trust its universities," he said, "cannot trust itself."

**"T**HE CRISIS on American campuses has no parallel in the history of this nation. It has its roots in divisions of American society as deep as any since the Civil War. The divisions are reflected in violent acts and harsh rhetoric and in the enmity of those Americans who see themselves



as occupying opposing camps. Campus unrest reflects and increases a more profound crisis in the nation as a whole."

Thus did the President's Commission on Campus Unrest begin its somber "call to the American people" last fall. Only greater tolerance and greater understanding on the part of all citizens, the commission declared, can heal the divisions.

If a major disaster for higher education and for society is to be averted, moderate Americans in every segment of society must make their voices heard and their influence felt. That effort must begin on the campuses, for the primary responsibility to increase understanding lies with the academic community.

Polls and studies have made it abundantly clear that the overwhelming majority of faculty members, students, and administrators are moderate people who reject violence as a means of changing either society or the university. These people have been largely silent and inactive; in the vacuum they have left, an impassioned and committed minority has sought to impose its views on the university and the society. The moderate majority must begin to use its collective power to re-establish the campus as a place of reason and free expression where violence will not be tolerated and harsh rhetoric is scorned.

The majority must also rethink and restate—clearly and forcefully—the purpose of our colleges and universities. It has become clear in recent years that too few Americans—both on and off the campus—understand the nature of colleges and universities, how they function, how they are governed, why they must be centers for criticism and controversy, and why they must always be free.

Only such a moderate consensus will be effective in restraining and neutralizing extremists at either end of the political spectrum. The goal is not to stifle dissent or resist reform. Rather, the goal is to preserve colleges and universities as institutions where peaceful dissent

and orderly change can flourish. Violence in the name of reform inevitably results in either repression or a new orthodoxy.

Polls and studies show that most alumni are also moderate people, that they support most of the campus reform that has occurred in recent years, that they share many of the concerns over social problems expressed by activist students, and that they sympathize with college officials in their difficult task of preserving freedom and order on the campus.

"What is surprising," notes a college alumni relations officer, "is not that some alumni are withdrawing their support, but that so many have continued to support us right through the crises and the turmoil." He went on to point out that only one of four alumni and alumnae, on the average, contributes to his or her alma mater. "Wouldn't it be something," he mused, "if the ones we never hear from rallied round us now." Wouldn't it indeed!

Alumni and alumnae, by virtue of their own educational experience and their relationship to colleges and universities, have a special role to play in helping to restore public confidence in higher education. They can make a special effort to inform themselves and to understand, and they can share their information and understanding with their fellow citizens. Too many Americans, influenced by mass-media coverage which invariably focuses on the turmoil, are ready to believe the worst about higher education, are willing to sanction the punishment of all colleges and universities in order to retaliate against the disruptive minority. Too many Americans have already forgotten the great positive contributions that colleges and universities have made to this nation during the past three decades. Here is where the alumni and alumnae can make a contribution as important as a monetary gift. They can seek to cool passions and to restore perspective. They can challenge and correct misinformation and misconceptions. They can restore the public confidence.

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 persons listed below, the trustees of EDITORIAL PROJECTS FOR EDUCATION, INC., a nonprofit organization informally associated with the American Alumni Council. The trustees, it should be noted, act in this capacity for themselves and not for their institutions, and not all the editors necessarily agree with all the points in this report. All rights reserved; no part may be reproduced without express permission. Printed in U.S.A. Trustees: DENTON BEAL, C. W. Post Center; DAVID A. BURR, the University of Oklahoma; MARALYN O. GILLESPIE, Swarthmore College; CORBIN GWALTNEY, Editorial Projects for

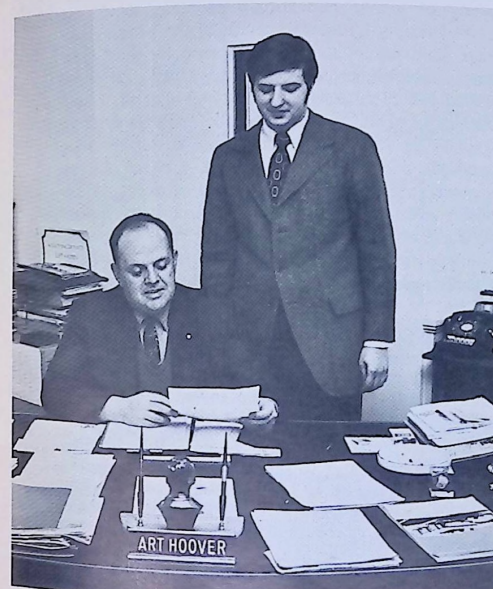
Education; CHARLES M. HELMKEN, American Alumni Council; GEORGE C. KELLER, State University of New York; JACK R. MA-GUIRE, the University of Texas; JOHN I. MATTILL, Massachusetts Institute of Technology; KEN METZLER, the University of Oregon; JOHN W. PATON, Wesleyan University; ROBERT B. RENNEBOHM, the University of Wisconsin Foundation; ROBERT M. RHODES, the University of Pennsylvania; STANLEY SAPLIN; VERNE A. STADTMAN, Carnegie Commission on Higher Education; FREDERIC A. STOTT, Phillips Academy (Andover); FRANK J. TATE, the Ohio State University; CHARLES E. WIDMAYER, Dartmouth College; DOROTHY F. WILLIAMS, Simmons College; RONALD A. WOLK, Brown University; ELIZABETH BOND WOOD, Sweet Briar College; CHESLEY WORTHINGTON.

## ALUMNI SPRING WEEKEND MAY 14-15-16

A large turnout is anticipated for the Annual Spring Weekend, which the Wilkes College Alumni Association will sponsor on May 14, 15, 16 as a climax to one of the most successful years of active participation in the organization's history.

Art Hoover, college alumni affairs director, has expressed the feeling that the association will continue to move forward with the same enthusiasm and desire for strength that was displayed during last Fall's extremely successful Homecoming.

The affair will open on Friday evening and conclude on Sunday morning with activities planned for the Center for the Performing Arts, various sites on the campus, the athletic field and the Hotel Sterling.



College Alumni Director Art Hoover (seated) goes over plans for Alumni Spring Weekend with Chairman Chuck Petrillo.

Highlighting the three-day affair will be the luncheon on Saturday with Philadelphia District Attorney Arlen Specter as the main speaker and the dinner that evening at which special tribute will be paid to the Classes of 1936-41-46-51-56-61-66.

Opening the festivities will be a varied program of music, art and theater on Friday evening at 8 in the Center for the Performing Arts. This will be followed at 9:30 by a Get-Together Party at the Hotel Sterling.

Saturday morning will be taken up initially with early registration in the CPA. This will be followed by a welcome from C. Florie Petrillo, Class of 1966, who is chairman of the affair; and remarks by Thomas J. Moran, Class of 1949, who is national president of the Alumni Association.

Brief reports on selected subjects listed in the accompanying program of events will be made by Dr. Francis J. Michelini, president of Wilkes College; Chancellor Eugene S. Farley, Atty. Joseph Savitz, John P. Whitby, Richard Raspen, Dr. Ralph Rozelle, George F. Ralston, John G. Reese, James Moss, Dr. Benjamin Fiester and Dr. David Leach.

Registration cards and information on the Spring Weekend will be received by all alumni. A large turnout is expected from out-of-town chapters which have been reporting rapid increases in strength.

### Spring Weekend Program

FRIDAY		
8:00 p.m.	Musical and Dramatic Presentations	CPA
9:30 p.m.	Get-Together Party	Hotel Sterling
SATURDAY		
8:30 a.m.	Registration	CPA
	(Coffee and donuts in the Rehearsal Room)	
9:15 a.m.	Welcome and Opening	F. Charles Petrillo, Chairman
	Remarks	Thomas J. Moran, Natl. Alumni President
Briefings and Reports		
PRESIDENT'S OFFICE	Dr. Francis J. Michelini	Can The Independent College Survive the 1970's?
CHANCELLOR'S OFFICE	Dr. Eugene S. Farley	Forecast For Action: Wilkes College To 1983
TRUSTEES OFFICE	(To be announced)	The Role of the Trustees in the 1970's
ADMISSIONS OFFICE	Dean John P. Whitby	Student Bodies: Quality or Quantity?
FINANCIAL AID OFFICE	Richard Raspen	Brother, Can You Spare A College Education?
GRADUATE STUDIES OFFICE	Dr. Ralph Rozelle	Wilkes College: Graduate or Undergraduate Institution?
DEANS' OFFICE	Dean George Ralston	Drugs, Open Housing, Sex and Games Students Play
ATHLETIC DIRECTOR'S OFFICE	John Reese	Scholarships and Athletics at Wilkes: Fact or Fiction?
STUDENT GOVERNMENT	Dean James Moss	How Much Student Involvement?
10:45 a.m.	Coffee Break	
11:15 a.m.	Academic Divisions Report	
	Science & Mathematics	Dr. Ralph B. Rozelle
	Social Studies	Dr. David Leach
	Humanities	Dr. Benjamin Fiester
12:30 p.m.	Luncheon	Hotel Sterling
	Speaker	Arlen Specter, Esq. District Attorney, Philadelphia
2:00 p.m.	Alumni Baseball Game	Athletic Field
	Lacrosse (Wilkes vs. Kutztown)	Ralston Field
	Tennis (Wilkes vs. Albright)	Ralston Field
6:30 p.m.	Cocktail Party	Hotel Sterling
7:30 p.m.	Dinner (All Alumni)	Hotel Sterling
9:00 p.m.	Cabaret-Style Dance	Hotel Sterling
SUNDAY		
11:00 a.m. to 1:00 p.m.	Coffee and Donuts	Commons



## The National Scene

A redistribution of campus power may be taking place: faculty autonomy erodes ... the states want 'accountability'

■ **Power Struggle:** The recent years of campus turbulence have witnessed an intense competition for control and influence in American higher education. Now some observers of the academic scene think a major redistribution of power may be taking place within it. Two trends seem to stand out:

—The traditional autonomy of the college and university faculty shows signs of erosion.

—The public, through its elected officials, wants a greater say about what goes on in the institutions.

At the state level, for example, education officials report that legislators have become increasingly interested in campus "accountability"—a concept that implies closer supervision by the legislatures over how the colleges spend their state appropriations. In addition, bills have been proposed in at least five states to limit or re-examine faculty tenure at state institutions.

The erosion of faculty autonomy has been tied most prominently to the role of some faculty members in campus protests and political activities. One university administrator thinks that faculties have lost much of their credibility with the public because of a reluctance to make "hard decisions" during campus crises. Another analyst, however, puts most of the blame on external forces, especially lawmakers with a penchant for intruding hastily and punitively in campus affairs.

What is the significance of these developments for colleges and universities? To preserve their independence, they may have to change the ways they govern themselves. That is the conclusion of the Carnegie Commission on Higher Education, which has pleaded with the campuses to recognize that many of them are "in a new situation." The old informal consensus won't work any more, the commission says, and the institutions must adopt a more formal approach to discipline that takes account of the rights and responsibilities of all their members at the same time.

■ **Deferred Tuition:** A plan that someday could revolutionize the financing of colleges and universities will be started experimentally at Yale University next fall. Yale's plan, variations of which have been discussed for years, would enable students to postpone part of their tuition by pledging to pay back a fixed portion of their future annual income for up to 35 years. Many other institutions are looking into that kind of arrangement. Duke University, for example, will try

something like the Yale plan next fall on a limited basis. The Ford Foundation has begun a \$500,000 study of whether a broader test should be made at different institutions. And the governor of Ohio has proposed that students at senior public colleges there agree to repay out of future earnings the state's subsidy for their higher education.

The ideas are highly controversial. Proponents talk about making it easier for financially pressed colleges to charge higher fees. But the chief critics, leaders of public higher education, warn against shifting too great a share of education's costs from society to the student.

■ **Sweeping Change?** A federally initiated task force has disputed the "conventional wisdom" that many of higher education's problems could be solved simply by an expansion of the present system. In a report strongly endorsed by the Secretary of Health, Education, and Welfare, the panel called for an entirely new kind of system. It said colleges and universities should break away from "nearly universal" organizational forms, teaching methods, and faculty preparation. A panel of leading scholars recently made the same point, saying that academic people needed to do a better job of scrutinizing themselves. Don't try to do the same thing in the same way, said the panel, known as the Assembly on University Goals and Governance.

■ **In Brief:** Junior college officials are worried about a sharp jump in the number of students who want to enroll in their institutions. "It's a fallacy that we'll be able to handle them all," says one prominent administrator . . .

College placement directors have told prospective June graduates to seek jobs aggressively. Surveys of employers and colleges disclosed about a 20-per-cent drop in companies' recruiting activities on the campuses . . .

Two major programs for offering college degrees for off-campus study are being developed in New York State. The board of regents will award degrees on the basis of tests and the state university will set up a non-residential college. Interest in such activities is at a high point among academic planners.

Many colleges and universities have strengthened security operations in the face of a rise in crime on campus, particularly theft. Expansion of the campus police force is common, and several institutions are using trained student-policemen.

# President Michellini Responds To Women's Visitation Requests

After giving long and considerate thought following consultation with members of the Administration, Dr. Francis J. Michellini, president of Wilkes College, rejected a proposal that male guests be allowed visitation beyond the privileges already enjoyed in the lounge areas of the women's dormitories.

President Michelini conveyed his decision in a letter to three students, who represented a group advocating wider visitation privileges, and then reaffirmed it before a meeting of students held for the specific purpose of discussing the matter.

In his letter denying the request for visitation privileges, Dr. Michelini wrote:

"To: Susan M. Flannery  
Carol S. Husa  
Randall B. Kolins

"From: Francis Michelini

"Date: March 10, 1971

"This letter is in response to your request to reconsider the action of the Dean's Council regarding visitation by male guests in the rooms of female students beyond the privileges already enjoyed in the lounge areas of these dormitories.

"A great deal of time and thought has been given to this proposal by every member of the administration. I have also been aided in arriving at my decision by the letters written by students and the reasons they have given for and against such revision of our present dormitory policies.

"After considering all responses, I must communicate to you my rejection of the proposed change. I do not disagree with the need to view students as people, question the need for developing social maturity, or disregard your wishes for privacy as presented in your proposal. Such objectives of the educational enterprise, however, should not be exaggerated to become specious or self-serving arguments. The college is aware of its responsibility to assist in your personal growth in all the areas mentioned. We recognize that we are not only engaged in teaching subject matter but that we are also engaged in teaching people and human values. The advancement of learning is not a value that exists in a vacuum, and part of our responsibility is to define the character of our college and the conduct most conducive to the realization of these values. To argue, as your letter implies, that without the practice of open visitation in dormitories your stated objectives cannot be met, is untenable. We cannot feel obliged to consider your request to the exclusion of all other concerns in the communal environment of dormitory living.

"Parents differ in judgments relative to the conduct that will bring happiness and a constructive life to their children. Institutions, as well, differ in their approach to the experience that will ultimately produce a young man or woman of judgment and maturity. We feel a commitment to those parents who specifically chose Wilkes College as an institution providing an environment suitable for their daughters' living. This trust cannot be unilaterally breached. Recent discussions with parents of prospective freshman girls leave no doubt that living restrictions are, in fact, a significant factor in the choice of college.



"People at all stages of their lives are obliged to live within certain limits whether they are children responsible to their parents, students responsible to the college, or citizens responsible to societal law. As these relationships change, responsibility in fact increases. Parental values change, institutional values change, and societal values change. We do not question this, but we do have a responsibility to determine the nature and pace of this change as it affects our institution and its students. An unwise course of action tends to become irreversible, and our concern is that such changes, when they occur in our dormitory situations, will truly be productive in developing both socially and academically sound young men and women.

"In the weeks ahead, I will be reviewing, with our Deans of Women, each of the concerns expressed in your communication relative to the desired privacy for study and social exchange. I feel that our women's dorms and lounges can be remodeled, to some degree, to provide the environment desired.

"In conclusion, I wish to thank everyone who has expressed an opinion to me, and reiterate my respect for the sincerity of the concerns which prompted the proposal. I hope you, in turn, will respect the sincerity of our concerns as the administrative personnel responsible for the college's supervision."



## CAMPUS HAPPENINGS . . .

It was election time on campus since you last heard from the Alumni Office. Selected to head classes for next year are: Sophomore — Carole Lowande; Junior — Joel Fischman; and Senior — Mark Paikin. George Pagliaro was elected as president of the Inter-Dormitory Council and Howard Tune was picked as the president of Student Government.

. . .

The Wilkes College campus will go on the air — FM, that is — in September following approval by the FCC of a license for the school to construct an educational radio station. An Ad Hoc committee has been set up by President Francis J. Michelini and headed by James Berg and Dr. Harold Cox.

. . .

Wilkes College is currently not one of the independent colleges in Pennsylvania which is operating at a deficit, according to President Michelini, who commented on the rather bleak report released by the Commission for Independent Colleges and Universities of Pennsylvania. The Wilkes president said the college has constantly operated so as to avoid excessive drains upon its resources in attempts to keep the costs to students as low as possible.

. . .

A capacity crowd turned out at the Center for the Performing Arts to hear a daytime address by the Rev. James Groppi, militant civil rights priest, who spoke on "Civil Rights and Human Rights — The Movement Today."

. . .

Wilkes College was the regional collection point for art from Northeastern Pennsylvania which was submitted for possible showing in Pennsylvania 71 — the first state-sponsored juried exhibition in the history of the state. The event will take place from June 12 to August 15 at the William Penn Memorial Museum in Harrisburg.

. . .

The Deans' Council announced that 319 students achieved cumulative averages of 3.25 or more to place them on the Deans' List during the Fall Semester. Out

of this number, 21 students earned a perfect 4.00 average.

. . .

A group of 65 Wilkes alumni and their friends, headed by President and Mrs. Michelini, Dean of Women Jane K. Lampe and College Alumni Director Art Hoover, spent the Easter Weekend on a four-day special junket to London.

. . .

Kimon Friar, Greek scholar and lecturer, spoke at Wilkes College before a large audience in the Center for the Performing Arts. The event was under the guidance of Dr. Benjamin Fiester, chairman of the English Department. Friar lectured on "Men Are the Saviors of God, The Spiritual Odyssey of Kikos Kazantzakis," author of "Zorba the Greek."

. . .

The names of students to serve as Resident Assistants in the college's dormitories were released. Students were selected by the deans from a list of applicants who expressed a desire to handle the chores of overseeing the campus residences.

. . .

The Wilkes College Education Department announced that it will supervise a reading clinic for elementary and secondary school children beginning next October. The instructional staff is composed of experienced master Elementary School teachers who hold Pennsylvania Certification and are trained specifically in clinical techniques and applications in the Masters' Degree Program at Wilkes College.

. . .

Wilkes College has announced an increase in tuition of \$150 for the 1971-72 school year — or \$75 per semester — in response to rising costs and to bring the total tuition fee per semester to \$875. President Michelini pointed out that the increase "although considerably below the national average, was reluctantly made due to unavoidable financial conditions." No increase is contemplated at this time in the college charge of \$585 per semester for room and board.

## Dr. Farley Honored by B'nai B'rith as . . . "MAN OF THE YEAR"

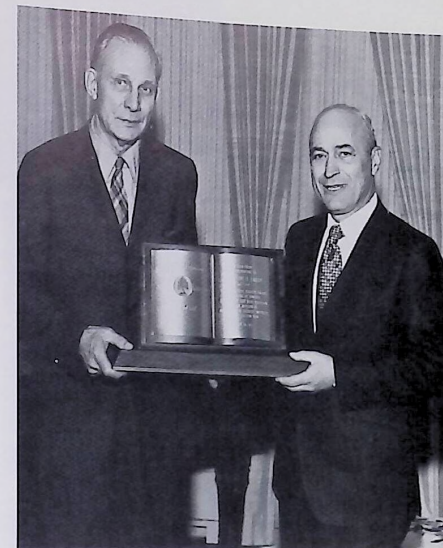
*(The following is a speech delivered by the Hon. Max Rosenn, U. S. District Judge, during the presentation of an award by B'nai B'rith to Dr. Eugene S. Farley as the "Man of the Year.")*

It is sometimes said that a speech is like a love affair. Any fool can begin one but it takes skill and willpower to bring it to an end. My assignment this evening has some characteristics and more. It is a privilege and honor for me to participate in this significant event, especially since the person we honor is one whose qualities and friendship I deeply value. You can see, therefore, that it will take skill and willpower to bring my remarks to an end within the few minutes that have been allotted to me.

This exciting, frightening and glorious 20th Century was ushered in with the birth of our Guest of Honor just several months before. Dr. and Mrs. Robert Farley, were not only wonderful parents, but they were great "Friends." As everyone knows, Quakers make mighty fine "Friends."

Until our guest of honor made his appearance on this planet, the United States was a big empty country. The 1900 census showed a total population of only 76 million. While the population of this country has multiplied almost three times during his lifetime, I do not credit all that growth to him. He made a modest contribution — two fine sons and a lovely daughter.

A bright and significant event in the early days of the depression was the award of a doctorate in the Spring of 1932 to a handsome, bright graduate student at the University of Pennsylvania. This new Doctor of Philosophy, with a winning smile, blond leonine head, large hands and big feet, had already begun to carve out a working career in education. Before he turned to the University of Pennsylvania for graduate work, he had taught for several years at the Germantown Academy. He followed this stint as a Harrison Scholar, Fellow and instructor in education, at the University of Pennsylvania. Even before he had secured his doctorate, the Newark, New Jersey Board of Education recognized his earnestness, his capabilities and talent. They made him their director of research. Here he remained for seven years. These were the seven lean years and also the seven long years in preparation for his lifetime work. Here, in 1936, Dr. Arnaud Marts, President of Bucknell University, tapped him for the awesome challenge of a lifetime.



Chancellor Eugene S. Farley, former president of Wilkes College, accepts a special award from Judge Max Rosenn, U. S. Federal Court, as the B'nai B'rith "Man of the Year."

He was the answer of the Dean of Education of the University of Pennsylvania to Dr. Marts' prayer for an energetic, brilliant educator to direct a founding junior college. The Dean told Dr. Marts that the man we honor tonight was the best graduate student he had ever had at the University. Dr. Marts called quickly and invited that bright, blue eyed young man to meet him in Wilkes-Barre.

Wilkes-Barre was a desolate, dreary and shabby place in 1936. The coal mines had been shut down in large numbers under the deadly competition of other fuels — gas, oil, electricity, imported coal. Mechanization was also taking its toll. Unemployment was widespread. Breadlines were common and the food-line at the institution district office on North Franklin Street was growing longer each day. This B'nai B'rith



Lodge opened and fully supported a highly successful employment and placement project under the leadership of Charlie Weissman. Unemployment compensation and public assistance were still unknown. People in the Valley were dispirited and numb. This was an area of unparalleled natural resources and a superabundance of wealth in its hills and in the ground. Men had been extracting its mineral wealth for many decades. But they were returning little, if any, to the Valley. Except for a small girls' school in Dallas, there were no schools of higher learning here. There were no scholarships to colleges or universities for our bright young men. Recreational facilities were at a minimum. Cultural and intellectual opportunities were blacked out. The industrial life of the community was in a straight-jacket. The future for our young people was black, indeed.

This was the dark and forbidding picture that our young educator found when he first met Dr. Marts. He lingered on in Wilkes-Barre for several days after Dr. Marts returned to Bucknell. He walked up and down the streets talking to businessmen and professional men, probing into the lifeblood and heart of the community. He found no one who expressed any hope or faith in its future. No one encouraged him to stay. Yet he stayed, because he sensed the desperate need; and his Quaker conscience would not allow him to disregard the clear call to serve.

This new administrative head of Bucknell Junior College was not only a giant in physical stature, but equally majestic in spirit and purpose. Though young, he had already earned a reputation as an educator and scholar. He had published a number of important educational articles which had established his intellectual capacities and expertise. But he was more than an educator and scholar. He was a builder and a visionary, and he too had a dream. And by his side, stood his beautiful and talented wife, Eleanor. She knew of his dream. She understood and she was steadfast and strong in her support and devotion.

And so our guest of honor commenced his fearsome task in an old building on West Northampton Street, once the site of a bankrupt business school. In only one decade, he succeeded in elevating a lowly junior college into an independent, liberal arts institution for men and women. He moved it from an old, rented building into a number of the best homes on South River Street. In a few short years he converted Wilkes from a poor tenant to one of the landed aristocracy. And he taught us how to own property without mortgages and interest payments. The student body grew steadily and as it grew, subtle changes occurred in the community.

An institution is the lengthening shadow of the man who leads it. The great and dramatic history of the growth and development of Wilkes College is a reflection of the strong and sensitive spirit of its first President — of his courage, foresight and perseverance. He denied himself and his precious family pleasures and possessions so that his institution

might grow and flourish. He denied himself and his family great opportunities that opened up elsewhere. Everyone caught up in the fire of his fervor and blazing zeal — his wife, children, faculty and friends — also made sacrifices in support of his dream. Salaries were curbed but teachers' spirits were unrestrained.

In a few short years, a little known school grew into a college of national reputation. The seeds planted painstakingly began to bear fruit. Graduates were becoming distinguished businessmen, doctors, lawyers, accountants and educators. Accredited, upgrading its curriculum and study, expanding its plants and salaries, Wilkes was also developing its responsiveness to the needs of the community. Its services and its presence were transferring a dull, dreary coal community into a bright, thriving, vibrant area. For the first time in its history, the Wyoming Valley had come to life. Major industries were seeking new sites here. The presence of the college was an important attraction. Our economy was being diversified and enriched. Cultural pursuits had overtaken the community and lifted it from the caverns and strippings onto the hills and mountains. Wilkes had attained new dimensions of excellence and with them had come new levels for the Wyoming Valley. Wilkes had developed a style, a tone and quality which was infectious. It had also become a valuable ally of the Chamber of Commerce and Industrial Fund.

Greater Wilkes-Barre in its new garb, its color, its vitality, its strength and power is a reflection of a college which has played a dominant role in transforming the character, the spirit, the hopes and future of this community. This and very much more, were the fruits of the labor, the planning, sweat and tears of our distinguished guest. When the history of Northeastern Pennsylvania is written, I am confident that the smiling countenance of our Honoree will occupy the frontispiece.

His great qualities of leadership have been acclaimed throughout the land. The Foundation for Independent Colleges of America elected him its president, as had the American Association of Junior Colleges some years before. Colleges have honored themselves by conferring honorary degrees upon him. Industry, hospitals and other institutions have claimed him for their boards. Above all, service to others — in the college, in the local community and in the broader reaches of the state and nation — was a basic element of his personal creed. He found fulfillment in life by service to his fellowman.

Having reached the impossible dream, our Guest of Honor has earned the right to rest and relaxation. Demonstrating his usual intelligence and wisdom, he has passed the mace of office to able, talented but younger hands. And he still pursues a major role as the College's first Chancellor. And he has yet another dream for this, his community. He has high hopes for a beautiful medical campus, the center of which will be a medical school proudly serving this vast and

(continued on page 29)

## Wilkes Alumni and Friends Bound for London





## Commencement At Athletic Field June 6; Author, Pulitzer Award Head To Speak.

Wilkes College will hold its 24th commencement exercise on Sunday, June 6, at 5 p.m. at Ralston Field when approximately 600 members of the Senior Class will receive diplomas in the first outdoor graduation ceremony.

Dr. Francis J. Micheline, president of the college announced that Professor John Hohenberg, administrator of the Pulitzer Prize Selection Board, author and former UN and foreign correspondent, will be the principal speaker.

Hohenberg recently returned from an extended fact-finding and teaching tour of the Far East and his latest book, "Free Press/Free People," was released earlier this month.

This year's commencement will mark two firsts inasmuch as it will be outdoors and the baccalaureate, which normally was held on the Sunday prior to Monday evening graduations, will be held on the morning of the same day this year.

The baccalaureate will take place on Sunday morning at 11 in the Wilkes College gymnasium with a speaker to be announced later by Dean George F. Ralston, chairman of the graduation committee.

Professor Hohenberg, who is a member of the faculty at the Columbia University Graduate School of Journalism, will be accorded a special honor in that he will be awarded an honorary doctorate in humane letters from Wilkes College.

The topic of his address will be "The Next 50 Years."

Besides his latest publication, which has received outstanding reviews, Hohenberg has written such books as "The Pulitzer Prize Story," "The New Front Page," "The Professional Journalist," "The News Media," "The Great Reporters and Their Times," and "Between Two Worlds."

He spent 25 years in newspaper work, holding such positions as United Press correspondent, assistant city editor of the New York Evening Post, political writer and war correspondent for the New York Evening Journal and UN and Washington correspondent for the New York Post.

Hohenberg has covered two presidential campaigns, helped reform New York State's mental hygiene laws as a result of a two-year investigation and covered United Nations affairs for five years in this country, Europe and Asia.



He was a special consultant to the Office of the Secretary of the U. S. Air Force from 1953-64, traveled as a U. S. State Department American specialist in Asia in 1963-64 during a sabbatical leave and has been the recipient of such honors as two Sigma Delta Chi Awards; a Pulitzer Traveling Scholarship and was cited as a visiting fellow, Council on Foreign Relations from 1964-65.

August and February graduates of the college will join with those who will complete their studies and qualify for degrees in May.

The days just prior to graduation are filled with social events. On Friday, June 4, at 10 a.m. there will be a rehearsal in the gymnasium, followed by a luncheon on the lawn of Chase and Kirby Halls at noon and a 6:30 p.m. dinner-dance at the Treadway Motor Inn.

On Saturday there will be the annual graduation outing at Dr. Farley's farm from noon to 4 p.m. This will climax the events prior to the Sunday baccalaureate and the awarding of degrees later in the afternoon at Ralston Field.

## S P O R T S

With the melting of the Winter snows and the advent of warmer temperature, the Wilkes Spring squads are back outdoors currently in the midst of their season schedules.

Showing the best form thus far are the baseballers of Gene Domzalski, who are off to a fast 5-1 start. It looks like a banner year for the diamondmen who must contend with an 18-game schedule.

Pitching has been one of the glowing factors as Colonel hurlers show a six game earned run average of 1.04 through 48 innings. The only loss thus far for the Wilkesmen has come at the hands of powerful defending MAC champ Upsala by a close 2-1 decision.

Ted Sokolowski, the loser in that contest, leads the pitching staff with a 1-1 record, 26 strikeouts, and an 0.86 era. in 23 total innings. Sophomore Jeff Giberson, remembered for his fall quarterback heroics, has a 2-0 record, and a 0.62 era. through 16 innings.

Although stunted by the cool weather, Wilkes bats are starting to come alive and senior Tom Higgins has emerged as the Colonels' early offensive leader with a .421

## Wilkes Diamondmen Get Off to Outstanding 5-1 Start

(8-19) batting average. The 6-0, 185-pound second baseman, who should hold nearly every Colonel career baseball record by the time he graduates in June, turned down a professional contract with the Pittsburgh Pirates last Summer.

### Tennis

Another team playing over expected par is the tennis squad which should likewise improve on their 2-2 start. Senior captain Doug Valenteen has been the most consistent performer for Coach Ron Rainey.

### Golf

Forced to play all of their early matches on the road, the Colonel Golfers are a pinch to better their present 2-4 record by seasons end. Sophomore Gerry Stankiewicz and the brother combination of Willard and Richard Berkheiser has been the big sticks in the camp of Coach Roland Schmidt.

### Lacrosse

Feeling the pangs of inexperience is the lacrosse team, which will get their baptism of fire facing a full intercollegiate schedule of nine established opponents. Co-coached by Joe Skvarla, Chuck Mattei, and Rob Harwood the stickmen are at writing 1-2.



Members of the baseball team are, left to right, first row: Joe Contento, Ted Sokolowski, Ted Yeager, John Baranowski, Mike Bergbauer, Tom Higgins, Don Lewis, Dave Kaschak. — Second row: Rich Masi, Jeff Giberson, Bob Radice, Pat Ratchford, Mike Barski, Tom Page, Frank Galicki, Ned Holmes. — Third row: Ivo Rivera, Tom Whipple, Bob Ozgar, Paul Lavelle, John Payer, Tom Casey, Marty Pobutkiewicz.



## Colonels Hold 25th Annual Dinner to Honor Outstanding Athletes

Dave Kaschak was accorded the highest athletic laurels at the college's 25th annual sports banquet held on April 16, when he was named as the Wilkes College "Athlete of the Year."

Following the line of last year's recipient Joe Zakowski, Kaschak was applauded for his contributions on the baseball and football field for which he will have earned a total of seven varsity letters before he graduates in June.

The heir to Joe Wiendl's vacant defensive position two years ago, the 5-10, 180 pound athlete performed with brilliance intercepting six passes while returning 58 punts for 483 yards.

A versatile performer, Kaschak was the Colonels placekicker for four annuums in which he booted a record 66 PAT's and nine field goals. He also assumed punting chores for the first time last fall and responded with a 38.2 average.

After sitting out his freshman baseball season, the Kingston native produced a .411 accumulation in his sophomore rookie year. Going into the current campaign Kaschak holds a lifetime .351 average and is regarded as one of the top all-around catchers to ever wear the blue and gold colors.

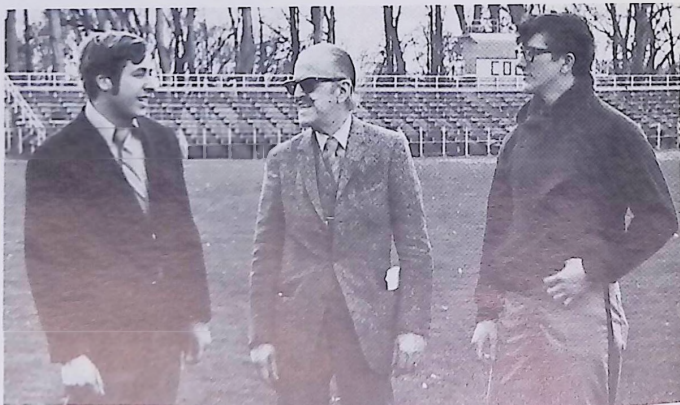
Complimenting Kaschak on the female side of the dias for "Athlete of the Year" honors was senior Sandy Bloomberg, marking the third straight year that she has swept honors.

The "Joe Gallagher Memorial Award," presented annually to the football player who most embodies team spirit, loyalty, faithfulness and drive was presented to last years team co-captain Harry Hoover.

Alton Kenney, who was earlier this year selected to the NCAA "College Division" Academic All-American Football first team, was named as the top scholar athlete of the year. A Political Science major, Kenney has a 3.11 overall cumulative.

Presentation of most valuable player awards in each of the respective sports went to: Football — Bill Lazor and Nate Eustis (offensive line), Bob Gennaro (offensive back), Garf Jones (defensive back), John Mazur (defensive line), and Jim Loveland (linebacker); Soccer — Charles "Chip" Eaton (back) and Bill Murphy (line).

Moving into the Winter season: Wrestling — Alan Zellner; Basketball — Rich Davis and Bill Umbach; Swimming — Richard Marchant; while last years Spring MVP laurels went to: Golf — Marty Monaghan; Baseball — Carl Cook; Lacrosse — Dave Bogusko; and Tennis — Doug Valenteen.



**OFFICIAL VISITOR** — A surprise guest at the Colonels recent lacrosse home opener was representative Daniel J. Flood, who stopped to chat with Coach Chuck Mattei, left, and Joe Skvarla, right, prior to the start of the contest. Oh yes, the Blue and Gold won it, 13-10 over Newark State in overtime.

## 1971 Winter Results

### WRESTLING — (13 - 0)

Wilkes 27	Montclair St. 9
Wilkes 38	Oneonta St. 0
Wilkes 25	Buffalo U. 0

### (Lehigh Quadrangular)

Lehigh 87	So. Illinois 55
Wilkes 52	Maryland 43
Wilkes 20	N. Y. Maritime 13
Wilkes 39	Elizabethtown 5
Wilkes 23	Ashland 15
Wilkes 38	Madison FDU 6
Wilkes 31	Lycoming 3
Wilkes 25	Hofstra 19
Wilkes 21	E. Stroudsburg 15
Wilkes 32	Howard 10
Wilkes 40	Binghamton St. 0
Wilkes 36	Delaware Valley 0

### BASKETBALL

#### Overall: 13-10 — MAC: 7-7\*

Wilkes 83	Lock Haven (overtime) 81
Wilkes 75	Hofstra 89
Wilkes 77	Pratt 67
Wilkes 77	Elizabethtown 67*
Wilkes 79	Southampton 73
Wilkes 57	Randolph Macon 72
Wilkes 80	Lycoming 78*
Wilkes 74	Susquehanna 65*
Wilkes 84	Wagner 79*
Wilkes 78	Albright 79*
Wilkes 71	Philadelphia Textile 105*
Wilkes 71	Delaware Valley 69*
Wilkes 90	Philadelphia Pharmacy 77
Wilkes 61	East Stroudsburg 79
Wilkes 70	Juniata (overtime) 75*
Wilkes 87	Lycoming 94*
Wilkes 67	Upsala 76*
Wilkes 95	Binghamton State 63
Wilkes 67	Scranton 95*
Wilkes 83	Moravian 78*
Wilkes 92	Susquehanna 78*
Wilkes 88	Madison FDU 65
Wilkes 81	Lebanon Valley 102*

### SWIMMING — (3 - 6)

Wilkes 44	Bloomsburg 65
Wilkes 33	East Stroudsburg 78
Wilkes 35	Harpur 68
Wilkes 53	Haverford 33
Wilkes 53	Philadelphia Textile 30
Wilkes 50	PMC 41
Wilkes 38	Lycoming 57
Wilkes 39	Kutztown 70
Wilkes 24	Elizabethtown 69

# ALUMNI NEWS...

### '36

Irma Jacobs, the former IRMA HEWITT, is a librarian at the Osterhout Library in Wilkes-Barre. She resides with her husband, George, '35, at 164 North Pioneer Avenue, Shavertown, Pa.

### '52

CHAPLAIN LT. COL. ROBERT BENSON recently completed the U. S. Air Force advanced course for chaplains at Maxwell A.F.B., Alabama. Robert received instruction in management and supervision of chaplain programs ranging from base to major air command level. He is permanently assigned to the 436th Air Base Group, Dover, Delaware.

### '54

DR. RALPH B. ROZELLE has been elected to serve as chairman of the policy committee of the Board of Governance of the Lehigh Regional Consortium for Graduate Teacher Education, which has its headquarters at Lehigh University.

### '56

THOMAS PRICE received his Doctor of Education Degree in English from Pennsylvania State University on December 19, 1970. Tom resides at 184 Carey Avenue, Wilkes-Barre, Pennsylvania.

### '57

DR. MARVIN Z. KURLAN is a specialist in general surgery. He is attending surgeon at the Bethlehem Steel Corporation, Bethlehem plant, and is on the staffs of St. Luke's and Sacred Heart Hospitals. Dr. Kurlan, his wife, Eleanor, and son, Todd, reside in Allentown, Pennsylvania.

### '58

MAX GREENWALD is a program manager at the California Rehabilitation Center in Norco, California. He resides at 508 South Victoria, #14, Corona.

### '59

ERNEST ASHBIDGE has been promoted to vice president in charge of operations at the Hanover National Bank, Wilkes-Barre. Ernest is also teaching American Institute of Banking Courses at King's College.

ALAN WOOD has been promoted to financial analyst at the IBM Corporation's Systems Manufacturing Division plant in Kingston, New York.

LAWRENCE POLK was recently appointed special education job development coordinator with the Baltimore County Board of Education. Larry resides with his wife, Carolyn, and their two sons at 9604 Dunkeld Court, Baltimore, Maryland.

RICHARD ASTON is an assistant professor at the Rochester Institute of Technology, National Technical Institute for the Deaf in New York. He recently earned his Ph.D. in electrical engineering at the Ohio State University, specializing in speech and hearing instrumentation. Richard has a special interest in the communication problems of the deaf and in instrumentation for speech therapy. He resides with his wife, Marcia, and their two children at 227 Golden Rod Lane, Rochester, New York.

### '60

J. DAVID ROEBUCK has been appointed assistant treasurer of The Bank of New Jersey. He resides with his wife and daughter in Drexel Hill, Pa.

CHARLES KUSCHKE, II, was named a director of the Plymouth National Bank recently. He is a member of the board of directors of Clark Lumber and Supply Company of Plymouth and is also secretary-treasurer of the firm. Charles is associated with the Kuschke Insurance Agency of Plymouth and he and his wife reside at Harveys Lake, Pa.

### '61

JAY OLEXY received his Master of Education Degree in Distributive Education at Temple University recently. He is an English teacher in the Maple Shade Junior High School, Jay resides with his wife, the former JEAN SHOFRANKO '60, and their two children at 382 Maiden Lane, King of Prussia, Pa.

### '62

FRANK KLINE has been appointed vice president and controller for Renselaar Corporation, Conshohocken, a subsidiary of National Student Marketing Corporation trading under the name Poster Prints. He will be responsible for the firm's activities in general accounting, cost accounting, personnel, credit and collections and general sales administration. Frank resides at 626 Penlyl Pike, Blue Bell, Pennsylvania.

RALPH PINSKEY has been admitted to the Bar of the Courts of Dauphin County. He received his Juris Doctor degree from the University of Tulsa, College of Law, in Tulsa. Ralph is presently serving as an assistant attorney general for the commonwealth of Pennsylvania, assigned as staff attorney to the Department of Transportation. He resides with his wife and three children at 2428 North Fourth Street, Harrisburg, Pa.

LAWRENCE MAGOR is music director at the Old Forge High School. He resides with his wife, Sandra, and their daughter, Erika, at 135 Albion Street, Old Forge, Pennsylvania.

### '63

JOSEPH GAY is associate professor of biology at the Broome Technical Community College. Joe re-

sides with his wife, Eleanor, and their three children at 23 Fenton Avenue, Binghamton, New York.

### '64

EDWIN T. BAUL was recently notified by the National Poetry Press of the acceptance of his manuscript for the National Poetry Anthology, verse written by teachers and librarians. Ed is presently teaching English and Literature in the Wyoming Area School District and is also elementary basketball coach and advisor to the school newspaper, the Warrior Courier.

JEFFREY H. GALLEY has rejoined the firm of Seavey, Gallet and Finger in New York.

OWEN FRANCES is an account representative with Burroughs Corporation in New York City. He resides with his wife, Rhonda, and their son, Robert, at 21 Barstow Road, Great Neck, New York.

JAMES PACE is an auditor with the Morris County Savings Bank in New Jersey. He resides with his wife, Lenore, and his son, Brian, at 266 Speed Well Avenue, Morristown, New Jersey.

A. ROBERT KUTZ is a teacher at Morristown High School. He is also head of the entire track program at the High School. He resides with his wife, the former BEVERLY BORICK '66, and their two daughters at 7 Ridge Road, Chester, New Jersey.

FRANK ZANE is a math teacher at Mark Twain Junior High School and is currently working toward his doctorate in administration. He won the Mr. Universe title in London, England in 1970 and will be touring Southern Africa and Ireland during the summer of 1971.

### '65

CHARLES A. MASTERS, JR., is a quality and evaluation engineer with Honeywell Com. Div. in Morton Grove, Illinois. He resides at 326 Granby Road, Lake Forest, Illinois, with his wife, Lynne.

### '66

DR. JOHN ROKITA is a lieutenant in the United States Navy. He is currently serving two years active duty with the Navy as chief of the department of periodontology before returning to Wilkes-Barre to practice. John resides with his wife, Maureen, at 1100 Seagate Avenue, Neptune Beach, Florida.

ROBERT ERICSON is a staff accountant with Arthur Andersen and Company in New York City. He resides at 8200 Boulevard, East, Apt. 34A, North Bergen, New Jersey.

### '67

Evelyn Matelski, the former EVELYN MORENKO, received her master's degree in business and office education from Rutgers University in January. She is currently working as a salary analyst with Bell



Telephone Laboratories in Murray Hill, New Jersey. Evelyn resides at 34 Nottingham Road, Edison.

**RICHARD KRAMER** is director of sales for Kramer Kitchens Incorporated. He resides at 60 Bedford Street, Forty Fort, Pennsylvania.

## '68

**WILLIAM STINGER, JR.**, is currently serving with the United States Army at Dr Bliss, Texas. His wife, the former **NANCY WANCZYK '69**, is an art teacher in the El Paso Public Schools. They reside at 10380 Aero Vista Boulevard, El Paso, Texas.

**REV. DAVID KIRKPATRICK** is a minister at the Phenix Baptist Church and the Tabernacle Baptist Church in Rhode Island. He resides with his wife, Nancy, and their three children at 15 Fairview Avenue, West Warwick, Rhode Island.

**NICHOLAS REYNOLDS** graduated in January with honors from the National Law Center of the George Washington University, Washington, D. C. He was admitted to law practice in Virginia in February as a member of the Virginia Bar. Nick is employed at the Federal Trade Commission as a staff attorney on the Litigation and Appellate Division, Office of the General Counsel. He resides with his wife, Libby, at 3603 South Wakefield Street, Arlington, Virginia.

**VINCENT OSADCHY** has been promoted to manager of RF Transistor production with RCA Corporation in Mountaintop. He resides at 721 Samuels Avenue, Hazleton, Pennsylvania.

Judy Arenstein, the former **JUDY SIMONSON**, is a data systems design supervisor with AT&T Long Lines in New York. She resides with her husband, Robert, at 50 Yonkers Terrace, Yonkers, New York.

**JOHN THOMAS, JR.**, is a lieutenant in the United States Army serving as a helicopter pilot and aviation section leader at Camp Stanley, Korea.

**ROBERT KLOTZ** is a supervisor with the Pennsylvania Department of Transportation. He resides with his wife, Carol, at 1706 Colonial Road, Harrisburg, Pennsylvania.

**PETER PATALAK, JR.**, is a pilot in the United States Air Force.

## '69

**ALLAN SWANTEK** has been promoted to the post of assistant trust officer of the United Penn Bank in Wilkes-Barre. He resides at 428 South Grant Street.

**BERNARD VINOVRSKI** is currently serving with the United States Marine Corps. His wife, the former **MARCELLA WROBLEWSKI '70**, is teaching eighth grade mathematics in the Crane School District. They reside at 565 3rd Street, Yuma, Arizona.

**RICHARD BAYLISS** is department manager with Bayliss Oldsmobile Incorporated. He resides with his wife, Marlene, at Wynnewood at Wyomissing, 255 North Park Road, Reading, Pennsylvania.

**MATTHEW KOPETCHNY** is a specialist fourth class with the United States Army in Seckenheim, Germany.

## '70

**PATRICIA DOBLE** is employed by California Flower Company preparing advertising layouts for cata-

logues and newspapers. She resides at 911 Tunkhannock Avenue, West Pittston, Pennsylvania.

**CHRISTINE ANDRIANI** is a caseworker for the Department of Social Services - Prospect Center in Brooklyn. She resides at 7702 Amboy Road, Staten Island, New York.

**PAULA GILBERT** is an international supervisor with AT&T. She is attending New York University for her master's degree in quantitative analysis. Paula resides at 108-48 70th Road, Saint Moritz, Forest Hills, New York.

**DONALD LAWSON** is attending Army Officer's Candidate School to become a Green Beret Officer. He is currently stationed at Fort Benning, Georgia.

**RENEE MUCCI** is an art teacher in the Patchogue School District. She resides at 118 Evergreen Lane, East Patchogue, New York.

**VIRGINIA LAWSON** is a music teacher at the North Hunterdon Regional High School in Annandale, New Jersey. She resides at Post Road, Bernardsville, New Jersey.

**KENNETH GORDON** is a chemist with the Food and Drug Administration in Philadelphia. He resides at 3131 Knights Road, Apt. 1-18, Cornwells Heights, Pennsylvania.

Phoebe Smith, the former **PHOEBE HOFFMAN**, is a porcelain decorator with Edward Marshall Boehm in Trenton, New Jersey. She resides with her husband, Charles, at 3000 Ford Road, Apt. A-14, Bristol, Pennsylvania.

Shirley Jones, the former **SHIRLEY SHAMUN**, is a kindergarten and elementary art teacher in the Hazleton Area School District. She is currently working toward her master's degree in art education at Penn State. She resides with her husband, William, at 803 1/2 North Locust Street, Hazleton, Pa.

## Down the Aisle



## '68

**ALLAN B. GRAVES** was married to Bette M. Wich. Allan is employed by Fidelity Union Trust Company in Newark.

## '69

**WALTER W. KONOPKA** was married to Sarah Griffiths. Walter is a physicist with the Naval Air Systems Command Headquarters in Washington, D. C. They reside at 2995 Brinkley Road, Apt. T-1, Temple Hills, Maryland.

## '70

**MAUREEN JANUSKI** became the bride of Stanley Witkowski. Maureen is employed at the National Marine Fisheries, Technological Laboratories as a micro-biologist in Ann Arbor, Michigan. They reside in Ypsilante, Michigan.

**JUDITH VERVERS** became the bride of Galen Cruse, Jr. Judy is employed as an English instructor at Claysburg-Kimmel High School in Claysburg, Pennsylvania. They reside in Hollidaysburg, Pa.

**JOHN ANDREJKO** was married to Susan I. Mangan. John is working for the United States Treasury Department, Internal Revenue Service in Reading, Pennsylvania.

## Bright New World



## '50

a son, Thomas William, born on November 24, 1970, to Mr. and Mrs. **ROBERT WATERS**. They reside at George School, Newtown, Pennsylvania.

## '55

twin boys, Ray and Jay, born on November 24, 1970, to Mr. and Mrs. **RAY REESE, JR.** They reside at 180 Big Horn Road, Pittsburgh, Pennsylvania.

## '63

a daughter, Megan Marie, born on June 22, 1970, to Mr. and Mrs. Joseph Gaffney. Mrs. Gaffney is the former **JEAN ANN McMAHON**. They reside at 480 Laws Brook Road, Concord, Massachusetts.

## '65

a son, David Kenneth, born on October 29, 1970, to Mr. and Mrs. **KENNETH ANTONINI**. Mrs. Antonini is the former **REGINA BARON '64**. They reside at 420 Hughes Street, Swoyersville, Pennsylvania.

a daughter, Jill Ann, born on January 31, 1971, to Mr. and Mrs. **JOHN GALINUS**. They reside at 4430 Wingate Street, Philadelphia, Pennsylvania.

## '67

a son, Brandon Gregory, born on January 17, 1971, to Mr. and Mrs. **JOSEPH BAKER**. Mrs. Baker is the former **SUSAN WEST**. They reside at Sussex Square, Apt. S-5, Plymouth Meeting, Pennsylvania.

a daughter, Beth, born on February 14, 1971, to Mr. and Mrs. **WINDSOR S. THOMAS**. They reside at 409 West Thomas Street, Rome, New York.

a daughter, Catherine Denise, born on December 31, 1970, to Mr. and Mrs. Gary Flor. Mrs. Flor is the former **BARBARA SIMMS**. They reside at 287 South Main Street, Wilkes-Barre, Pennsylvania.

## '68

a son, Douglas Kurt, born on August 6, 1970, to Mr. and Mrs. **DOUGLAS FAWBUSH**. Mrs. Fawbush is the former **JANIS HUGHES**. They reside at 564 South Franklin Street, Wilkes-Barre.

a son, Martin Jude, born on October 25, 1970, to Mr. and Mrs. Martin Anstett. Mrs. Anstett is the former **CAROLE ANN CRONAUER**. They reside at 174 Carlisle Street, Wilkes-Barre.

## '70

a daughter, Shelly Joyce, born on October 23, 1970, to Mr. and Mrs. Paul Girard. Mrs. Girard is the former **JOYCE HUGHES**. They reside at 198 Meadowcrest Drive, Trucksville, Pennsylvania.

(continued from page 22)

important center of Pennsylvania. Here, on a site easily accessible by modern highways, he expects to see a spectacular mental health center, geriatric center, rehabilitation facilities, and general hospital. These will be the most modern, coordinated medical facilities delivering comprehensive and total health and medical services. It is an ambitious project that can mean much to Northeastern Pennsylvania and the state. When it is realized, it can be the prototype for others in the nation.

And so the Wyoming Valley is a better place to live in because it has in it a man who was willing to give up ease, comfort and security; a man who was

willing to stake his life to accomplish what was worth while doing. And what he has done, to paraphrase something Walter Lippman once said, was to prove to himself and to others "that man is no mere automa- made there is also fire, lighted now and then by great winds from the sky."

For all of this, and very much more, B'nai B'rith, for itself and a grateful community, tonight pays tribute to its first man of the year in this new decade of the seventies — Dr. Gene Farley.

I now call upon the President of the Lodge to make the presentation of the Award and ask that you join us in appropriately honoring Dr. Farley.

## THE WILKES COLLEGE CHAIR

### AN IDEAL GRADUATION GIFT

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

Sold exclusively by your  
ALUMNI ASSOCIATION



### WILKES COLLEGE ALUMNI ASSOCIATION

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

- ☐ 342-214 Arm Chair, Black Arms @ .....\$44.75
- ☐ 342-218 Arm Chair, Cherry Arms @ ..... 43.50
- ☐ 341-214 Side Chair @ ..... 26.25
- ☐ 183-214 Boston Rocker @ ..... 34.75

Name .....

Address .....

Town ..... Z/C .....





**Dr. Hugo V. Mailey, 1915-1971**

Personal representatives of Governor Milton J. Shapp came to the campus to visit with local government and Wilkes College officials as part of the State's observance of Local Government Day.

A major part of the visit was given to a brief ceremony recognizing the role played in local government and local government promotion by the late Dr. Hugo V. Mailey, who died March 8th.

Secretary William H. Wilcox, Department of Community Affairs, delivered a special proclamation memorializing Dr. Mailey to his widow during ceremonies at Weckesser Hall at Wilkes College. Following the ceremony, the group attended a special luncheon. Representing the college were President Francis J. Michelini, Dr. David Leach, Walter Neihoff and Philip Tuhy.

Accompanying the Secretary were Miss Genevieve Blatt, Harrisburg, honorary Local Government Day chairman; Edwin Sites, Director of the D.C.A. Region II office at Scranton; Rod Terry, Director of the D.C.A. Bureau of Local Government Services, and other representatives of the department.

The special proclamation, signed by Miss Blatt and Secretary Wilcox, is as follows:

Whereas, the Pennsylvania General Assembly by Act No. 22 of 1965 gave recognition to the importance of local gov-

ernment in our Commonwealth by providing for one day each year to be designated as "Local Government Day"; and

Whereas, the 15th day of April in the year 1971 has been proclaimed by Governor Milton J. Shapp as Local Government Day in the Commonwealth of Pennsylvania; and

Whereas, on this day the citizens of the Commonwealth pay special recognition to our local governments and to those people who faithfully serve our local governments; and

Whereas, the late Dr. Hugo V. Mailey, the Director of the Institute of Regional Affairs at Wilkes College in Wilkes-Barre, devoted his life and work to improving the quality of local government in Pennsylvania, and his efforts have long been an inspiration to others and will continue so to be; now, therefore, be it

Resolved, that we do hereby dedicate this Local Government Day in the year 1971 to the memory of Dr. Hugo V. Mailey and to the high purposes to which he devoted his life.

Signed at the City of Wilkes-Barre in the Commonwealth of Pennsylvania on this fifteenth day of April, in the year of our Lord one thousand nine hundred and seventy-one.

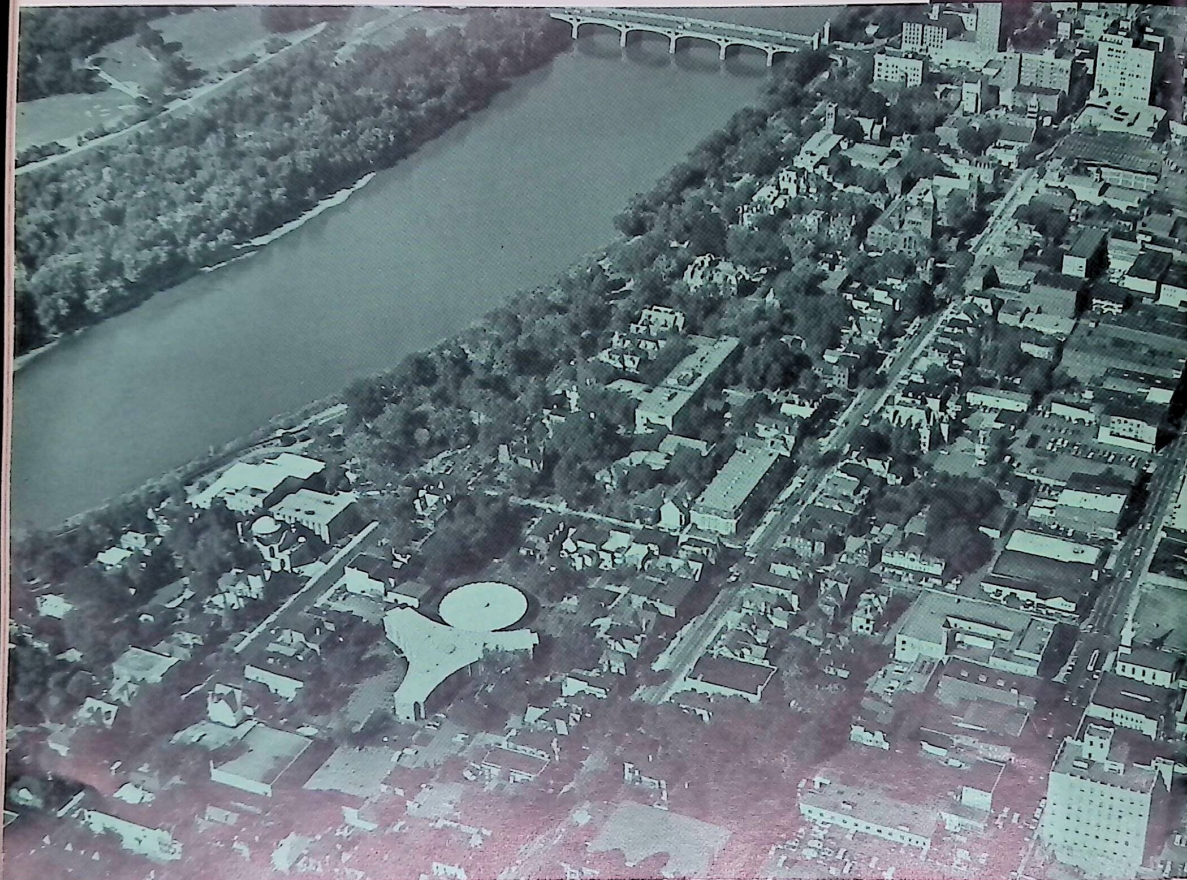
## Get in Touch With Your Classmates ...

Someone, somewhere at some time has wondered where you are, what you are doing and maybe even how to get in touch with you. You have probably experienced the same thought at one time or another. Why not do something about it? Right now, while the idea is still fresh. Fill in the form below and send it to the Alumni Office, Wilkes College, Wilkes-Barre, Pa. 18702.

- NAME \_\_\_\_\_  
(Last) (First) (Middle)  
MAIDEN NAME \_\_\_\_\_  
Street \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_  
Telephones: Home \_\_\_\_\_ Business \_\_\_\_\_
- WILKES DEGREE \_\_\_\_\_ Curriculum \_\_\_\_\_  
Year Graduated \_\_\_\_\_ Withdrew \_\_\_\_\_ Transferred to \_\_\_\_\_  
Degree \_\_\_\_\_ Date \_\_\_\_\_
- ADVANCED DEGREES \_\_\_\_\_ Source \_\_\_\_\_ Date \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- PLACE OF EMPLOYMENT \_\_\_\_\_ Title \_\_\_\_\_  
Business Address \_\_\_\_\_  
Duties \_\_\_\_\_
- MARRIED ☐ SINGLE ☐  
Spouse (Name) \_\_\_\_\_ Wilkes Graduate? \_\_\_\_\_  
Children: Names and Ages \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- TELL US MORE \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**KEEP  
IN  
TOUCH!**



PLAN TO ATTEND  
ALUMNI SPRING WEEKEND  
MAY 14-15-16

 **LLEWELLYN & MCKANE Inc.**  
Manufacturers of Fine Printing