

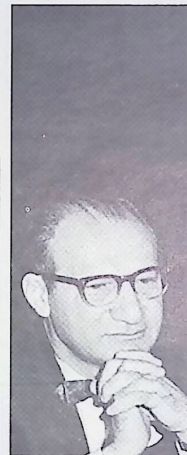
WILKES COLLEGE ALUMNUS

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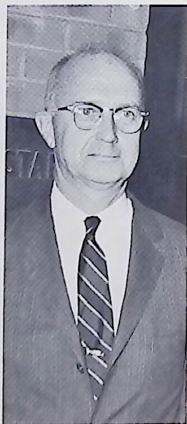
"DISSENT"

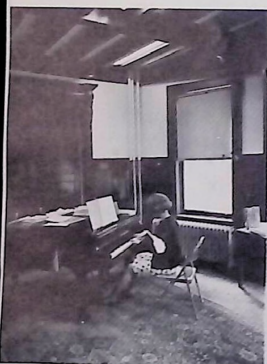


... the
education
and
development
of intellectual
stimulation
through
discussion



WILKES ALUMNI SEMINAR





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ALUMNI SEMINAR

The Wilkes College Alumni Seminar was reinstituted this spring at the request of many alumni. It was a one-day event on May 11, 1968. The Executive Committee chose the general topic of **Dissent** for discussion and decided to keep everyone in one group.

The Seminar Committee chose the participants and asked them to discuss their individual points of view on the topic. These formal presentations took place in the Center for the Performing Arts in the morning. John Doran '57, introduced the topic and the participants. Dr. Charles Reif was the first speaker and was followed by Dr. Robert Werner, Dr. Gerald Perkus, and Michael Worth. Their speeches have been printed here in the *Alumnus* as they were given for the Seminar. Remember that these were speeches and that they represent no group. The speeches are their own views.

Paul Cunningham spoke at the luncheon. At his request no part of his speech can be reported. He started with his own opinions about Vietnam as a result of a three months stay in Vietnam. He then asked for questions from the floor.

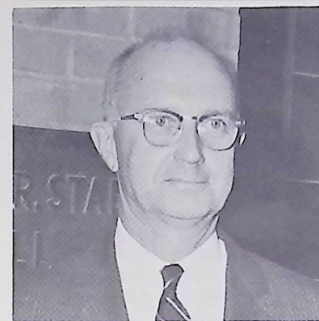
The participants from the morning session of the Seminar served as a panel for an open discussion on the topic of **Dissent** in the afternoon. Dr. Hugo Mailey served as moderator for this panel. He asked questions of the individual panel members and followed this with the opportunity for the panel members to question each other. The third phase of the discussion concentrated on questions from the floor.

About 100 alumni, faculty, students, and friends were in attendance.





SEMINAR HIGHLIGHTS



by Dr. Charles B. Reif — Professor of Biology

DISSENT

bad are relative, and vary during different times and in different societies, history is full of records about those who have been banished, imprisoned, or executed because their ideas appeared to be dissenting from what was accepted at the time. In retrospect, later populations have judged their deviant predecessors and decided that although two persons may have been treated to the same form of execution at the same time, one was a saint and the other a sinner. However, both were dissenters.

In choosing the word DISSENT as the topic of today's seminar, the Alumni did not specify as to the part of speech. Dissent can be a noun, an intransitive verb, and an expletive. I have presumed to use the word as a noun in the meaning of dissension, that is as given in Webster, disagreement in opinion, especially partisan and contentious division, a breach of friendship, or discord. Needless to say, the Alumni have chosen a topic concerning which examples abound.

Dissension is thus, for my purpose in this seminar, the act of disagreeing with what is considered to be the norm. Throughout history many attempts have been made to establish what society in general, or a specific society, could consider to be an acceptable pattern of behavior. Variations from what has been accepted by any population can be accomplished by an individual or by a group.

If we take dissension as being such a variation from the norm, we can easily see that variations can be expressed in any direction away from the norm. If we use as an illustration the idea of a bell-shaped normal curve, we may indicate that at either end of the curve are incidents of variation. If we use a sphere as an illustration, we may see that incidents of variation are possible of expression in all directions away from the center of the sphere. In either illustration, the greater the distance each incident from the mean of the curve or from the center of the sphere, the greater the dissent for each case.

Society has recognized that within any human population individuals may be rated as being outstanding or different for a number of reasons, and society has dealt harshly with the deviating individuals at both ends of the range. Granted that ideas of good or

Within the framework of organic evolution, the normal action is that of divergence; each succeeding generation is composed of populations of related animals which are in some slight way different from each other and from their ancestors. The natural tendency is for differences to come into being. The more the variation in the environment, the more the response of living forms in becoming different. The divergent forms, in order to survive as different populations, must move away from the parent group. Any individual who finds that he is different from his contemporaries, in most animal species, can stay with the group and take his chances of surviving during intra-specific competition or he can move out of the territory of the standard individuals and thus have a better chance of continuing not only his own life but also of having a chance to found a population of his own kind. If he successfully stays with the original group, his progeny mix back into the gene pool of the standard population and tend not to be divergent. If a new kind of population comes into being, the new population may find itself competing with the population from which it sprang. However, generally, two species compete with each other in the same niche until one is successful and the other has left the arena, having moved to another territory, having adapted itself to another kind of habitat, or having become extinct. Thus, intraspecific competition becomes interspecific compe-

tition and the reason of dissent between the two species or incipient species is settled by some kind of an adjustment.

The term niche is applied to the parameters, that is, to all of the factors of the environment, which describe a way of life and/or a place for life, which can be occupied by any single species. As we have said above, two different kinds of animals cannot occupy the same niche in the same place at the same time. However, as organic and inorganic evolution continue, as they have since the creation of planet Earth, new niches become available for occupancy and the niches are filled as fast as new kinds of organisms can adapt to them. The new niches invite differentiation. This is a basic law of nature; and in human society new economic and social niches are constantly being created as technology gives rise to the need for people with new kinds of training. The constant evolution of new niches, and the filling of those niches, invite disciples to become different and to exploit the possibilities of each niche. The more complex society becomes, the more niches appear, and the faster the rate of their appearance.

Man's mind has few limits. Within a normal human population some individual usually appears who can recognize a new fact, a new concept, a new application, and that individual opens the door to people in general. In some areas of knowledge, society provides that originator with a patent to develop his niche and so social differences become multitudinous. At any rate, the new niches make for differently trained people in positions which may have conflicting interests, and so causes for dissension appear. Furthermore, as inorganic factors (such as rainfall, temperature, and those affecting primarily agriculture and grazing) as well as the organic factors (such as disease and population growth) vary, the pattern which has become the norm in a society also changes and adjustments must be made. This is

true of non-human and human populations. In either case, new pressures appear within the pattern and dissent becomes more pronounced.

In human society, historically, divergent groups have tended to occupy different geographical territories, or have in some way isolated themselves within a city, a state, or a nation. The power of a leader who commanded allegiance, or the power of the state, or the religious and/or social mores, established rules so that in any case the group was forced to accept a pattern of behavior. History has many cases in which groups have managed to escape from the accepted norm and have colonized an unoccupied territory. In some cases the colonizers have displaced a more primitive culture, not without dissension between the natives and the colonizers. America was largely settled by those who were dissatisfied in the Old World and who had the initiative to migrate, or by those who were dissatisfied but who had to be persuaded to move through some kind of promotion on the part of a commercial interest.

In the second half of the twentieth century geographic expansion is limited and replacement of native populations is considered to be unsporting. Some hardy souls still attempt to occupy marginal land but generally they end in economic failure or poverty. Thus, divergent groups are forced, today, to face each other in a limited arena wherein they must resort to conflict or transcend their differences. The old attitude of "If I don't like it here, I'll go some other place" is now rather difficult. Very few other places are available.

Another aspect of the human propensity is the ecological principle of each individual's personal territory. Each of us has surrounding him a set of concentric zones within which he, unconsciously perhaps, does not like to have others intrude. Members of his immediate family are permitted within the most proximal zone, personal friends within the next distal zone, business associates in the next zone out, and strangers in the outermost zone. People vary in the width of these zones but many people feel uneasy when a zone is trespassed and their reactions take various forms of dissension toward the trespasser.

But territorial separation is not the

only kind of spacing which alleviates dissent. Among plants, animals, and human beings other kinds of divisive phenomena are employed. Separation in time may keep divergent groups apart. Most people are on some kind of daily pattern which works to avoid interaction with others. Animals at a watering hole have evolved a system whereby all may have a drink without interfering with the others. Certain daily patterns of urban dwellers create traffic jams periodically, but for the most part the chronological separation keeps them happily apart.

Nearly everyone makes some kind of mental adjustment in order to endure the failure of spatial separation. Some are by nature more gregarious than others; some are withdrawn. The loner may be expressing his dissent by his very separateness. The gregarious types may be better able to deal with the differences they encounter but they also create more opportunities for dissent. Within many populations, the gregarious souls (and some not so endowed) band together for any of a number of reasons, a peck order is generally established, and the majority learn to live within the framework of the peck order. Those who dissent from one peck order go off to start another peck order in which each individual hopes for a better position. Regardless of the framework, crowding makes more difficult the mechanisms which keep any social order operable.

Within any system, the dissenter is one who has had some experience which has hurt him. Either he has been personally aggrieved or he has observed some other person's being mistreated. Had the experience not been as marked, the dissenter probably would not have reacted; he would have accepted the experience and been undisturbed. However, because the experience stung him and surprised him he has been moved, individually, or with others, to espouse a cause and so his dissension has taken form.

The better the dissenter is informed, the easier his focusing upon the experience and the better disciplined his reaction, for good or evil. Much of what is called human progress has been initiated by high-minded dissenters. However, some people take a dog-in-the-manger attitude and strike out in response with little rational action

in their dissent. The better informed person may be able to act constructively as a result of the experience and in such a case is expressed an entirely different kind of dissent. Instead of being eager to sink the boat and all the passengers in it as an expression of dissent, the better informed person may at least wait until he himself is safely ashore before he takes action.

As I have indicated at other times in other places, dissension frequently results in damage to the environment, and by environment I include the inorganic, organic, and human aspects which make up the total environment for each of us. We are here because for each of us his own particular environment makes it possible. Damage of any kind to the environment casts a shadow on all of us. Some who damage the environment may do so without knowing it. Others damage the environment knowingly but do not cease their detrimental activity. Too many of us are plainly self-centered and continue to plunder with full knowledge that what we do is causing a deterioration of the environment. All who commit some damage are dissenting from a behavior which would preserve the environment for the general good.

In an affluent society, comprehension of the basic facts of life is difficult. Few Americans are pushed to the fundamental necessities of survival. Perhaps not one of us is faced with an honest need to see what kind of person he really is. The kind of environment in which each person can fulfill his genotype is perhaps beyond human achievement. Certainly, the diversity to which we have alluded makes the likelihood of such an environment remote. The remarkable fact is that many people do realize much of their potential despite the troublemakers who interfere. In all populations through the span of human history, troublemakers have been present. These people have been the good or bad dissenters to whom I have previously alluded. Probably the percentage of people in the human population who dissent remains the same (although I am inclined to believe that the percentage increases as society becomes more complex); however, the real number of people who are dissenting in a disrupting fashion today is increasing as the population grows. Even those who preach nonviolence

are causing strife with resultant damage to the environment. The average man of today, thanks to technical advantages which his ancestors did not possess, can personally damage the environment with ease and often does so with impunity.

The kinds of dissenting action may take many forms. Vocal expressions are common, but preaching reaches few people, unless one can afford prime time on television. Fighting or some form of overt aggressive action may kill not only the dissenter and his target of opposition but also some innocent bystander. The secretive saboteur may use arson, poison, smut, or drugs. In this aspect, many support the view that such techniques are being pushed in the United States by agents who espouse some form of government other than democracy. Withdrawal as a form of dissenting makes lonely people thus have less chance to realize their potentials and also seldom able to make a contribution to the common good.

A strong leader who goes off on a dissident tack may popularize an idea and attract a following. The popularity of his cause may not assure individual action but may soak up energy which might be otherwise expressed. Few of the workers who are attracted to such a crusade have had the practical experience needed to assure quality of the crusade. And many crusades are hijacked by other dissident groups who bend the crusade to their own designs. The constructive accomplishment of the dissident crusade is often difficult to see. Complaining about a situation is much easier than doing something positive. Granted that the organization of the contemporary environment makes taking worthwhile long-range action very trying, true accomplishment requires both wisdom and dedication.

The actions of students these days have several aspects. A small percentage of the nation's students have been publicized as protesting certain aspects of the *status quo*. Certainly one must admit that the students have chosen a fertile field in which to find objects worthy of protest. The future does indeed look gloomy, for humanity has reached a point in history where the choice is between (1) quick annihilation by atomic nuclear means, or (2) slower and more ghastly death

by overpopulation, or (3) paying the price necessary to improve the situation in time to avoid the first two alternatives. Deterioration of the environment is a reality. However, the students who have little trouble in seeing what is wrong are exceedingly myopic about seeing what is good in the *status quo*. None of them would be in a position to protest were it not for the years of honest toil and sincere concern on the part of the vast majority, past and present.

Among the students is a hard core of chronic negative dissenters who are not without the help of off-campus influences. In attempting to analyze the situation, one finds it hard to differentiate between protests against some of America's honest mistakes and protests which have been subverted. The results of permissive childhood make the assumption of responsibility by the students the more difficult. And lately the appearance on the faculty of people who have been trained in protest has changed the nature of many college faculties. Furthermore, many of the parents of student activists, if not giving outright support to their offspring, at least suggest tacit approval. The students find strength in their greater numbers. Each is trying to find himself and his place in the confusing situation. In all of this, the need to express individuality in a crowded population causes some people to go overboard.

Among the influences outside of the academic environment which promote unrest in the United States and which contribute to the generally accepted ideas of the younger people, as well as many adults, are the news media. Because of the condensation, fragmentation, and bias of news in both the newspapers and on television (the majority of radio reports being practically useless), the American public tends to be misinformed or poorly informed. Advertising, especially through the mass communication media, has younger people as its main target in selling much which is trash and environmentally deteriorating. Advertising also accomplishes much in shaping the thinking of people and thus contributing to their misinformation.

Paradoxically, the more informed a person is, the less sure he is of absolute answers, but the poorly or par-

tially informed person frequently has definite answers and takes an adamant stand. The quality of democracy depends upon an informed electorate. Voting intelligently requires more learning and more maturity. Those candidates for office who advocate reducing the voting age instead of raising the voting age reveal a lack of understanding concerning the population problem.

One often hears mention of freedom as related to the current atmosphere of dissent. Complete freedom is a will-o'-the-wisp. An individual is free to act only within the limiting factors of his environment. While it is true that intelligent, or unintelligent, action can change some of the factors of the environment, to tamper with the environment requires great wisdom. Any mistake invites disaster. The crowding brought on by the phenomenon of overpopulation (and I cannot miss this opportunity to repeat that the United States of America is the most overpopulated nation on Earth today) tends to restrict the amount of freedom granted to individuals. As I have indicated above, the larger the population, the more limiting factors.

To be in a state of complete freedom necessitates being without a goal and without standards. Any goal or any standard limits one's actions and reduces his degree of freedom. The lack of a goal promotes emptiness and a sense of futility. The sense of futility creates a desire for attachment to something in which the individual can believe. The something may be a cause which the person takes upon himself but more likely the cause is promoted by a dissenter who has assumed leadership. This may lead to good or evil.

As one engaged in what is called education (which certainly is introspective in its attempts to improve) I believe that the goal of education is so to inform the younger members of the population and so to train them in modes of action that the population continues to have some goal which specifically precludes destruction of the environment. Destruction of the environment, of course, includes the death of the population. In this framework, the individual has the privilege of dissent only so long as his actions do not trespass upon the environment, personal or corporate. □



by Robert E. Werner, Ph.D. — Associate Professor of Economics

THE ROLE OF THE PROFESSOR IN THE CHANGING ACADEMIC SCENE

First of all, I would like to extend my personal greetings to all of the alumni. I suppose a professor can tell he is getting older if at succeeding meetings he recognizes more and more of his former students in the audience.

At this point, I wish to turn to the topic we are considering today, dissent. I thought it might be of interest to the alumni to know how my topic finally evolved. I only hope that it does not confirm the belief that the professor's thought process is obscure, or shall we reveal the word confused. I have a sneaking suspicion that this was a belief you may have had as students. Indulge me if you will.

I must confess that when I was first asked to participate, and was informed of the theme of the presentations, I immediately began to think in terms of a glorious talk based on dissent or disagreement among economists, or of the history of dissenting economists. However, wiser heads among the colleagues of my craft gently suggested that few audiences, however tolerant, would care to listen to such an obscure presentation. I suppose this is the manner in which the academic mind operates. A term or word sets up a Pavlov-like reflex, and you tend to equate it in the dimension of your own field.

The next step taken in attempting to obtain a grasp of the subject was the traditional act of the academic plodder, define it. Dissent, according to my modest desk dictionary, means: to differ in opinion; to disagree. Actually, in today's world, the word is often used to cover conditions ranging from mild disagreement to raging rebellion. I then decided to go back to the familiar, to

go back to what I know, to go back to what I teach, and finally to go back to my own environment.

In following my own dictates, I will turn first to dissent in managerial organizations and unions, as management and labor are areas of academic interest to me. Finally, I will turn to dissent in the academic world, the world that is my work environment.

Dissent In Management And Labor

I shall deal very briefly with dissent in business and dissent in organized labor. Note, I am not referring to labor-management disagreements.

In the light of spectacular political dissent, and in the light of happenings on the campuses, we may tend to forget or ignore the fact that other institutions are also undergoing strains, in some cases convulsions. I am simply suggesting that the forces that are creating tension, alienation and disruption, exist in other institutions.

Let me deal briefly with the business world. No one in this area can ignore the current preoccupation, in the literature and in practice, with organization theory, channels of communications, and relationships between one level of management and another. Strains appear; one level of management is alienated from another level of management, lower levels of management often feel remote or left out. They may feel that they are caught in the grip of something larger than themselves, with the resultant repercussions.

I have often met this reality of resentment, dissent and remoteness, in

my experience in teaching management groups. To their credit, firms are typically aware of this problem and attempt to deal with it. Obviously, the dissent does not take the form of revolt or rebellion because of the job consideration. However, it may manifest itself in subtle ways such as a higher quit rate, less cooperation, lower productivity or inertia.

If we turn to the internal workings of the labor union, we note several parallel manifestations today. Our attention is drawn to the emergence of the large union. Through a process of evolution, bureaucracy and routinization set in. The member feels more and more remote from the levels that decide his destiny. He may work for a firm where the decisions are made at some high level that is only dimly perceived. These are decisions affecting him. His union official, who negotiates and sets policy in his behalf, occupies this same high, remote level. As a result of this, we have manifestations of the so called "Revolt of Membership" against their leaders.

The literature notes the ousting, in recent years, of leaders who had lost touch with the rank and file's wants and aspirations. We also note the number of cases where the national union has negotiated contracts with management, presumably to the satisfaction of both sides, or at least acceptance, only to find the union leaders embarrassed in that their recommendations for acceptance are overturned by the rank and file, or the rank and file stay out on other local issues. I am simply suggesting here, that strains of violent dissension and revolt seem to be found in many organizations and institutions today.

At this point, I would like to turn to the heart of my presentation, the major area of concern: dissent in the academic world and the role of the professor.

The dimension of the problem is wide, the areas of conflict are diversified, therefore I would like to pursue an orderly appraisal.

First, we may investigate the background of dissent and disagreement in the academic world. It need hardly be emphasized that disagreement and impatience with present knowledge has

been the stock in trade of the thinker from time immemorial, otherwise we would probably still be chipping stones in the same old way, and be chasing lightning to obtain fire.

If you will indulge me, as an economist I cannot resist making at least passing reference to the great figures of dissent in my field over the last hundred years. Henry George, whose ideas were anathema to academic economists, provides one such example. The name John R. Commons comes to mind. His emphasis on social institutions rather than quantitative measurement scandalized many of his colleagues in his time. Keynes, in the thirties, and even today, is still a subject of controversy.

Finally, no economist of this century has enraged the academic community or scandalized the public as much as Thorstein Veblen. Today, we find diluted versions of some of his concepts calmly accepted as paperback best sellers. Any economist can add to the list for after all, one man's anathema is another's champion.

What I am inferring at this point is simply this, historically, the academician need not apologize as being an apostle of the status quo. I am sure that the history of every discipline from Archeology to Zoology is one of ferment, change, and if you will, dissension, but dissension with a qualification, responsibility.

We in economics have been known to disagree. As a matter of fact, it was recently stated that if you laid all the economists end to end, they would point in all directions. In effect, dissent or disagreement is the lifeblood of the field.

Academic dissent may seem mannered and artificial in terms of the formality of statement, counterstatement, rejoinder and rebuttal, as found in the journals. However, we have found this to be effective in the presentation of our ideas which may be of life, death, and career considerations to us. It has been said that the relationships, both social and professional, of one academician to another is as prescribed as the steps of the minuet.

This does not mean that we do not care or that our blood runs thin, but rather we have found that deep dis-

agreement may still be carried out in an orderly, responsible manner. In effect, we do not, I repeat we do not tear down our opponent's publishing house or hold his editor hostage. As one elderly professor recently remarked to me, this is still an occupation of gentlemen, with an emphasis on the true meaning of gentleman.

Leaving scholarly controversy, let us turn to the history of dissent in extreme form among the students. If we follow the popular press, we find two divergent attitudes subtly presented. One view holds that the recent dramatic outbursts are a new development in our culture to be looked upon with apprehension and trepidation. On the other hand, we can perceive the viewpoint that outbreaks and disruption, although to be deplored now, have had a long history in our society. Inevitably the more learned columnist of this school makes reference to the unruliness of the students in the ancient scene, the student escapades of the middle ages, or the revolutionary period in Germany in the last century.

Whatever the case may be, I submit that the practices of the present may not be attacked or defended solely on the basis of the happenings of the past. Different problems, different generations, and a different cultural context, demand that each period make its own evaluation. Historians of such matters note that students in our early institutions of higher learning engaged in gunfire to emphasize their point. This neither condones nor condemns the present actions in the academic scene. In effect, let the actions of each period justify themselves.

The Causes Of Dissent On The Academic Scene

Frankly, I do not pretend to know what specifically has caused the disruptions that have recently occurred on various campuses throughout the country. I am not confident of my knowledge to the extent that I would isolate one causative factor as the focus of the problem. In short, I am not a monist. On the other hand, I refuse to ignore the problems presented because of the complexity of causative forces. At this point, let me refer once again to the popular press.

In recent weeks, the turmoil has been described in terms of awakening,

activism, relevance, involvement, me-too-ism, and alienation; terms such as permissiveness are used and inevitably, the affluent economy enters into the story.

I wonder if any of you noted the article appearing recently in the New York Times, reporting some psychoanalysts' views on turmoil on the campus. One felt that the real goal of the students was to, "radicalize the faculty." Another psychoanalyst's view was that the students were following the long tradition of violence in the United States. Finally, it was reported that yet another member of this panel described disturbances as, "exhilarating turmoil that purges the students of feelings of futility and despair." In this wealth of description, I should like to focus on relevance and alienation and the professor's role and relationship to the student.

Let me state my proposition. I believe that some part of the problem involves the relationship of the professor to the student. To illustrate my position, I believe that the professor should occupy a rather special relationship with the student. I believe the professor's contact with the student personifies the institution, it is a point of contact with the institution. I believe it is the professor's job to explain, in lecture and in his office, the relevancy of the student's study and work. I believe that this relationship is important in conveying to the student the feeling that he is an important part of the institution and society.

The point I am making can be illustrated in reference to management and labor organization theory. It has long been held that few people identify with an abstract institution or organization whether it is General Motors, The United Automobile Workers, or Siwash University. They identify with an individual or group. To the worker in General Motors, the foreman is General Motors personified; to the fellow with a grievance, his shop steward personifies the United Automobile Workers; finally, to the student, his human point of contact is his professor or his advisor, the university personified. I am well aware that my colleagues will wince at my comparison. The foreman, shop steward, or professor is inevitably Janus faced in that his importance, his significance in the

channel of communications, this chain or human relations, extends in both directions.

I have indicated that the professor has a personal contact role to play. I am also of the belief that the professor may well be introspective enough to perceive his role.

It is true, of course, that different people have diverse conceptions of their jobs. However, various occupations would seem to call for specific interests and preoccupations. The artist is concerned with form and color, the musician with tone, rhythm and sound, the engineer is concerned with form and structure, and the actuary is concerned with values, expectations and predictability. It would be assumed that the professor would be concerned with scholarship, truth, and students.

Of course, no matter what our function is, our image in the eye of the student may be something different. One author lists our images as follows: eager beavers, horn teachers, scholars, artists, dullards, drones and organization men. I might note somewhat ruefully, that only three of the seven are complimentary. I hope our batting average is better than that.

No matter how we view our own role, or whatever the critical eye of the undergraduate perceives, I believe it is important that we are there, and that we realize the importance of our relationships to students. But note, while the professor is there, he is, in the eye of the beholder, whatever image he may project.

Unfortunately, the problem is that in many cases, the professor is no longer there, or he is only dimly perceived on a detached, lofty, Olympian cloud during a weekly lecture. He is represented in quiz sections or breakdowns, in the large university, by a harried, young teaching assistant better known as the T.A. I am obviously suggesting that a necessary person in the channel of communications, an important ingredient in the making of a university, something more than an impersonal conglomeration of people, is missing. The link that connects the undergraduate to the institution is broken. This may induce a feeling of isolation and alienation.

In no way am I suggesting that his presence is necessary as some type of big brother, or scout leader. I do believe that this availability is important in terms of conveying, both in and out of the lecture room, the subject and its relevancy. The professor provides a bridge of understanding, and as a stern but human critic, not a simple printed deficiency report, he relates to the student to the university and its ideals. He personifies it in his humanity, he is a human link to the academic community. However, circumstances have removed him or have dulled his image. If we look at the raw statistics, we note that he is there, but yet not there.

In looking over some pertinent data during the past several weeks, I found my fears somewhat confirmed. The following material is from "Fact Book On Higher Education" by The American Council On Education, 1967. The following statistics apply to higher education in the United States.

They compare the academic year 1953-54 with the academic year 1963-64; it is noted over this period of a decade, that the total faculty for resident instruction in degree credit courses increased from 208,547 in 1953-54, to 358,153 in the 1963-64 school year. However, this 150,000 increase conceals the fact that the junior instruction staff, teaching assistants, increased from 26,519 in 1953-54 to 52,694 in 1963-64.

When we look at these statistics presented in a slightly different way, we observe that if we view faculty for degree credit courses as part of the total faculty, which apparently includes deans, administrators, faculty for non-degree credit courses, extension staffs and professional library staff, we find that part of the faculty for degree credit courses, instructor or above, has fallen from 60.1% in 1953-54 to 54.8% of total designated faculties in 1963-64. The junior instructional staff has increased from 8.8% to 9.5% of what is designated as faculty.

During approximately the same interval, enrollment in undergraduate courses increased from 2,418,000 in 1955, to 4,945,000 in 1965. However, graduate enrollment increased from 242,000 in 1955 to 562,000 in 1965, an increase of approximately 140%. It

might be noted that graduate students demand a higher faculty-student ratio.

To summarize these findings, we see that faculty increased about .70% in a period of a decade, while enrollment has more than doubled. It is also shown that the use of graduate assistants had doubled while that part of the designated faculty meeting degree classes face to face, had decreased from approximately 60% to 55%.

What is indicated by these statistics is made even more apparent by the New York Times in reporting the impact of the new selective service provisions on graduate students. They are, of course, the source of the teaching assistants who meet undergraduate classes. The importance of the teaching assistant at the University of Illinois, which is a somewhat typical large university, is contained in the following excerpts from the report on the impact of the draft on graduate students. I quote:

"As college enrollments have swelled in this country and more and more of these bedroom towers have sprung from campus soils, the T.A. has taken his part as an absolute essential in the beginning process of freshman rhetoric, elementary math, chemistry, physics, biology, and laboratory and quiz sections in the social sciences, economics and the humanities."

Professor William A. Ferguson of the University of Illinois, who directs the freshman math program, is quoted as follows, "Do you realize that this university could well be put in a position of not being able to teach new freshmen the very courses we require of them?" He notes that the problem is compounded in the following: "The university is now talking in terms of increasing the freshman class from 5,200 to 5,700 to make up for enrollment lost by drafted graduate students. That means fewer T.A.'s to teach more undergraduates." Finally, the article gives insight in terms of numbers, 60 teaching assistants in the freshman math program, 150 in the freshman rhetoric program, and so on.

Let me point out at this time that no one has greater sympathy for this individual who works so hard and ranks so low in the teaching hierarchy. I re-

member my own years of apprenticeship at this task. I submit that this young teaching assistant, harried by his own course demands, everlastingly concerned with money and perhaps a growing family problem, will have little time to devote to the student's problems or the relevancy of the course outside of class. It would appear that the teaching assistant, who is typically little older than the students, is no substitute for the professor.

Let us turn next to his counterpart who populates the campuses, the doctoral candidate. He has finished his residence requirements and bravely faces the teaching world occupying that schizoid realm of instructor on his own campus, and student at the institution of his candidacy. We see that he also faces problems that redound to the undergraduate's disadvantage. On the one hand, the university where he teaches quite understandably encourages him to proceed with diligence toward completion of his doctorate. In addition to this, I wonder if my colleagues note how many more graduate schools are either stipulating a time limit on the preparation of the dissertation, or are shortening the time span permitted for its completion. Little wonder as the pressures mount, that the undergraduate, his student, must stand last in line in priority for his non-lecture time.

Other forces come into play, the famous publish-or-perish issue emerges. The environment that establishes such a criteria for promotion quite understandably establishes a priority in the instructor's mind. In the beginning comes publishing, then comes students.

Finally, the great upsurge of financed research has provided a drain on faculty resources.

I submit that the problem is real today and it has implications for tomorrow. Will the undergraduate of today, who is remote from his professor, emerge as a teaching assistant tomorrow? He may finally emerge as a professor with little consciousness or understanding of what I consider to be an important factor in the student-professor relationship. This change that we deplore now, may become normalcy tomorrow.

In no way am I suggesting simple opposition to these developments. Of

course I believe in research, I think the scholar should publish. I believe that the instructor should finish the requirements for his terminal degree, and finally, I would support the use of teaching and research assistants. I do think that we should be aware of changing developments and trends and possible consequences.

Is the future black? Not completely. Several factors exist that give hope that higher education will not become a blind, impersonal system. First, I believe that the discussion we hear concerning a non-research orientated terminal degree may well indicate a reawakened concern with teaching. Secondly, the discussions that have been developing in some of the large universities emphasizing teaching and curriculum development as being co-equal with publishing as criteria for tenure and promotion, have interesting implications. The continued existence of the smaller liberal arts college is a testimony to me, of emphasis placed on the student.

New developments in teaching, in my field as in others, including programmed teaching, offer the possibility of releasing the professor so that he can deal more personally with the student. In addition to these countervailing forces, perhaps the charges of student alienation, problems of relevancy and the like, may force more professors to reevaluate their own role and function. Perhaps they may come to the conclusion, in some cases, that they should shift their emphasis a bit.

In conclusion, I should like to emphasize the following. I do not believe a university is a custodial institution, repressing or restricting honest, responsible differences. On the other hand, I cannot think of it as an arena for chaos. In my opinion, responsible dissent does not deny the rights of others or prevent the normal lawful operation of an institution.

Finally, I believe that some of the isolation, alienation and questions of relevancy that concern some may well be rooted in the changing role of the professor in the large university. Circumstances have created a condition whereby the student's human contact with the institution has been broken or weakened; I believe this is a matter of concern.

The Meaning of Student Dissent



Traditionally, the word "dissent" has meant the disagreement in word or act by a minority with the opinion or action of a majority. Dissent has a long and honorable past. Socrates, as well as being the first great philosopher of the western world, was also its first great dissenter. When the ancient Greek city-state of Athens condemned Socrates for refusing to stop exposing the hypocrisy of its leaders through close questioning, he laid down the principle that in matters of morality, of good and evil, or right and wrong, the opinion of the majority was not necessarily right. If nine men out of ten believe that it is right to torture a suspected criminal until he confesses, and one man believes it is wrong, that one man should have the freedom to express his conviction, based on moral principle, even though he is in the minority.

In the Middle Ages, dissent was mainly of a religious nature, and, as we know, heresy from the established church was generally punished with burning at the stake. Yet we must not forget that our own country was founded largely by dissenters, by groups who sought freedom to practice religions that dissented from those of the Established Church. We must also never forget that the American Revolution began as the dissent of a small minority against the unjust laws of the majority. Furthermore, the develop-

ment of the two party system within our federal government insures the dissent of the minority party, which ideally should continue to challenge the opinions and acts of the majority party so as to force that party to justify its policies to the people, or to change them if they are unjust.

In a democracy, the individual has the right and responsibility to express his assent or dissent with its leaders and their policies directly through the power of the ballot. However, the impact of an individual citizen on his government decreases as the government increases in size and power, becomes more centralized and more bureaucratic, and regulates increasingly more of the individual's life. As the individual grows further away from the power source, it becomes more difficult for any single man or minority of men to have any real impact on the decision-making which affects their lives. Individuals and minorities may come to feel frustrated at the apparent hopelessness of exercising dissent through traditional means of dissent such as the voice, the ballot, petitions, etc. When this happens, they often feel impelled to give their dissent meaning through dramatizing it by performing a symbolic act, which may purposely break the law of the government.

Henry David Thoreau formulated and put into practice this type of dissent which he called Civil Disobedience. In Civil Disobedience an individual or minority purposely and publicly refuses to obey a law of the state because they believe that to obey that law would make one disobey a higher law, that of individual moral conscience. Thoreau himself went to jail because he refused to pay a tax which he knew would be used to support what he considered to be a very

unjust war, the Mexican War. Thoreau championed Civil Disobedience, not only because he believed that it allowed the individual a meaningful way to dissent from the acts of the majority, but also because he firmly believed that if enough citizens took the direct action of publicly refusing to obey an unjust law, society might become disrupted to such an extent that the majority would feel impelled to change the law. Mahatma Gandhi's successful use of passive resistance in India, and today's Civil Rights, Anti-War, and Student Power movements share basic principles, methods, and goals with Thoreau's Civil Disobedience. They all look upon "dissent" as meaning not mere disagreement with the so-called will of the majority, but as meaning active opposition to the laws, policies and actions which they deem to be unjust and to have been perpetrated by a bureaucratic power-structure which continues to make decisions bearing little relevance to the real needs and interests of significant segments of society. In every case, dissent is intended to force the power structure to bring about desired change as rapidly as possible.

Much has been written lately about the autonomy of the huge power blocks within the federal government, the big corporation and the large university. Dr. Seymour Melman, for instance, author of the book, *Our Depleted Society*, in speaking at Wilkes recently, stressed the unbelievable degree to which the federal government today seems to have lost contact with the real needs of the people through over-emphasis on military priorities. If a large segment of the population, for example, the Negroes, feels that the government is ignoring their real needs for the sake of priorities which seem irrelevant to their lives,

the inevitable result will be increased anxiety and despair as well as the increased possibility of violent dissent.

Like the power structure in the federal government, the power structure in the large university has become modeled after the corporation. It typically has a board of trustees and administration that too frequently neglect the real priorities of its main constituency — the student body, which does not even have the power of the ballot to influence change. Harold Taylor, former president of Sarah Lawrence College, declares that:

The universities have become corporations for producing, transmitting, and marketing knowledge, and in doing so have lost their intellectual and moral identity. At the time that they should have been creative centers for the development of strategies for peace, disarmament, and world unity, they were busy with Defense Department contracts.

When that small segment of highly intelligent, concerned, activist-oriented students finds that the power structure cannot be reached through the avenues of conventional dissent — petitions, letters, etc. — that the president hides behind his vice presidents, who hide behind the deans, in infinite regression, then these students feel impelled to take direct action to dramatize their grievances. Fred M. Hechinger, Education Editor of the *New York Times*, points out that:

These students are the successors to the silent generation. Many of them found their voice in the civil rights battle. Their estimate of the law was in its formative stages during the days of Selma when ignoring . . . (laws widely considered unjust) was widely applauded and going to jail was a mark of conscience.

On top of all stands the war in Vietnam, and the government's potential demand of a sacrifice, perhaps the supreme one, for a cause which the students despise and about which a rapidly growing segment of the American people has serious doubts.

Thus, disenchanting students, who feel they have the commitment and intelligence to participate actively in making decisions that affect them making

and who feel that the university power structure is denying them a democratic voice in formulating external and internal policy actions, then feel they must resort to organized physical protest, non-violent, such as boycotts, but more recently, violent protest in order to make their voices heard. President Taylor makes the case clear — it is clearly an ethical one:

If the university and its present leadership fails to act, either to stop the war, to reform the archaic curriculum, to grant legitimate student rights, to take its students seriously, to take a stand against racism and racial injustice, then what else can serious people do, students or anyone else, than to move beyond acquiescence into protest and resistance?

Of course when this protest and resistance take on violent forms, as it has in recent weeks, most of us are appalled. It is difficult to condone such violent expressions of dissent as seizing and occupying college buildings, as at Columbia and Northwestern, holding Presidents, deans and trustees as hostages, burning down ROTC buildings as at Stanford, or rioting as at the Sorbonne in Paris, as legitimate ways to secure legitimate student demands. Yet before we condemn student activists for resorting to violence we must make several observations. If students resort to violence as a valid means to achieve highly moral goals, they are hardly alone in American society. Dr. Anthony E. Philip, a Columbia faculty member and psychoanalyst, points out that the students were merely following "the longest tradition in American history," and also "the example of the President of the United States" in deciding that "violence in the name of righteousness is permissible, indeed, when the cause is just. President Johnson invokes personal conscience to justify violence in Vietnam. These students too are fighting for power, pure and simple, just as the President is."

A second significant observation, distasteful as it may be to contemplate, is that student violence in common with union violence or civil rights violence often seems to succeed in achieving very quickly some objectives where nonviolent forms of dis-

sent may have failed. Thus the Northwestern University occupation by Negro students of a building ceased after the administration agreed to admit a higher percentage of Negroes to the University, immediately. Columbia had to agree, after unprovoked and extensive police brutality to protesting students and faculty had outraged the neutral majority, to reconsider plans for the controversial gymnasium in the Negro recreation area. It also had to make a commitment to provide a new framework through which faculty and students could more effectively contribute to university decision-making. Mr. Hechinger draws an instructive conclusion from the Columbia experience:

It was a reminder that an unscrupulous minority can disrupt, provoke, and destroy — especially if institutions are vulnerable in their policies and deficient in their internal democracy. It is always conceivable that free institutions must, as a last resort, call the police. The crucial question is not . . . 'What else could Columbia do?' The question is: 'What should have been done long ago and, having been left undone, must be done now?'

Indeed, what must be done now by university and college administrators throughout the country to dissuade concerned but frustrated students from resorting to extreme measures to express dissent from existing policies? What must be done to keep them from resorting to violence which fosters emotionalism rather than reason and which, if used unscrupulously might well lead to a minority, the very evil students seek to combat, rather than to a truly democratic system?

What must be done is implied in a statement made by Vice President Humphrey in a speech given June 4 at Bucknell University, our parent institution. In an attempt to understand why significant numbers of students were rebelling at universities, Mr. Humphrey said, "I suggest that it is in large part because of what they feel is an insufferable denial of sufficient opportunity to participate in things to the extent they want." He asserted that, "They are rebelling in very real sense against the denial to them of the opportunity to assume responsibility."

What must be done, I would suggest to dissuade students from resorting to violence, is for administrations and faculties to promote an atmosphere in which responsible dissent is tolerated and, further, to provide to a far greater degree than now is evident, a system of participatory democracy on campus.

Of course, due to the much-publicized violence on campuses in recent weeks, many a university and college president must be spending sleepless nights wondering, "When will it happen here?" When will activist students seize and occupy Weckesser Hall, let us say, right here at Wilkes, and make all sorts of excessive demands under the guise of "participatory democracy?" Could such a thing happen here? Well, let me relieve you. I think not. I think it highly unlikely that violent protests will ever take the place of responsible dissent on this campus, and I base my opinion on some extensive analysis of acts and statistics appearing in articles and books written in the last few years about the conditions which breed violent dissent and the type of student who participates in activist protest movements. Let me share my findings with you at this time and then let us analyze their implications for dissent at Wilkes College.

First, we can note that the actual percentage of student activists among the total number of students in higher education is very small indeed, although reports in the mass media would lead us to believe otherwise. Out of a total student population of 6 million, no more than 20,000 or about 3% belong to all so-called "new left" organizations, such as Students for a Democratic Society. At Columbia, the SDS group of about 200 which planned and led the uprising represented no more than 2% of the University's student body. Furthermore, in a recent study published by the Educational Testing Service at Princeton, 74% of the Deans of Students from 849 institutions reported that they had no radicals. Most of the remaining 26% reported less than 5% radicals. Of most relevance to Wilkes, the study reports that "The smaller private and denominational colleges . . . have seen no demonstrations, have no chapters of left-wing or civil rights groups, and their student bodies do not exhibit much political awareness."

Indeed, studies reported by Seymour

Lipset and Philip Altbach reveal that violent student protests typically occur in large, urban universities, with large graduate schools and largely non-local student bodies that live away from home in off-campus housing. Berkeley, Wisconsin, and Michigan clearly meet these specifications. Wilkes does not. In the larger universities like Berkeley, much greater pressures weigh on faculty and graduate students, pressures which are frequently passed on to students. Undergraduates at such institutions often feel alienated. A 1966 national survey of Freshmen conducted by the American Council of Education revealed that "40% of the first-year students at public universities feel that they are like numbers in a book. The corresponding percentage for private Universities was 20, while only 6% of freshmen at four-year private nonsectarian colleges (like Wilkes) felt the same way." Clearly, at such latter colleges classes are smaller, student-faculty relationships are closer, and a student does not have to go through 15 levels of bureaucracy in the power-structure in order to make a grievance heard. The President or Dean of a small college may not agree with the student or give him much satisfaction, but at least he can be easily reached. Furthermore, studies indicate that at the best small private institutions, while students may sympathize with their protesting brethren at the universities, they are too busy working for grades to get into graduate school or too busy preparing for vocations to actually participate in demonstrations.

When we consider studies made of the family background of the typical student activist, our suspicions that Wilkes has very little reason for alarm are confirmed. One most striking finding is that, contrary to what one might expect, student activists are not rebelling against the values of their parents. On the contrary, student activism often represents identification with parental values. Typically, radical SDS students come from homes where the parents are liberal and secularly-oriented. As we know, the typical Wilkes students still come from homes where the parents are conservative, and highly religiously-oriented. Furthermore, the parents of activists are generally intellectually-oriented and highly educated, with a high per-

centage having gone to college and many with graduate degrees. In contrast, the typical Wilkes College student is a first generation college student. During the long years of economic deprivation in Wyoming Valley his parents considered themselves fortunate to get a high school diploma. Another characteristic of student activists is that they frequently come from relatively well-to-do families. On the other hand, the relatively poorer homes tend to produce conservative students. Lower family income is conducive to concentration on upward mobility and relative disinterest in politics.

I hope that my analysis of the types of campus and student background that breed student activism has shown how unlikely it is that a student revolt like that which struck Berkeley or Columbia would happen here. The danger here, as at many smaller colleges, is not that there will be too much violent dissent, but that students may now be provided with too few opportunities to express responsible dissent because administrators and faculty are unreasonably fearful that "student power" will somehow infect the campus. Yet, if we are to perpetuate the best traditions of the "liberal arts college," then we must safeguard for our students an atmosphere of tolerance and even of encouragement of responsible dissent in the sense of the word's original meaning, **disagreement**, within the total college community, and not merely in the classroom. We must keep constantly aware that today's students, even those like our own who would never resort to violence, are far more critically concerned than their predecessors with having a voice in national issues such as Civil Rights and the Administration War Policy. Recent student participation in the presidential primary battles right here in Wyoming Valley, in April, showed conclusively how much responsibility, how much energy, how much innovation today's Wilkes College students are capable of when they are given a chance to participate responsibly in the democratic process. Students who disagreed with President Johnson's Vietnam War policies did not burn their draft cards here, rather, they channeled their dissent constructively through actively working for a candidate, Senator McCarthy,

who himself had the courage to dissent vigorously from these policies within the framework of the democratic process. This form of dissent was recognized as valid by citizens of our community, who responded warmly to the students and frequently commented on their dedication and maturity.

It is only natural that these students would also be more concerned than their predecessors with having a voice in matters that affect them directly in the college community. In the large university environment the student leaders who feel denied such a voice may have a tendency to resort to violent dissent. In a smaller school such as Wilkes College, frustrated student leaders are much more likely to take another course, that of remaining silent, of "opting out" in a spirit of hopelessness, of concentrating instead on getting through their four years of course work and getting out as quickly as possible. The choice seems clear. If Wilkes students are now showing signs of "waking up" to a direct concern in the matters that vitally affect them, then we must now be ready to provide channels for their active participation in these matters.

In his 1965 annual Report, President Farley made some very pertinent comments concerning the problem of student unrest and the direction in which Wilkes College should move:

Whenever college faculties or administrations forget that the student is both the beginning and the end of education, a sense of isolation and frustration by the student is inevitable and unrest is the natural consequence.

Although Wilkes is planning to expand its facilities and its services, you may be sure that we will endeavor to maintain a close rapport among students, faculty, and administration. To maintain and strengthen this rapport, we will strengthen existing lines of cooperation and, in addition, we will establish new channels of communication so that students, faculty, and administration may gain a greater sense of cooperation. First and foremost we will, in the future as in the past, encourage responsible participation by both students and faculty in the maintenance and improvement of intellectual, moral, and social standards.

It is important that the president emphasizes the college's intent to "encourage responsible participation" by students in the areas that vitally affect them. I am confident that the President includes in his definition of "responsible participation" not only the right to participate in formulating new college policies but also the right to dissent from administration policies without fear of reprisals, when that dissent is made responsibly and with the sincere attempt to improve the college through constructive criticism, whether that criticism is expressed in the classroom, in the office, or in student publications or petitions. "High intellectual, moral and social standards" can only be maintained and improved in an atmosphere that tolerates responsible dissent and encourages the clash of conflicting ideas.

The President also stressed in his comments the college's intent to "strengthen existing lines of cooperation" and to "establish new channels of communication" to foster a greater sense of cooperation among administration, faculty and students. This admirable intent to encourage "participatory democracy" on campus is gradually being fulfilled at Wilkes. I understand that recently a Student Life Committee was formed, including leaders of student government and several Deans. I know that the faculty has also been considering adding student members to some of its committees. Many of us on the faculty hope that this will soon be accomplished.

You will be interested to know that at King's College, our neighbor institution, students have been serving on important faculty committees for the past two years. Students are now represented on the King's College Curriculum Committee, Academic Calendar Committee, Academic Requirements Committee, Creative Arts Committee, and the Student Life Committee which is made up equally of faculty and students. Furthermore, just this year, two non-voting student members were added to the Academic Council, an important governing body. In providing for more student participation in college decision-making, King's has followed the lead of the University of Pennsylvania, which since 1965 has been giving students an increased voice in University affairs. Now students serve on the University Council

Committees on Development, Continuing Education, Undergraduate Affairs, and Residence Operations.

An important innovation at Penn is the University Forum, sometimes called the "super committee," a group of 20 students and 20 faculty and administration representatives, including the university president, provost and college deans. The Forum discusses, in an atmosphere of give and take, any topic of current issue. Recently it has ranged over Civil Disobedience, the adviser system and draft law changes.

Dr. Gaylord P. Harnwell, president of the University, speaks strongly in favor of the new developments. "We talk more to our students than most other schools," he says. Thus, "We have a more coherent community than if you treat students as small sponges who sop up information." Further, he points out, "It's a great impetus to their careers, to their life together; they learn from one another as much as from the faculty. We now have a student-oriented administration. We hope they will learn from working together on social problems and will get practical experience in human nature at their own and different age levels." Furthermore, he stressed, students now "get a sense of responsibility for their own rules and regulations for society and are glad to accept the rules because they help make them. That makes for a greater degree of conformity; if you don't like the rules, you try to change them."

I would like to conclude with another quote from President Farley, this time appearing in the latest College Bulletin on the subject of "Leadership at Wilkes:"

We must make every effort to comprehend the significance of new facts, new truths, and new conditions. We must endeavor to extend the vision of our students, enlarge their understanding, and prepare them to participate in strengthening our social institutions.

Let us all move forward to achieve these goals, working together as administrators, faculty, students, and alumni, in an atmosphere that welcomes and makes good use of responsible dissent.

by Michael J. Worth — Senior Economics Student



The Student Power Movement and Organized Labor

Dissent has become a way of life for the American college student. The issues of Vietnam, Civil Rights, and the McCarthy campaign have involved the passions and energies of students in massive numbers. But, I wish to limit my discussion to the area of dissent known as the "student power movement." Students across the nation are demanding not that their views merely be heard, but that they have an active voice in the policy-setting, formerly the exclusive function of the university administration. Students demand a voice in deciding student and faculty dismissals, design of the curriculum and courses, social regulations, and student disciplinary matters. And their demand for a voice goes beyond those issues of concern only within the college community to issues of social significance. Students have championed such causes as getting more scholarships for Negroes, ending discrimination in fraternities, and blocking the construction of a gymnasium in Harlem. But in each case they seek to erode the power of the administration to set policy without influence or interference. This brings to mind that these goals are parallel to the traditional goals of labor unions in industry, to act as a check on the decision-making power of management and to gain an influence over the policy of the firm.

The opposition to the student power movement centers about concern with the "proper" and "inalienable" rights and prerogatives of the administration. The right to decide college policy is seen as the exclusive right of the administration, and it is argued that since the student's attendance is wholly voluntary, he is free to leave the university whenever he disagrees with its policies. It is significant that these arguments are identical with the tra-

ditional arguments offered by business management to oppose union encroachment on their prerogatives. In the early days of unionism, and to a lesser extent today, it was argued that the rights of management to make policy decisions for the firm were absolute and that if a worker were dissatisfied he was free to leave the firm's employ. Again, the attitudes involved in labor-management dealings closely resemble those which provide the setting in which the student power movement exists. I make no value judgment here regarding these attitudes; I merely note that these attitudes do exist in both the labor case and the student power case and that here is a point of parallel between the two cases. That the nature of the defense is similar suggests that the nature of the threat may be similar, which suggests that similar forces may be at work.

Student demands and worker demands bear close resemblance in many cases. Students demand a voice in passing on student dismissals for academic or disciplinary reasons. What is this but concern with job security? Workers seek to control the conditions under which they may be dismissed and students now seek identical power. Students demand a voice in determining such aspects of college life as dress codes, dormitory regulations, and other such issues. What is this but concern with working conditions? And students who claim that the decisions of college administrators do not take into account the social needs of the day, as was the case in the Columbia dispute, are expressing the oft repeated conviction of labor unions that the decisions of managers have too wide a social impact to be the unchecked power of one group. The analogy between student unrest and worker organization carries further.

Management's usual reaction to the threat of unionism is one of incredibility, born of a genuine feeling of paternalism. They believe themselves and the firm to be better protectors of the worker's interests, which they cannot see as different from their own, than any union. They cannot understand the worker's discontent. College administrators today find equal shock in student unrest. They see their school as a "community of scholars" and they see themselves as protectors of the interests of the community as a whole. It is paternalism in both cases. Again, we find analogous attitudes in the factory and on the campus, and the similar nature of dispute in both settings becomes apparent.

Labor scholars have noted that unionism first arose among the skilled craftsmen, the elite of labor. The analogy holds, then, for the movement known as student power began on the campuses of the more affluent universities. This may seem a strange paradox with students as with workers, but it is just another similarity between the two situations which lead us to suspect similar forces involved.

It will undoubtedly be pointed out that there is a fundamental difference between workers paid to work and students who pay money to be educated. But, the element of money makes less difference than is apparent. All labor demands have not been wage-related. Non-wage concerns, such as working conditions, have been predominant. Students earn no wages, thus ask for no wage increases, but as I have indicated previously, they make demands which are the equivalent of many union non-wage demands.

It may be pointed out that a college has no profits to protect, and that the administrators have no stockholders to answer to. It may be said that the settings are therefore not analogous. It is widely believed that the power of workers to inflict financial harm on the firm is the only force that can provide motivation for constructive labor-management bargaining. But if students hold no such economic power, what bludgeon can there be to induce realistic bargaining between administrators and students? Again, non-economic factors enter the picture. A student strike or demonstration can cost

the school prestige, cost the administrators prestige, make faculty recruitment and fund raising more difficult. Thus, each side has the power to hurt the other, there is much reason for wanting to avoid a strike, and the power relationships in the college turn out to be the same as those in the firm. The analogy still is valid.

And without condoning violence in any situation, it must be noted that the early days of labor unionism were marked with it. The scenes at Columbia recently were reminiscent of the early days of labor organization. And the tactics of student protesters are nothing really new. Strikes, boycotts, the seizing of offices — all have been used in industrial disputes. It is also interesting to note that just this week a student seizure of a college building at Temple, in protest to the administration's policy toward a wider student voice in decision-making, was ended by injunction, a legal device widely used to stop worker protest in the early days of labor dispute.

We are, therefore, faced with the striking similarities between worker organization and the rise of student protest, similarities which appear in the manifestations of discontent in both settings — similar demands, similar methods, similar attitudes. But we must now ask what are the more basic similarities between the industrial world and the academic world which make possible unrest in both. Surely, if similar movements arise in both settings there must be parallel forces at work, the relationships between groups must be somewhat similar. I do not intend to attempt to offer an explanation of the rise of unionism in industry or of student unrest in the university. But I wish to point out factors which must be present before worker movements arise and to indicate in what ways these factors are present in the campus setting today.

Unionism, worker power, or dissent makes no sense in industry unless there is a clear-cut separation between the "managers" and the "managed." John R. Commons, the eminent labor scholar, attributed the rise of unionism among skilled craftsmen to the expanding market and its attendant increasing competition. The workshop, formerly a community of workers, with little cause for animosities, now

became divided into managers, who, faced with the threat of competition, were sometimes forced to cut wages or lay off in order to meet this new competition, and workers, whose former identity of interests with the employers was now lost as the icy breath of economic insecurity became felt. Now two groups existed in the workshop, with different views and different interests. Commons attributed the rise of unionism among craftsmen to this new feeling of insecurity. That conclusion is less important for my case than is the point that unionism made no sense until a distinct separation of functions and interests set apart two distinct groups in economic life.

In years long past the university was a "community of scholars." Largely removed from the pressures of the outside world, safe behind its ivy walls and ivory towers, there was no clear-cut distinction between the groups comprising the university structure. The university did not constitute a dispute-breeding situation then.

But the nature of the American university has changed in the post-World War II era. The forward march of the industrial economy has demanded massive inputs of trained manpower, and the demands upon the universities have multiplied. Heavily financed by and closely watched by American industry, American colleges have become manpower training centers for the new industrial economy. The liberal arts have declined as the curriculum has become more vocation-oriented. Education has become big business and the college administrator finds himself in the role of a corporate executive. He controls massive funds, a huge physical plant and a sizeable payroll. He confronts the usual managerial problem of bureaucracy; he is organizing and managing an enterprise. Town and gown are no longer separate; the town is very much interested in the affairs of the gown, and the administrator finds himself concerned with large scale public relations and image-building. The American university has become like a large business firm in every respect, and the "community of scholars" atmosphere is of the past. The campus is now as much a dispute-breeding situation as is the factory. The student, who rarely

sees and likely never meets a member of the administration, and who receives his communications from the college via computer-written letters is unaware of the administrators as individuals; there exists for him only that foggy, distant bureaucracy, "the Administration."

Clearly, there exist two different groups on the campus, with a wide and widening gulf between interests, viewpoints, and awareness. The analogy is now complete. Group relationships in the university parallel those in industry, and the stage is set for similar unrest and dissent. It is significant that while many explain campus dissent by how this generation is different from previous ones, I find an answer in how they are similar to all generations of men, and in how they react the same when the same conditions are present.

Fred M. Hechinger, writing in the *New York Times*, has dealt well with this new character of the university situation:

Thus, on campus, the polarization grows worse. The trustees and the administration are seen as — and sometimes unhappily act out the role of — the reactionary establishment. And the faculty, which also seeks greater freedoms, is often torn between its desire to go its own way, unhampered by odious administrative functions, and the responsibility to channel youthful impatience into realism.

What makes the universities so vulnerable is that neither the administrations nor the faculties, except in a crisis, have given priority to updating the universities' governmental structure.

A distinguished scholar, Jaroslav Pelikan, professor of ecclesiastical history at Yale, said last week: 'A convenient, if oversimplified, way to put (the malaise that turned at Columbia) is that at most universities the president is a member of both the trustees and of the faculty, but that his principal role now is as executive secretary of the board rather than as first professor of the faculty. In such crises as those at Berkeley or Columbia, the managerial mentality of such presidents can-

not make clear to students, professors and neighbors the distinctive nature of the university community. The president hides behind his vice presidents, who hide behind the deans, etc. in an infinite regression.'

Prof. Pelikan acknowledges that many aspects of the university administration are, and cannot help but be, similar to those of running a grocery chain. But, he warned, when it comes to the real mission of "scholarship cum service" the priorities are so out of kilter that students and faculty naturally feel that they must close ranks against the "entrepreneurs."

Professor Pelikan, while admitting that many aspects of running a university are like running a grocery chain, indicates that he somehow blames the administrators for occupying the roles they do. But if the administration has become a bureaucracy and the president has become "executive secretary of the board rather than . . . first professor," it is because of the social forces which have come to play upon the academic world, with all its strains and pressures — it is because of these social forces that the nature of college administration has changed and it has become removed from the rest of the academic community in functions and in interests, not because of any conscious design on the part of the administrators. Like the employers of the age when new competition changed the setting of the workshop, the college administrator has been pushed into his role. Social forces often act independent of the men involved.

Change cannot be stopped. It does no good to decide whether the students are wrong or whether the administrators are wrong — it is significant only that both sides think they are right, and that both sides are willing to perform certain actions to uphold their views. A solution to the problem cannot be had by deciding which side is right; deciding that a problem should not exist does not make it go away. The best procedure, rather, is to accept its existence and to seek a way in which to live with it, and to seek such an answer independent of our own value judgments. The university is now a business firm

— a large one in many cases — and it is now faced with the problems with which every business firm must contend. Unrest is new to the academic world. The business world has learned to cope with the clashing of viewpoints — management and labor have devised machinery through which their differences may be resolved. Management has accepted the right of workers to bargain and to have a role of power within the industrial community, and labor has become more willing to accept its responsibility to be responsible.

I have shown that in demands and methods the student power movement resembles the labor movement. And I have shown that in attitudes and actions, the college administrators resemble business management. And I have shown that the power relationships and group relationships on campus resemble those in the industrial setting. When two problems resemble each other in so many ways, we can only assume that they are but two variations of the same problem, and that solutions to each may be found to be equally alike. The university is new at this game, and is unfamiliar with the nature of the problem. But once it is realized that it is the same problem in a new setting, a rich field of experience becomes available to offer inspiration in the search for solutions.

Contact must be established and maintained between administrators and students, and formal machinery must be established through which their differences can be aired and peacefully resolved. In searching for this machinery the analogy to labor dispute must be carried beyond the point to which I have carried it, to the area of solutions.

In closing, I wish to note that in the early days of unionism there were those who dispaired that the system could ever be preserved. But the threat seemed less frightening as its nature became understood and means for dealing with it became established. And the system was preserved and strengthened. In this case, the analogy between the labor movement and the student power movement offers encouragement that American higher education will survive and be strengthened in the future.

THE WILKES COLLEGE CHAIR



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

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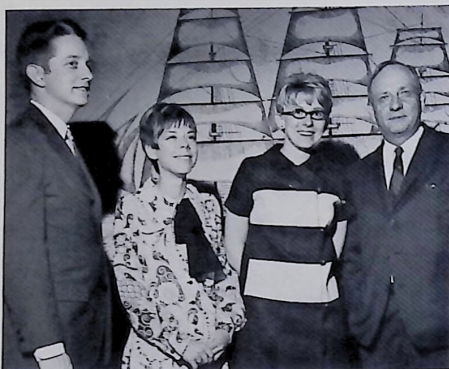
Name

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Town Z/C

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GROTON, CONNECTICUT AREA



Because of the number of Wilkes College graduates in the Groton area, a meeting was held there on May 20. It was a good attendance for a Monday evening meeting. John Chawalek and Ralph Rozelle had appointments in the Groton School District on Monday and they stayed over for the meeting of the alumni with Sam Davenport. As has been our custom, it was a social get-together in order to find out what is happening on Campus and to get to know the other alumni in the area. The Alumni here hope to get together again in the fall of the year on a weekend.

The following alumni were in attendance:

Lois Kutish, '65; John Marriott, '60; Tanya April, '67; Helen Smereski, '67; Sandra Grinzi, '67; Marilyn Goodman, '67; Carole Thomas, '67; Patricia Davis, '67; Sue Epstein, '65; Toni Miles, '59.



HOMEcoming 1968

NOVEMBER 9, 1968

WILMINGTON CHAPTER

A meeting was held at the Holiday Inn in Wilmington, Delaware, on February 27. About eighteen alumni and guests were present. George Ralston, George Elliot, Art Hoover, and Millie Gittens accompanied Sam Davenport to Wilmington for this meeting. Howard Allen '60 and Howard Ennis '55 were acting chairmen of the meeting. Kay O'Donnell was asked to serve as secretary for this chapter. Francis Pinkowski, the Regional Vice-President, helped explain the purpose of such meetings.

TRENTON CHAPTER

The Trenton Chapter meeting was held on March 8 at the Bordentown Motor Inn in New Jersey. Although the turnout was small, a good discussion was held in connection with the College. Dr. Reif, Dr. Michelini, George Ralston, and Sam Davenport were present from the Campus. Al Casper was in charge of the meeting and was assisted by Francis Pinkowski, the Regional Vice-President.

The following alumni were in attendance:

George Gacha, Jr., '60; Dirk Dunlap, '61; Roger Cease, '60; David Hoats, '55; Helen Roche, '51; Charles O'Shea, '50; Francis Pinkowski, '50; Bill Tremayne, '57.

MORRISTOWN AREA

A meeting was held on June 8 at the Governor Morris Inn and was the first meeting held this year in the northern New Jersey region. The northeastern area of this same region had scheduled a meeting for the end of May but was unable to obtain accommodations. The Morristown area chapter covers the western section of northern New Jersey. J. Paul Thomas was in charge of the meeting. The alumni started to work out the details for their next meeting in early fall. This chapter was very active in the past and the alumni are looking forward to the coming meetings. Bill Tremayne, President of the Alumni Association, was present, as well as Al Groh, John Whitby, and Sam Davenport who drove in from Wilkes-Barre.

The following alumni and guests were present at this meeting:

Mr. and Mrs. Walter E. Thomas, '37; Mr. and Mrs. J. Paul Thomas, '51; Helen Gates, '55; Mr. and Mrs. Ed Kuffner (Margaret Churchill, '61); Mr. and Mrs. Al Colmer, Jr., '51; Mr. and Mrs. Homer Huffman (Lois DeGraw, '50) '53; Mr. and Mrs. Bill Sabanski (Jean Ryan, '52) '50.

ALUMNI SOCCER GAME

SEPTEMBER 21, 1968

2:00 P.M. RALSTON FIELD

PHILADELPHIA-NORRISTOWN AREA

There are over 300 alumni living in this area. Dan Sherman '50, made the arrangements for the meeting which was held on March 15 at the Marriott Motor Hotel. He was assisted by Jay Olexy. Guests from the College included Betty and Hugo Mailey, Al Groh, George Ralston, and Sam Davenport. The alumni discussed the possibility of holding an informal get-together following a Wilkes' football game in this area in the fall.

The following alumni and guests were present at this meeting:

Mr. & Mrs. Jarell J. Cashmere, '56; Len Yankosky, '64; Dan Sherman, '50; Joe Bent, '67; Robert C. Roebuck, '66; Gil Gregory, '64; Alfonse S. Bayo, '65; Doris C. Bartuska, '49; Daniel Williams, '44; John Burnetski, '52; Louise B. Nicholas, '52; Albert P. Nicholas, '55; Pete Greenberg, '62; Jack Jones, '51; Bill Klein, '63; Jack Nelson, '50; Virginia Nelson, '50; Lillian Caffrey, '64; Leah J. Haifetz, '56; Pat F. Skibbs, '60; Iren Hinricksew, '66; Morris Feinstein, '49; Nancy Czubek, '65; Virginia E. Denn, '55; John Kotis, '48.

COLONELS

1968 Football Schedule

September 28 — Vermont — A

October 5 — Moravian — A

October 12 — Delaware Valley

October 19 — Ithaca — H (Parents Day)

October 26 — Upsala — H

November 2 — Dickinson — A

November 9 — PMC — H (Homecoming)

November 16 — Lebanon Valley — H

WILKES -- A School of Achievement



In the midst of our success story is an ambitious development program that calls for future efforts on the part of Alumni. Many new buildings have been constructed within the last five years and a number are now in the planning stage. Your Alumni Association wishes to remind all Alumni, it is "OPEN HOUSE" everyday at Wilkes and the best way to get a true picture of the Wilkes success story is to visit the campus this summer.

The Wilkes College Alumni Executive Committee

At a recent meeting of the Executive Committee of the Alumni Association two resolutions were unanimously adopted which we feel will significantly improve our alumni programs.

The first change involves the elimination of the annual business meeting from the Homecoming program. We shall, of course, retain the Warm-up Party for Friday evening.

The second change will expand the annual seminar to an alumni weekend with an expanded program. This weekend will fall about the first weekend in June — the weekend following commencement. The dormitories will be made available for alumni and their spouses for the weekend. Class reunions will be held at this time starting with 1969. (Note: The 1968 reunions will still take place at Homecoming.) The annual business meeting will be held in conjunction with the seminar program. Elections will be held for class officers of the reunion classes then meeting.

Homecoming, as a consequence, will become essentially a social weekend and the Seminar weekend expanded, hopefully into a more inspiring experience.

Your Executive Committee is most interested in receiving your comments and reactions to these proposals. In addition, we would appreciate your specific thoughts with reference to any additional activity you would recommend be incorporated into any of the plans as outlined.

It is the hope of your Executive Committee that through the implementation of these new ideas, a new spirit and identification will result from the members of the Association. Each year our numbers increase substantially but the involvement of our individual members remains substantially constant. We are aiming to change this trend and seek your cooperation.



Early History

What is the role of an institution of higher learning in today's world? It would seem that all aspects of knowledge have their institutional reflections in three missions for a college or university: to acquire knowledge through research; to transmit knowledge through teaching; and to apply knowledge through public service. There is neither the need nor the space to trace the emergence and development of these three missions over the past five hundred years. Suffice to say, we are today at the third mission. The question is why did we get here, and what does this third role for the institution of higher learning involve?

It seems to me that the earliest beginnings of this mission go back to World War II and the period immediately following. There were connections between strong schools of science and engineering on the one hand and vigorous regional development on the other. And though nobody has yet defined just what those connections are, or measured their economic significance, the circumstantial evidence is sufficient enough to cause many regions to strive for the same kind of excellence that seems to be causing the prosperity around those strong schools. Other communities, recognizing that a gap existed between their technical schools and private industry, encouraged the development of institutes of applied research. It was felt that new industry would be attracted to a community where existed a bridge between the technical university's reservoir of knowledge and the industrial community. Such was the conclusion in the "hard sciences."

But few of the new institutes were very successful. Industrial or governmental organizations which need the kind of aid provided by an established institute will go to that institute to get

by Dr. Hugo V. Mailey — Director, Institute of Regional Affairs, Wilkes College
This three-part article appeared in the *Pennsylvanian*, *The Magazine of Local Governments*, in December 1967 and January and February 1968.

WHAT IS THE MISSION OF TODAY'S COLLEGES?

it, though the institute may be a thousand miles away. It was also found that today most research-oriented industrial organizations have research and developmental capabilities of their own, hindering the growth of the applied-research institute as well as the regional economic growth that such an institute might simulate.

It was during the period following the unsuccessful experience with research parks and research institutes, that there began to appear a new answer: the Ph.D. The reasoning behind the answer was that certain regions — great "producers" of the Ph.D. — were growing faster than other regions.

As was found with the "research park" and "research institute," the Ph.D. did not do justice to the problem. One cannot explain the growth of the Boston region simply by saying "Ph.D." Nor can one explain the growth of Florida, which is a poor Ph.D. producer. And so it was found that there is more to the answer than simply: "Produce Ph.D.'s."

Resolute metropolitan leaders began to scale downward their goals: comprehensive program of graduate and small schools of undergraduate engineering and science. Given ten years in which to develop these new capabilities, and given other necessities, such as venturesome financial communities and that nebulous quality called "cultural environment," an ambiguous community's chances of success would be quite good. As with the earlier mistakes in following too closely in the footsteps of the "brain centers" of the nation, the leaders soon were faced with an escalation of requirements. What is that "cultural environment?"

Recruiters for communities were told the new technical people wanted galleries, opera, theater, museums, libraries, nice places to live, good schools for their children, good facilities for themselves, a symphony orchestra, a couple of good chamber

music groups, a good French Restaurant, opportunity to associate with first-rate scientists and engineers, ready access to beaches in summer and ski slopes in winter, and a work environment that would enable the fullest development of their intellectual resources. What could the institutions of higher education do by way of fulfilling these demands?

At the same time the knowledgeable leaders turned to the "hard sciences" and made appeals for more "art." The institutions in the big technological complexes such as MIT, Stanford, and Harvard began to reach out for new problems — not military problems, but problems of a changing society. There was a conviction among the professoriat that in these institutions they should contribute to the rebuilding of our great cities, to the proper use and development of our water resources, to the solution of our transportation crisis, and so on. And whether one accepts or not that these are problems that lend themselves to academic scrutiny, the point is that many institutions began to step forward, eager for involvement, ready to accept the challenge.

And so the "soft sciences" (social sciences) of a college or university became involved following the footsteps of the "hard sciences" — community involvement. To recast the function of a college or university is to apply the knowledge within its halls through public service.

New Role of Public Service

Assuming then, that public service is a modern mission of institutions of higher learning, can the research and teaching resources of a college or university be tapped to better understand and control our urban environment? Can any small college provide "urban agents" to deal with the complex problems of a whole region? How can the small college or large university extend itself out into the community? Specifically, what are the roles that an

institution of higher learning can assign to itself, or have assigned to it? Is it presently structured to assume urban commitments? Are there limits to engagement in community conflict? Can the universities and colleges that undertake these extension operations use the same system of academic rewards for staff as they use in so-called line departments?

It should be stated at the outset that an institution's new function or responsibility in the community must be so adapted to its traditional functions of teaching and research that those same functions will be strengthened.

It seems to me that one of the great contributions of the urban studies center movement is the benefit which will accrue to the university itself from bringing together research, education, and extension. There may be a tendency on the part of traditionalists in universities to look down their noses at extension as the "vulgarizing" of knowledge by taking it out to people who are not matriculated for degrees. But getting out into the community can be very invigorating for scholarship. It might even change the research agenda, to some extent, in the college halls. It may have an influence on what people feel is worthwhile to teach to undergraduates or graduate students in the classroom. Perhaps the "Mickey Mouse" research formerly conducted in academic halls needs some updating. Certainly the academician ought to do more than pontificate to his students about life, death, and immortality. There is a great deal to be learned from testing theories and tools in the world of action. Resistance to action only puts blinders on those who dwell in the academic halls. Education in a dynamic society must keep pace with social changes and new obligations. In many instances, the intellectual structure has grown obsolete. College professors must recognize the simple fact that their undergraduates must receive an intensified and broadened learning which will accurately reflect the realities of their generation.

Millard E. Gladfelter, Temple University's former President, recently stated that the urban university will be this half-century's distinctive creature of American higher education. He added that it will be so because this is the half-century during which our major attention is directed to the in-

formation, organization, and reconstruction of cities. The liberal education of today cannot be defined in terms of the needs met by the colonial college, the early land grant colleges, or even the small church-related colleges that dot America.

This is not the place to debate whether or not the university should have a conscience to society and the absolute necessity of having to solve problems in order to establish good public relations in its community. No matter how one looks at it, a university is a disturbing and upsetting force in any community. Community growth is often accelerated by the presence of a college or university, which in itself employs a large number of people. A college creates a beehive of activity in the cultural arts and recreational activities, which result in attendant problems. Student cars cause traffic and parking problems. Rooming houses adjacent to campuses may not always meet regulations. The police have their problems with the pranks of a college student body. Universities erode the tax base of a city to the point where the city fathers live on borrowed money. The demands which universities make upon their immediate environment may become disintegrating forces in the very areas in which the institutions may be located. Witness Chicago, Philadelphia, New York or any other large city with a city institution.

College administrations today have, therefore, come to recognize that their institution must make a strong contribution to the community. The old traditional point of view to disregard what was happening beyond the University property is being replaced by a broader recognition of the interrelationship of the "gown with the town."

The challenges of today are particularly pointed to a college that has a mandate to serve the community. If "community," once predominantly rural, has changed in location, ethnic composition, economic activity, and needs for services, a college must accommodate accordingly if it wishes to remain a relevant and progressive force in that community. Although every college exists primarily to provide education and to sponsor research, it is also a community institution bearing all the responsibilities this fact implies. Community affairs

have an impact on any college even as the development of a college affects the community.

What's more, the 20th century university or college in a metropolitan area cannot perform its contemporary function in the old-fashioned or traditional sense of sitting and waiting for the community to come to it for instruction or for light. It must, to use the common expression, "extend" itself and its capacities out into the community. It must find ways of sending out the special knowledge, information, capacities, and expertise that are assembled at the university into the marketplaces within the community in which they can be used and transformed into action and policy by the agents who are really in the community itself.

In reply to a question on the role the university should play in the development of urban areas put by Senator Robert Kennedy before a United States subcommittee in August, 1966, Daniel P. Moynihan, Director, Joint Center for Urban Studies, Harvard and MIT, gave the following reply:

"The land-grant universities in this country have made a big difference and a very clear marked and measurable difference in the productivity of American agriculture, in the farm arrangements generally in the country, and in the social arrangements of the American countryside.

"Now it is certainly possible that universities can concern and associate themselves with the same kind of problems in the urban areas where increasingly universities are located. I think while this service function is important, really the main thing that universities should do in this country is to call things as they see them. I think the function of universities is to seek knowledge, to identify problems, and to identify failures — to solve them wherever they are encountered, and however it may offend the persons involved. But the main point about universities is that they make independent judgments on the effects and the efficacies of public policies, and they ought to remain independent, even at the cost — if it comes to that — of not involving themselves in the formation of public policies as much as some of us may like to think they ought to."

The pace of social change is forcing

a reexamination of the definition of a university. A university must be functional to its society and an activist institution in today's world. If there is conflict and tension within the society as certain near-term and long-range objectives collide, then such conflict and tension also belong in the university halls. Academic tradition cannot be utilized as a defense against change. The modern university or college is in serious trouble if it thinks that it can survive an isolated life as an island of excellence. Uncommitted to public service it is bound to generate destructive tensions throughout our society. Because the university is a pivotal social institution, the need to engage in problem solving activities is now.

The ultimate purpose of the Institute of Regional Affairs in what was once a depressed area is to contribute to improving the quality of regional life. It can be said the Institute has effectively established and maintained communications and working relationships between Wilkes College and organizations and individuals serving the immediate community and the region. In the last thirty years, Northeastern Pennsylvania communities experienced a state of economic decline with corresponding high unemployment. Only in very recent years has this region made any progress in economic development. These same communities which have gone through an economic transformation face drastic readjustment to the stern realities and the demands of an urbanizing society, not as acute as in larger metropolitan centers, but nevertheless, just as painful. The on-rushing transition from a relatively simple agrarian set of conditions to the highly technical and bafflingly complex conditions of urban life call for vigorous and alert response from local institutions, be they governmental, educational, economic, or social. Since its establishment in 1947, Wilkes College has participated in every community effort towards economic and social development because its faculty leaders believed that the College's expansion and development are inextricably linked to the fortunes of the community and the region.

Although the College does have immediate financial responsibilities and long-range educational commitments to its academic programs, it has be-

come increasingly aware of the fact that community affairs have an impact on the College as the development of the College affects the community.

The mutual desire of town and gown to work with one another for the advantage of both is not only a demonstration of teamwork between higher education and the region, it is an educational venture into the field of adult extension education, wherein the College is acting in the role of "urban agent." The Institute of Regional Affairs in attempting to create the "tomorrows" from the "todays," for the region acts as an umbrella for the social sciences and represents the College as "urban agent."

Commitment

There appears to be a growing realization that responsiveness to the urban environment calls for total across-the-board commitment. An isolated college department devoted to urban affairs appears to have limited impact upon the college as a whole.

A multi-purpose college organization which views regional and urban problems as belonging to no simple academic disciplines, but rather as a contemporary phenomenon spilling into many disciplines soon becomes a necessity. Its resources must include not only the College faculty in the social sciences — economics, education, psychology, government, sociology — but also those experts in the region who can lend their talents to teaching, information, research, and consultation. Such an organization must be a cross section of the social sciences and College administrative officials. Its creation must be the natural integration of all the activities in the social sciences. Steps must be taken to bring an increasing number of the faculty in the social sciences into the ever-increasing activities of such an integrated organization.

There is a possibility that many community organizations will want all types of action and research projects undertaken. It must be the aim of an "urban studies" center to serve as a vehicle to help make research and action programs on urban problems a process of continuing data collection and analysis rather than relying, as was the case so many times in the past, on issuance of sporadic and single-shot reports by individual fac-

ulty members. Only in this way can the "extension" approach be fully realized.

Any organization that affects the total commitment of a college should be administratively independent of any of the academic departments. Its Director should report directly to the President of the institution. Such a structure must be deliberately designed to emphasize the organization's extension or extramural orientation, and also to prevent its staff from being captured by pressures for teaching man hours and traditional academic interests. Herein will lie the secret of its success. It should be responsible directly to the President because of its specific mission. Projects by members of the faculty may be undertaken for part-time or summer research. Research and action programs can then serve to encourage originality with only general requirements that the work deal with problems of urbanization.

The commitment of Wilkes College in regional affairs has a long and satisfying history.

The Institute of Municipal Government formed in 1951 had as its fundamental purpose to guarantee the semi-autonomous structure of American local government. Many innovations in local government in the northeastern area had their beginnings in workshops and conferences sponsored by the Institute. A part of the plan for greater industrial harmony in Greater Wilkes-Barre includes a Labor-Management-Citizen's Committee initiated through the Economics Department of Wilkes College. To establish a climate for industrial progress, and recognizing a special need of the industrial community, the College has pioneered a management training program under which special classes were organized for personnel in industry, commerce, and banking.

In 1960, an Area Research Center was established on the campus to coordinate the many economic studies that had been done prior to its establishment. In 1965, the Area Research Center was phased out and replaced by the Economic Development Council of Northeastern Pennsylvania, a broad-based citizen organization for all of Northeast Pennsylvania. Quite a number of Wilkes College faculty and administration members are active of-

ficials of many social welfare organizations — too numerous to mention. The commitment by the College in community affairs was duly recognized in 1960 when the Ford Foundation funded several of these College activities. This financial support generated even more interest on the part of the Wilkes College faculty members to seek community involvement.

The formation of the IRA in 1966 is intended as that multipurpose college organization that can act as an "urban" umbrella over the social sciences. It is proof positive of the full across-the-board commitment on the part of the College. Its creation was nothing more than the natural integration of prior activities in which members of the College staff and administration have engaged for over 20 years.

Just as some of the faculty have sought to work among community groups, so the community has sought out the many services that the College could offer. It is no wonder then that the community at large in Northeastern Pennsylvania has shared in the Institute's growth and has encouraged its development. The work of the Institute of Regional Affairs can be viewed as an investment that has yielded ideas, techniques, and insights that a small liberal arts college may profitably examine as it ventures more deeply into complex community and area problems.

Roles

In emphasizing the modern mission of urban agents, there are a number of identifiable roles in which an institution of higher learning can appropriately relate its skills to the community.

FIRST. The function of special education would be the primary role. This is the more or less traditional type of extension activity, giving special courses or institutes for particular groups in the community. The university must, to some extent, talk not just to very small key groups, but to the large community. It may mean conducting policy seminars, workshops, and conferences. In such an instance, the college may seem like a mere convener of groups. But it may be that merely by welcoming a group of people — sometimes at their own request, sometimes with a slight hint from university personnel — to a college campus, many surprising innovative ideas

can be imparted to rival and conflicting interest groups.

SECOND. The college can act as a clearing house. This means bringing university and academic resources to the community through newsletters, pamphlets, or bulletins on a regular periodic basis. Library materials on urban research must not only be made available but must be brought to community leaders.

THIRD. The attention of the function of consultant on specific problems will become important if related to the first and second roles discussed above.

FOURTH. There may be demonstration experimental projects or research projects on a small or very large dimension that university people can perform. Obviously, the research must be of an applied nature and tied to the need of finding a specific solution to a specific problem.

In all of the activity that has been summarized, an overriding consideration is the fact that any college or university must be first and foremost a service organization providing a program of training, consulting services, information, and research all intertwined and prompting specifically intelligent and capable public spirited leaders in facing the changing needs of today's complex society.

Involvement

In the "soft" social sciences, to what degree are there serious hazards in getting involved when political figures, elected representatives, or professionals in public or quasi-public agencies asked faculty members to take responsibility by the process of their getting involved? How deeply can the urban university or metropolitan college get involved in the decision-making process in society? Another way of putting it is: On whose back will the monkey rest when something goes sour from a decision which has involved the participation of the institution itself or that of its members on the faculty? It should be recognized at the outset that the nature of a given urban area, the structure of the college, the disciplines of its staff, the philosophy of its president—all color the involvement and that outcome of the involvement in community affairs.

The element of danger arises from the involvement because in urban activities and conflicts one rarely knows

what is going to be the basis of community disagreement until after the decision to get involved has been made. One thing for faculty members to remember is that the university is not the policy-making area of society, the mere providing of information involves risks. There isn't any use pretending that it doesn't. And just how far a university-based person or agency can afford to go will depend to some extent upon the individual's or the agency's own capacity to play the role of politician.

The emancipation of our generation from immature dependence on past religious and intellectual authority has forced people to think for themselves. We live in a time of disestablishmentarianism in all fields, and particularly in the social science area. It is an unfounded naive piety and certainly misdirected effort to establish a new church in the name of a company of scholars who are to deal with political, social, and economic problems of a community. Certainly today's colleges and universities seem unlikely candidates for any new sacred mantle. In the field of social problems, an urban studies center cannot be a "court of last resort" established in self-perpetuating ivy towers.

It seems to me that an urban university can meet several distinguishable situations easily and without too much difficulty. The first is when people are genuinely fundamentally in disagreement over goals. This is definitely the political arena. Unless the faculty member can stand the "heat," he had better not get into it. The second is when people agree on goals but disagree on instruments or methods to attain the goals. This area is also a political thicket. The word is beware. The third situation is when community groups are in agreement on goals and methods, but they simply do not have all the desired information for decision making. The operations of an urban center can safely be predicated on the third situation wherein the task is the simple one of providing information. The difficulty arises because college people do not have a crystal ball and therefore cannot anticipate which of the three situations will predominate until commitment to action has already been made.

The most creative function of a university is to nurture the environment

out of or in which solutions to problems can develop. There are agents in our urban society who are in the policy making arena. The task of the urban college is to find them and relate to them. The risk taking will be minimal if the environment is properly nurtured and if identification with existing agents is made. If, on the other hand, risk taking professionals must continually operate at the intersection of public and private actions to facilitate the nurturing process, then a re-evaluation of the college's educational role becomes critically important.

Beyond the considerations above, the role of the intellectual in community life might be limited for a still more practical reason. Removed from his own discipline, no one is more vain than the intellectual. Sniffing at the hems of power has its momentary thrills and enchantment for the academic mind. But it is a known fact that every elite (intellectual or otherwise) inspires a counter criticism. "Experiments" by intellectuals may be rejected; and if accepted, may end in failure. Because the academic person is able to handle ideas with ease, he is all too easily turned when he is rejected. The virtue of politics in a free country lies simply in the exercise of the vote of the people, and not in the rightness or wrongness of any act. In the crunches of current affairs, a college person tends to see "his" right and "their" wrong. When this happens, and his theoretical ventures are not acceptable, the intellectual sulks and retreats to his academic barricades, leaving the field of the "rough and tumble" to others. Academicians fail to see themselves as merely another "opinion" in the Community, but rather see themselves as professors with a "mission" to society. They fail to see themselves as just another interest — sometimes contra business, sometimes contra church, etc.—seeking to influence public policy. Anyone active in community affairs (and therefore also active in politics) without admitting that fact, must be terribly naive. Not many professors may possess the insensitivity to criticism necessary to operate urban affairs. Not many college people can take a bruised academic ego. Not many intellectuals can move from the world of academic freedom to the arena of publicity by insult and distortion.

If the foregoing is the state of things, better that the urban college limit itself drastically.

The setting of limits to engagement in community conflict has never been a critical issue to Wilkes College faculty members. Programs have never been abandoned because of fear of involvement, even though at times action programs may have been postponed until a time was more propitious. The College has always been looked upon as a neutral forum where ideas could be exchanged and programs instituted outside a partisan political framework. In trouble-plagued communities, such as has been the case in Northeastern Pennsylvania, programs have been conceived not as ends in themselves but as a means to the larger end of community development. Rather, the College (through the Institute of Regional Affairs and other activities) has been drawn into a continuing role of helping to develop and to implement urban programs. The traditional barrier of the "town and gown" type never really existed. The Institute is in the community. It is, however, relatively free of restrictions because it is not of the community. The very fact that the Institute of Regional Affairs has been both in the community but not of the community has given it the latitude for venturesomeness.

Epilogue

Measuring the benefit which an urban center or an institute such as the Institute of Regional Affairs has in an area is difficult because workable criteria for evaluation are lacking. The concept of an "urban agent," which really defines such an organization, seems to be a viable one even though it is difficult to evaluate the results. Policies adopted, attitudes changed, educational meetings attended, or number of activities completed may be inadequate measurements. Projects have influenced action; but ultimate achievement depends upon the extent to which social scientists and educators possess the knowledge and means of communication which is appropriate to improve the quality of life.

Changing needs in today's complex society pose special problems for community leaders at all levels. Civic officials are faced with knotty problems of planning, community renewal, health, welfare, education, organiza-

tion and management, and a host of other challenging areas. These often require special skill, research, and broad knowledge of best practice. All too frequently they demand more time than can be spared from regular duties. In addition, governmental and non-governmental agencies are becoming increasingly aware of the wisdom of long-range planning and program studies, as well as the need for efficient administrative structure and procedure.

In the past thirty years, Northeastern Pennsylvania communities experienced a state of economic decline with corresponding high unemployment. Only in recent years has this region made any progress in economic development.

Having met this challenge successfully by building a stable and progressive economic foundation, it is essential that the region turn its attention to a broader, more comprehensive, and more balanced approach to development which will tap a wide range of resources in such a way as to provide the essential amenities of community life for people of the region. In making the sophisticated evolution from a posture of stressing economic rebirth to one of consciously providing a balance of amenities for community living, it is essential to maintain a broad problem-solving orientation, rather than a narrow or fragmented program orientation. This approach combines the physical, economic, social, and human elements of planning and development in a comprehensive and balanced approach to communities as organic units.

Although the college does have immediate financial responsibilities and long range educational commitments to its academic programs, it has become increasingly aware that it must assure the coordination of the varied efforts in redevelopment of the regions and help to better understand and resolve complex and contemporary problems. The mission of the college and the Institute of Regional Affairs, of any College for that matter, is to provide meaningful assistance to communities and organizations in such a way as to enhance their capacities to respond effectively to the challenges of growth and change, and to develop a greater capacity for teaching with those challenges.

Wiendl Named Athlete of Year

The Wilkes College Athletic Department has recently named Joseph Wiendl, son of Mr. and Mrs. J. A. Wiendl of 903 Minisink Way, Westfield, New Jersey, as the College Athlete of the Year. This is the second consecutive year the New Jersey native has been so honored. In making the award to Wiendl, Dean George Ralston, who has been associated with athletics at Wilkes College since its inception, called Wiendl the greatest all-around athlete ever to enter the College.

The selection was based upon merit and performance. Joe left little doubt in the minds of the selection committee for he has accumulated nine letters in football, wrestling, and baseball during his three years of study at the Wilkes-Barre institution. If he maintains his present pace, he will become the College's first twelve-letter winner.

During the past football season, Joe was a key factor in keeping alive the Colonels' 21-game winning streak. The 5'10", 180-pound junior starred in his free-safety position and also found time to return punts. Joe was directly responsible for the Colonels' thrilling 14-13 win over Delaware Valley College when he returned an Aggie punt 67 yards for a score and set the stage for the winning conversion.

He broke a College record against Ursinus College when he gathered in a punt at his own four and galloped to paydirt 96 yards away. Wiendl's pass theory was aptly demonstrated in the PMC encounter when he intercepted two Cadet passes and took both for scores. One covered 90 yards, another College record, and the other for 55 yards. Wilkes' "Mr. Everything" also holds the College's season record for punt return yardage. Joe's post-season honors list: a second-team selection at a safety position on the 1967 American Football Coaches Association, College Division, All-American Team; a second-team selection to AP All-State Team; and a first-team choice on the All-Middle-Atlantic Conference Team. Joe was also honored when he was chosen "Outstanding Opponent" by Drexel Tech's Varsity Club for his performance in the Colonels' 13-3 victory over the Dragons.

The San Francisco 49'ers, Dallas Cowboys, and the New Orleans Saints have all expressed interest in the College standout.

When the grid sport ends in November, the versatile athlete devotes his time to wrestling. In the words of Coach John Reese, also Director of Athletics at the College, "Joe is a hard worker — his drive and determination have helped to produce a top-notch wrestler."

Joe led Coach Reese's charges to a fifth-place ranking in the NCAA College Division by capturing the national crown in the 160-pound category. Wiendl's performance was ever more outstanding when it is known he competed with a specially-designed face mask to protect his broken nose. The mask was the first seen by most fans at Mankato State College, Mankato, Minnesota, and they appropriately dubbed the 160-pounder the "Masked Marvel."

After the mat season is completed, Joe takes a well-deserved two-day rest and then reports to the diamond where the Colonel baseball squad begins spring practice. Joe is currently patrolling center field for the Colonels and is holding a lofty .345 batting average for the MAC champions. Coach Rollie Schmidt's crew put on a late-season surge by copping seven straight victories, finishing with an 11-4 overall

record and 10-3 MAC log. During this streak Wiendl went into a 10-16 batting streak and served as the team's offensive leader. With his 12 stolen bases, the junior should be near the top of the nation's standings in that category, too.

The 1967-68 story now ends for Joe Wiendl; however, next year he will serve as a captain of the wrestling squad and also as one of the tri-captains on the gridiron. A proven and capable leader, he has commanded the respect and admiration of all who have had the opportunity to meet him. At Wilkes College Joe Wiendl stands out as a man.

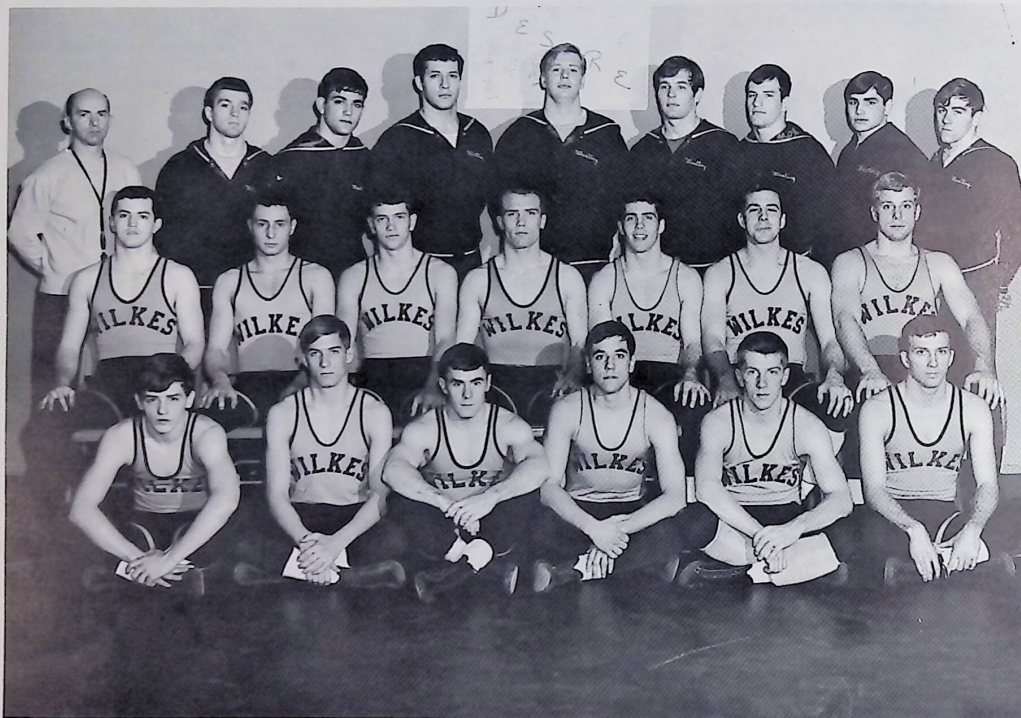
Results of 1967-1968 Basketball Season

Wilkes 82	*Elizabethtown 75
Wilkes 52	Ithaca 83
Wilkes 77	*Lycoming 86
Wilkes 76	Madison-FDU 97
Wilkes 63	Phila. Pharmacy 70
Wilkes 93	*Scranton 83
Wilkes 110	*Drew 61
Wilkes 63	†Penna. Military 50
Wilkes 68	†Drexel Tech 69
Wilkes 80	*Albright 69
Wilkes 71	*Lebanon Valley College 70
Wilkes 78	Harpur 82
Wilkes 86	*Delaware Valley College 79
Wilkes 90	East Stroudsburg State 90
Wilkes 88	Rutgers, So. Jersey 76
Wilkes 72	*Juniata 74
Wilkes 69	*Lycoming 96
Wilkes 69	*Upsala 60
Wilkes 76	*Wagner 97
Wilkes 76	*Moravian 88
Wilkes 100	*Susquehanna 90
Wilkes 59	*Scranton 62
Wilkes 96	*Dickinson 84

* Denotes Middle Atlantic Foe

† Denotes Christmas Tournament

Wilkes College WRESTLING COLONELS 1967-1968



COLONELS WRESTLING TEAM

1st row, left to right: Ken Hynes, Andy Matviak, Bill Harris, John Marfia, Galen Cruse, Joe Kiefer.

2nd row, left to right: Jim McCormick, Dennis Verzera, Gary Willetts, Joe Weindl, Dick Cook, Barry Gold, Ron Fritts.

3rd row, left to right: Coach John Reese, Larry Phelps, Dick Barrows, Don Brugel, Ron Post, Harry Cooper, Bob Conologue, Dan Genette, Terry Hurley.



Resume of 1967-1968 Wrestling Season

The season started as usual on November 1 with twenty-five boys reporting for practice. This is less than we expected and after the loss of the usual five that come out for a look we were down to the bare minimum. We had the smallest group of freshmen we have had for the last four years. Since we had a few weights to fill in this year we had to depend on the freshmen to do the job. Fortunately three of them stepped in and did a commendable job.

Our first competition was a scrimmage at Princeton. Princeton won the Ivy League Championship last year and had most of their boys back for this year. We were very pleased with our performance as we won 70% of all the bouts we wrestled.

Next we went to West Point for our usual two-day scrimmage. Again we were pleased with our performance and were looking forward to the start of the season. We had five meets scheduled in the first week and a half.

Appalachian State of North Carolina and Springfield College were making trips through and asked us to schedule them which made it tough on the boys. The worst part about it was that everyone went home on Friday and the wrestling team had to wait around until Tuesday to wrestle Springfield. This turned out to be a mistake. We were flat and with one of our starters out with an injury we lost 16-15. We won five of the nine matches but all on decisions for 15 points while they got two falls and two decisions for 16 points.

The four meets previous to the Springfield meet were won easily: Hartwick 37 to 0, Appalachian 26 to 5, Kutztown 42 to 3, C. W. Post 29 to 7.

Over the Christmas holiday we placed third in the Wilkes Open for the highest finish of any of the colleges entered.

We had two matches in January which we won easily. Hofstra 28 to 3, Mansfield 30 to 2.

The second semester started and the help we expected from veterans Jim McCormick and Joe Kiefer, both injured the first semester, did not come about so we went with what we had. The first meet after the semester break was FDU, which was won 43 to 0.

Millersville was next 28 to 3. Then came our big rival, Lycoming, in our big home meet and we wrestled very well, winning 28 to 5. We then made a trip to New England and wrestled the University of Connecticut on Friday night, winning 44 to 2, and on Saturday afternoon we wrestled University of Massachusetts, winning 51 to 0. The following Wednesday we wrestled our toughest opponent, East Stroudsburg, and although the bouts were close we lost by a big margin, 9 to 20.

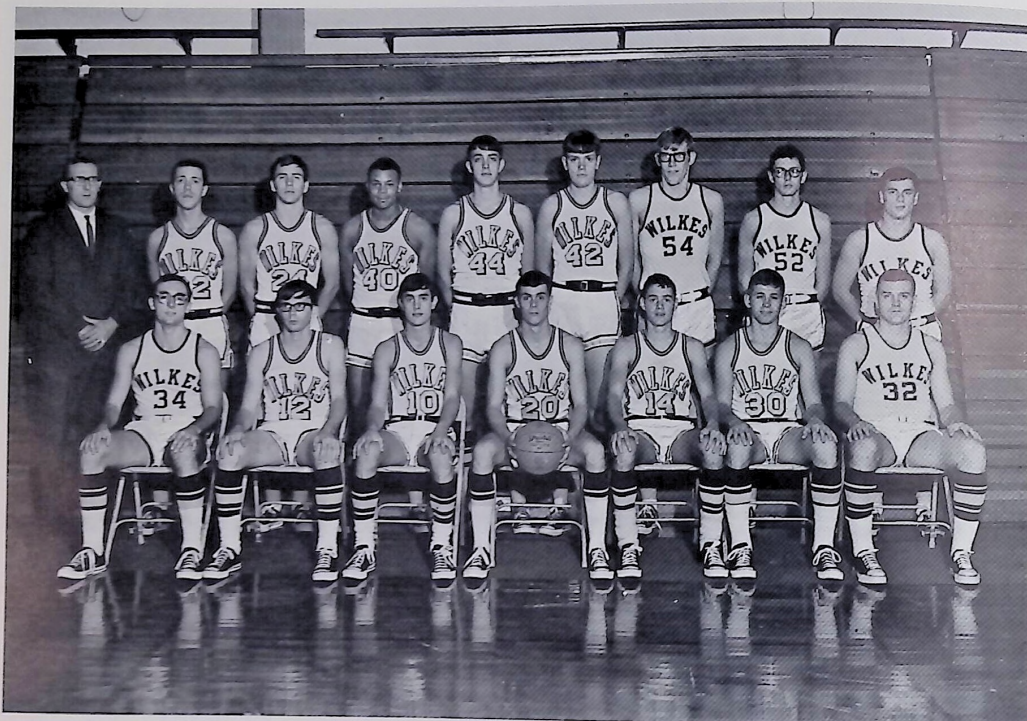
We finished up with Ithaca, winning 30 to 3. This was the last meet of the season and we got ready for the Middle Atlantic Tournament at Lebanon Valley College.

I figured it to be a three-team tournament (Temple, West Chester and Wilkes) with the team that got the breaks winning it. As it turned out, Temple got great seedings while Wilkes and West Chester battled it out on the other side of the brackets. We were holding our own until Joe Wiendl, our defending MAC champion and runner-up in the college division of the Nationals, got upset in the quarter finals and never even placed. This took the wind out of our sails and we ended up in third place. Dick Cook won the title at 167, Barry Gold was second at 177, John Marfia was second at 130, and Andy Matriak was second at 123.

The following week we went to Mankato, Minnesota, for the College Division Nationals. Our boys wrestled well and we finished fifth out of eighty teams and 400 wrestlers. The thing that was most satisfying was that Joe Wiendl came back, after breaking his nose in practice three days before, and won the national championship at 160. He was really great and showed what a tremendous athlete he really is. Andy Matriak took fourth at 115, and John Marfia took fifth at 130, and Dick Cook took sixth at 167.

We were ranked fifth in the country in the beginning of the season and finished fifth at the end, so I guess you can say we lived up to our expectations. Naturally, we were disappointed in not retaining our Middle Atlantic title this year, but we are hoping for a better year next year and if everyone comes along as they should we will have a chance to win back the title.

Wilkes College BASKETBALL COLONELS 1967-1968



1967-68 COLONELS BASKETBALL TEAM

1st row — Ken Miller, Billy Grick, Jay Reimel, Bo Ryan, Wally Umbach, Carl Cook, and Phil Howe.

2nd row — Ron Rainey, coach; Jim Smith, captain; Fred Bauer, Herb Kemp, Rich Davis, Bob Ockenfuss, Bill Klaips, Dave Silberman, and Rich Delvino.

Basketball Round-Up by Chuck Lingle

Coach Ron Rainey can look back upon the 1967-68 Colonel cage season with mixed emotions. The young Colonel dribblers compiled a respectable 12-11 overall record and a 9-6 log in Middle Atlantic Conference play — good enough for a fifth place tie. However, the Colonels dropped games that should have been victories and their drive for an MAC playoff spot fell three points short.

Before the start of the campaign, Rainey's crew was not expected to improve much on last year's 6-15 record. Four freshmen and three sophomores formed the bulk of the squad and height was at a scarcity — average Colonel height, 6'. Rainey displayed ingenuity and imagination and virtually overwhelmed most of his taller opponents. Game after game, the dwarfed Colonels were forced to battle back in an attempt to gain victory.

Rainey's strategy was fundamental: establish a tight 1-2-2 zone defense, utilize the entire squad, and RUN. The plan proved successful as the self-disciplined and conditioned Colonels knocked 12 opponents to the wayside.

Sophomore forward, Herb Kemp was the team statistical leader in most departments but a superb team effort was responsible for most of the victories. Kemp enjoyed a banner season as the 6'3" native of Glenside, Pennsylvania was afforded the following honors: named to a first team forward position on the seasonal Eastern Collegiate Athletic Conference All-East squad; given an honorable mention in All-MAC balloting; ranked among the top ten rebounders in the nation with an 18.8 average (college division); and also ranked first in the MAC in rebounds with a 19.2 average. Bob Ockenfuss, showing vast improvement from his freshman season, finished second in both the scoring and rebounding derbies with marks of 335 and 251 respectively. Guards Bo Ryan and Bill Grick were the only other Colonels to tally more than 200 points. Grick teamed up with Jay Reimel (former high school teammates at Montrose) to lead the Colonels floor game by piling up a combined total of 306 assists. The "dynamic duo" was devastating on defense and forced countless opponent turnovers that resulted in easy Colonel baskets. Captain Jim Smith suffered an ankle injury early in the season and was used sparingly. Rich Davis, 6'6" center, and Wally Umbach, 5'11" guard, proved invaluable as reserves in their freshman seasons.

The Elizabethtown Blue Jays, with two men towering over the 6'10" mark, offered the Colonels stiff competition in the season's lid-lifter. The mighty Jays were humbled 82-75 as Kemp (23 pts.) and

Ryan (21 pts.) led the onslaught. The visitors from E-town could not adjust to the Colonels' "go-go" offense.

The Colonels had their "cloud nine" knocked right out from under them as they dropped their next four contests. Ithaca trounced the Wilkesmen 83-52 completely dominating both boards; Lycoming whipped the local cagers 86-77 as captain Jim Smith severely injured his ankle; Madison-EDU overwhelmed the Colonels 96-77; and Philadelphia Pharmacy surprised the squad in Philly, 70-63.

The December 14 clash with the University of Scranton proved to be the turning point of the entire season as the Colonels rallied their forces and conquered the mighty Royals in convincing style, 93-83. The host team outrebounded the taller visitors from up north 53-27. The offense began to jell as four men hit double figures in a well-rounded attack: Grick (29), Ryan (21), Ockenfuss (17), and Kemp (16). The upset provided the Colonels with their first victory over Scranton in eight years.

Drew University invaded Wilkes-Barre during the Christmas holidays and were handily defeated 110-61 in a Colonel romp. The fans noticed an air of confidence and a sense of pride as the Colonels displayed a sound defense and an electrifying offense.

During the Christmas vacation, the cagers journeyed to Wilmington, Delaware to participate in the first annual St. Edmond's Holiday Tournament. Other squads seeing action were: Kutztown State College, Pennsylvania Military College, and Drexel Tech. Drexel loomed as the tourney favorites as the Colonels were given no consideration at all.

In opening action, the Dragons defeated Kutztown in an overtime thriller, 64-62. The Colonels rallied from a four-point half time deficit to emerge triumphant over PMC 63-50. The championship stage was set — the undefeated Dragons of Drexel were pitted against an upstart midget crew from Northern Pennsylvania. Sam Cozen's crew had to exert all the energy possible as they won in an overtime squeaker, 69-68.

All was not lost, however, when Bill Grick was named the tourney's outstanding player. The 5'10" speed merchant scored a total of 18 points in the two day affair, but was instrumental in the Colonels pressing game, handing off for numerous assists. It was later announced that Grick, Ryan, and Ockenfuss were named to the all-tourney squad.

The Colonels opened their 1968 edition of the hoop sport with impressive MAC victories over Albright, 80-69, and Lebanon Valley, 71-70. The local squad received a shock at Harpur a few days later when they dropped an 82-78 decision to the up-state New York School.

The Delaware Valley Aggies were next on the Wilkesmen's agenda — a game

which involved the number one and number two teams in the MAC's Northern Division. The game proved to be a nip-and-tuck affair as the lead exchanged hands 17 times. When Herb Kemp sank a field goal with eleven seconds on the clock, the Colonels held an 80-79 edge and an apparent victory. Ken McEntee dribbled the ball to half court and let loose with a desperation heave as the buzzer sounded. At that same moment, official Phil Walsh noticed a Colonel infraction and assessed the home team with a technical foul. With no time showing on the clock, Aggie Tom Wetzel stepped to the charity stripe in an effort to knot the score. The Freshman's conversion attempt fell short and the Colonels were entrenched in first place with a 6-1 record.

The Wilkes winning streak was extended to three games with victories over arch-rival East Stroudsburg State, 96-90, and Rutgers of South Jersey, 88-76. The Colonels' victory express was derailed at Juniata where the upset-minded Indians knocked Rainey's crew into second place with a 74-72 win. Lycoming rang up win number two over the Colonels when they annihilated the cagers, 96-69 in Billport.

The Wilkesmen racked up win number seven and broke their two game losing streak, by conquering the Vikings of Upsala, 69-60. The high flying Seahawks of Wagner College invaded Wilkes-Barre two nights later and thumped the locals, 97-76. The Colonels next faced the Moravian Greyhounds in what amounted to a "must victory." However, the home court advantage and a hot scoring hand by senior Tom Bonstein propelled the Greyhounds to an 88-76 victory.

"Rainey's Raiders" took to the road again and surprised the Crusaders of Susquehanna University, 100-90. Arch-rival Scranton now posed the lone obstacle to a playoff bid for Rainey's crew. Nat Volpe's squad, playing a slow down game, held the Colonels scoreless for seven minutes and 30 seconds and walked off with a 62-59 victory.

The gallant Colonels returned to their home grounds where they would ring down the curtain on a brilliant, but disappointing note by hosting the Red Devils from Dickinson College. Rainey gave his freshmen the opportunity to display their wares as Wally Umbach, Rich Davis, Billy Grick, and Jay Reimel joined Herb Kemp in the starting line-up. The ingenious move paid dividends as the hustling Colonels breezed to an easy 96-84 victory. The Dickinson conquest concluded a successful season — however, talk circulated the campus, the city, and the Northeastern Pennsylvania Area how the youngsters from Wilkes College finally matured.

Coach Rainey offered the following answers to his team's sudden-found success. "We played a solid defense and beat some good teams with our fast break, — but morale, and pride played the important roles in this year's squad. I'm very proud of all of them."

ALUMNI NEWS . . .

'38

CHARLES MILLARD is a partner in the firm of Whitman, Requardt and Associates. He serves as the head of the architectural-structural department, and is a professional engineer of design of buildings and other structures. Charles and his wife, Grace, live at 803 Shaw Court, Towson, Maryland. They have two children, Jane and Richard.

ROBERT GOSS was recently appointed as secretary of the State Sanitary Water Board. He and his family live at 1291 Lower Road, Camp Hill, Pennsylvania.

'39

SEMINAR REGISTRANTS—
Mrs. James Bryson (Margaret Moore)

'40

JAMES B. ROSKI was recently appointed coordinator of telecommunications marketing overseas for ESB Incorporated of Philadelphia. He has been with the company since 1946 and has served as an engineer in the research department, as a chemist and process engineer in the Industrial Division plant, and as a sales-service engineer. He transferred to the International Group in 1960 as assistant technical director. James and his wife, Marian, and their four daughters live at 9735 Beacon Road, Philadelphia, Pennsylvania.

'41

SEMINAR REGISTRANTS—Benjamin Badman

'43

SEMINAR REGISTRANTS—Ruth L. Keats

'47

SEMINAR REGISTRANTS—Dr. Edward M. Dwyer

'48

SEMINAR REGISTRANTS—Joseph Savitz

'49

ANTHONY WIDEMAN, presently on leave of absence from Temple University, returned in March after an extended tour of Antarctica by way of South America. He was among the first of several hundred tourists who have ever visited Antarctica, and was among the first who have ever successfully crossed the Antarctic Circle.

SEMINAR REGISTRANTS—Donald L. Honeywell, Joseph H. Kanner, Dr. Albert J. Stratton.

'50

SEMINAR REGISTRANTS—Robert S. Capin

'51

DANIEL PHILLIPS has been appointed director of personnel in the claims department of the home office of the Liberty Mutual Insurance Company in Boston. Dan has been with Liberty Mutual since 1951.

KEN NORTHROP, Vice-President of Holt, Rinehart & Winston Publishers in New York City, participated in a panel discussion at the Center of Performing Arts at Wilkes College in February. The panel, under the auspices of the senior class, gave students an opportunity to learn what industry expects from college graduates. Other members of the panel were Clyde Barker, Price, Waterhouse and Company, Philadelphia; and Ray Crossier, personnel manager, Owens-Illinois, Inc., Pittston, Pennsylvania.

C. HAYES DREXINGER has been named director of data processing systems at the New York office of the Reuben H. Donnelley Corporation Marketing Division.

'52

EDWARD WHEATLEY was recently promoted to the position of assistant treasurer at the Bank of Delaware, where he was formerly assistant secretary in the commercial loan department. Edward resides at 2204 Brookline Road, Fairfax, Wilmington, Delaware.

ALEXANDER MOLOSH is president of the Pascack Insurance Agency, 252 Pascack Road, Westwood, New Jersey. He and his wife, Lillian, and their four children live at 364 Hickory Street, Westwood, New Jersey.

Marilyn Davis, the former **MARILYN SICKLER**, is an instructor of Home Economics at College of St. Elizabeth, Convent Town, New Jersey. Marilyn and her two sons live at Arlington and Windmere Avenues, Mt. Arlington, New Jersey.

SEMINAR REGISTRANTS—
Mrs. Anita Janerich (Anita Piotrowska)

'53

DAVID B. WHITNEY has been awarded the Bagley Scholarship of Teachers College, Columbia University, and a National Defense Student Loan to pursue full time his doctoral study in early childhood education. David resides at 451 West 113 Street, New York City.

'54

Annette Gold, the former **ANNETTE SHALETTE**, is director of health occupations at the Keystone Job Corps Center, In Drums, Pennsylvania. Annette and her husband, Mervin, and their two children live at 122 North Dawes Avenue, Kingston, Pa.

DONALD MARSINKAVAGE is a scientific executive with EG&G, Inc., in Albuquerque, New Mexico. Don and his wife and their two children reside at 7628 Mountain Road, N.E., Albuquerque.

GERALD LEESON received his Ph.D. in Pharmacology in 1967 from the University of Manitoba in Canada. He is now section head with the William S. Merrell Company in Reading, Ohio. Gerald and his wife, Jean, and their four children live at 7495 Joan Drive, West Chester, Ohio.

JOHN WOJNAR was recently promoted to manager of sales administration for the Industrial Chemicals Division of Hooker Chemical Corporation, Niagara Falls, New York.

'55

ARTHUR BOOTE has accepted the position of controller with the Vail-Ballou Press in Binghamton, New York. Arthur and his wife, Marian, and their sons, Robert and Danny, live at 4608 Duke Drive, College Park, Binghamton.

SANDY FUREY recently completed his military service and has opened offices in the Medical Arts Building in Scranton, Pennsylvania, for the practice of internal medicine and cardiology.

JAMES DULL is news coordinator and commentator for WELI. He is also president of the Connecticut Radio-TV News Directors Association, a panelist on "The Fourth Estate" and moderator of "Connecticut Issues" on Connecticut Educational Television. James also teaches political science at Quinnipiac College.

SEMINAR REGISTRANTS—David L. Hoats, Richard P. Ridge.

'56

DONALD McFADDEN has been appointed to serve as counsel of the Wilkes-Barre Redevelopment Authority. He is also a member in the law firm of Flanagan, Doran, Bisconti and Shaffer. The office is located in the IBE Building, 67-69 Public Square in Wilkes-Barre. Don and his family reside at 197 Academy Street, Wilkes-Barre.

JOHN KUSHNERICK is publisher and editor of Motor /Age in Philadelphia. John and his wife, Letty, and their two children live at 23 War Trophy Lane, Media, Pennsylvania.

JAMES FERRIS is assistant principal at Wyoming Valley West High School in Kingston, Pennsylvania. James and his wife, Mary Ellen, and their three children live at 117 West Vaughn Street, Kingston.

RONALD BOROFSKI is an electrical engineer in the Rural Electrification Administration of the U.S. Department of Agriculture in Washington, D.C. Ronald and his wife, the former **JOYCE GLANVILLE** '62, and their daughter, Brenda, reside at 5430 Tansy Avenue, Alexandria, Virginia.

RALPH WHITMER is an assistant professor at Mansfield State College. He is teaching in the Library Education Department. Ralph and his wife, Eva, and their four children live at 13 King Street, Wellsboro, Pennsylvania.

SEMINAR REGISTRANTS—Thomas R. Price

'57

SHIRLEY RAY is a comptroller with the Commission of Economic Opportunity of Luzerne County. The Commission is located in Wilkes-Barre. Shirley lives at 552 North Vine Street, Hazleton, Pennsylvania.

JOHN COATES has been appointed treasurer of General Felt Industries, Inc., a subsidiary of The Okonite Company. He has been with Okonite since 1957. John and his wife and their two children reside at 152 Whitney Avenue, Pompton Lakes, New Jersey.

JAMES MARK, Ph.D., has been appointed Associate Professor of Chemistry at the University of Michigan, Ann Arbor, Michigan.

JOHN H. DORAN is a member in the law firm of Flanagan, Doran, Bisconti and Shaffer. The office is located in the IBE Building, 67-69 Public Square, Wilkes-Barre. John lives at 95 West St. Mary's Road, Hanover Township, Wilkes-Barre.

ROLAND LEONARD has been named manager of major accounts for the Joy Manufacturing Company's Claremont Division, Claremont, New Hampshire.

DONALD JAIKES was ordained to the Sacred Order of Priests on May 18, at St. Paul's Episcopal Church in Malden, Massachusetts.

SEMINAR REGISTRANTS—Charles R. Abate, Larry Cohen, John Doran, Willard Hughes, William H. Tremayne.

'58

KEITH WILLIAMS is teaching in the Pennsbury School District in Fairless Hills, Pennsylvania. Keith and his wife, Florence, and their two children reside at 48 Cinnamon Road, Levittown, Pennsylvania.

EDMUND KOTULA is secretary and business administrator at Northern Highlands Regional High School in Allendale, New Jersey. He has received his M.E. degree from Montclair State College. Edmund and his wife, Margaret, live at 29 Main Avenue, Wallington, New Jersey.

HILLARD HOFFMAN is Supervisor of Higher Education Statistics with the Pennsylvania Department of Public Instruction in Harrisburg. He and his wife, Ruth, and their three children live at 1169 Pleasant Road, Harrisburg.

ROYAL HAYWARD is Project Programmer with IBM in Raleigh, North Carolina. He and his wife, Adris, and their three children live at 2610 Wells Avenue, Raleigh.

JOHN CARLING has been appointed deputy executive director by the Wilkes-Barre City Redevelopment Authority. John was formerly with the Scranton City Redevelopment Authority.

HARRY MOYLE has been appointed an assistant vice-president of the Northeastern Pennsylvania National Bank & Trust Company. He lives at 99 Main Street, Mountaintop, Pennsylvania.

SEMINAR REGISTRANTS—
Mrs. John King (Miriam Thomson)

'59

GERALD GUTTERMAN, D.D.S., is completing two years post graduate residency in endodontics at the University of Pennsylvania Graduate School of Medicine. He also has a part-time practice in Ardmore, Pennsylvania.

ERNEST ASHBRIDGE has been appointed assistant vice-president of the Hanover National Bank in Wilkes-Barre. Ernest is a graduate of the University of Wisconsin Graduate School of Banking. He lives at 90 West Mount Airy Road, Shavertown, Pennsylvania.

CHARLES MUEHLBAUER is a CPA and assistant controller with the Cudahy Company in Phoenix, Arizona. Charles and his wife, the former **JOAN YONAKIS** '51, and their three children reside at 7509 North 12th Avenue, Phoenix, Arizona.

CHARLES BUTLER is a buyer at General Electric in King of Prussia, Pennsylvania. Charles and his wife, Mildred, live at 411 Trimble Boulevard, Brookhaven, with their four children.

ALFRED D'ANCA received his M.D. degree from the University of Amsterdam School of Medicine. In January 1968 he began a four-year residency in Orthopedic Surgery at Geisinger Hospital in Danville, Pennsylvania. Alfred and his wife, Tuula, live at 105 Huntington Avenue, Danville.

ALLAN BALCOMB is teaching history in the South Brunswick High School in New Jersey. He has also been varsity basketball coach there for the past five years. Allan resides at 17 Brainerd Drive, Cranbury, New Jersey.

MARIANNE VAN BLARCOM is teaching art in Fair Lawn Senior High School. She is a candidate for a master's degree in fine arts and fine arts education at Montclair State College.

FREDERICK J. ROBERTS is to be an assistant professor of political science at Illinois State University starting in September.

SEMINAR REGISTRANTS—Mrs. Margaret Morris, Dr. Robert B. Morris.

'60

Carolyn Andron, the former **CAROLYN HOWELLS**, is the librarian at Dundalk Senior High School in Baltimore, Maryland. Carolyn and her husband live at 2905 Dunmore Road, Baltimore, Maryland.

RONALD SIMMS is sales manager and member of the Board of Directors for the Petroleum Service Company in Wilkes-Barre. He is also president and a member of the Board of Directors for the Abernathy Corporation in Kingston, Pennsylvania. Ronald was recently named commanding officer of Battery B, 1st Battalion, 109th Artillery, located at Nanticoke, Pennsylvania. Ron and his wife, Rhea, and their four children live at 116 Butler Street, Kingston, Pennsylvania.

JAMES WALLACE has been elected assistant cashier of the Northeastern National Bank and Trust Company in Wilkes-Barre. James and his wife, Louise, and their four children live at 304 Scott Street in Wilkes-Barre.

WILLIAM PETERS has been appointed minister of music at Latrobe Presbyterian Church in Latrobe, Pennsylvania.

R. DALE WAGNER has been promoted to Division Operations Manager-North Area of the Commonwealth Telephone Company. He will be responsible for commercial traffic and plant operations in the company's Montrose, Towanda, and Wellsboro areas. Dale and his wife, Verna Lee, and their two children will be making their home in Towanda, Pennsylvania.

Dr. MARTIN F. TANSY is Associate Professor and Chairman of the Department of Physiology at Temple University Schools of Dentistry, Dental Hygiene, and Pharmacy. He was recently awarded a \$37,205 research grant from the National Advisory Arthritis and Metabolic Diseases Council of the National Institutes of Health for a two-year study.

SEMINAR REGISTRANTS—
Mrs. David Skibbs (Patricia Fushek)

'61

CHARLES HUGHES has been appointed director of pharmaceutical product management at Ross Laboratories, a division of Abbot Laboratories, in Columbus, Ohio.

JAMES SKESAVAGE is controller for the Airway Manufacturing Corporation in South Hackensack, New Jersey. Jim and his wife, Mary Lou, and their three children reside at 87 Cleveland Avenue, Hasbrouck Heights, New Jersey.

JOSEPH DROZDOWSKI is an assistant analyst at the Langley Research Center in Hampton, Virginia. Joe and his wife, Kathryn, live at 28 Twin Lakes Circle, Hampton, Virginia.

JACOB ZOOK is retail manager and wholesale representative for Zook's Craft Shops in Paradise, Pennsylvania. Jacob and his wife, Gail, and their son, Charles, reside at 1526 Lincoln Highway East, Lancaster, Pennsylvania.

RAYMOND PIRINO has opened his office for the practice of general dentistry at 3300 South Conway Road in Orlando, Florida.

SEMINAR REGISTRANTS—Mrs. John Chwalek (Ottie Hill), Christopher Loesch, Sally Ann Williams.

'62

KENNETH KRUPINSKI is an associate research chemist with the U.S. Steel Research Center in Monroeville, Pennsylvania. Ken and his wife, Margaret, and their daughter live at 117 Patee Drive, Pittsburgh, Pennsylvania.

JOHN BECK is assistant production coordinator for Johnson S. Johnson Baby Products in New Brunswick, New Jersey. John and his wife, Barbara, and their two daughters live at 248 South 5th Avenue, Highland Park, New Jersey.

DAVID EDWARDS is an engineer with the Bethlehem Steel Corporation, Dore and his wife, Esther, and their two children live at 1812 Cloverdale Road, Bethlehem, Pennsylvania.

LEONARD REESE has been promoted to manager of the internal audit department of the Crouse-Hinds Company of Syracuse, New York. Formerly, Leonard was a senior auditor with Peat, Marwick, Mitchell and Company, public accountants. He and his wife, Betty Lou, and their two daughters live at 108 Eloise Terrace, Syracuse.

BENJAMIN WEAVER is assistant vice-president and controller with Liberty Life Insurance Company, King of Prussia, Pennsylvania. Ben and his wife and their three children reside at 342 Cricket Avenue, North Hills, Pennsylvania.

MURRAY DAVIS has been assigned flight surgeon duties at the U.S. Naval Air Station in Pensacola, Florida.

PAUL AQUILINO, lieutenant in the U.S. Navy, is a weapons officer on a destroyer homeported in Mayport, Florida. He lives at 173-85 Rosa Lee Way, North Redington Beach, Florida.

RALPH PINSKEY was conferred the degree of Juris Doctor by the University of Tulsa College of Law. He resided at 4922 South Boston, Tulsa, Oklahoma, with his wife, Mary Ann, and his two sons, David and Stephen.

STEPHEN SCHWARTZ has been promoted to assistant professor of English at Marietta College. He and his wife, the former BEVERLY MAJOR '62, reside at 109 Sunnyhill, Marietta, Ohio.

GERALD BURKHARDT has been appointed registrar at Millersville State College.

SEMINAR REGISTRANTS—Mark Adelson, W. Peter Greenberg, Howard Hall, Joseph C. Shemke.

'63

THOMAS COWELL is assistant operating manager with Allstate Insurance in Roanoke, Virginia. Tom and his wife, Kay, and their daughter, Anne, live at 2133 Catlett Drive, Salem, Roanoke, Virginia.

Myra Marsh, the former MYRA SCHWARTZ, is teaching at the Children's Center, Los Angeles City School District. Myra and her husband, Harry, reside at 6762 Hillpark Drive, Hollywood, California.

ROBERT AINSWORTH is export and government sales manager (USA) for Uni Royal International, New York City. Bob and his wife, Brenda, and their two children live at 155 Berkeley Avenue, Bloomfield, New Jersey.

PAUL BATTISTI has joined the Commonwealth Telephone Company of Pennsylvania as a commercial representative. He received his Master's degree in Business Administration in the spring of 1967. Paul and his wife, Patricia, and their son live at 191 Church Street, Dallas, Pennsylvania.

DANIEL ZERONA is assistant professor of chemistry at Lehigh University. He has his Ph.D. in chemistry from the University of Pennsylvania. Dan and his wife, Alexandra, reside at 1952-C Valley Park East, Bethlehem, Pennsylvania.

Anne Rupe, the former ANNE LIGETI, is teaching at the Fullerton Elementary School, Fullerton, California. Anne and her husband, William, live at 154 South Yale, Fullerton.

WILLIAM MENEELY, Navy lieutenant, is commander of an attack helicopter squadron in Vietnam. He has been awarded 17 Air Medals, Vietnamese Service Medal and Vietnamese Campaign Medal for meritorious achievement in aerial flight against the Viet Cong.

STEVEN L. PANKEN has been promoted to captain in the U.S. Air Force. Steve is a communications officer at Bytheville AFB, Arkansas, and is a member of the Air Force Communications Service.

SEMINAR REGISTRANTS—Mrs. Douglas Bennington (Sandra Egen), Robert P. Bomboy, Mrs. Hilton Burton (Eleanor Phillips), Alex Pawlenok.

'64

MIMI WILSON has been appointed Director of Public Relations at Wyoming Seminary in Kingston, Pennsylvania. Mimi lives at 72 Franklin Street, Dallas, Pennsylvania.

DOUGLAS BENNINGTON is teacher and department chairman of the Social Studies Department at Bergenfield High School. Doug and his wife, the former SANDRA EGEN, live at 294 South Washington Avenue, Bergenfield, New Jersey.

RICHARD BURNS graduated from Brooklyn Law School in June 1967. He passed the New York State Bar Examination and was admitted to practice law in New York in December 1967. Richard is associated with the law firm of Clue and O'Brien, Esqs., in Mineola, New York. He and his wife, Lynda, live at 110 Brooklyn, Freeport, New York.

RONALD BALDWIN is studying for his master's degree at the Yale University School of Music. He gave a degree recital on May 10, at Sprague Memorial Hall.

NICHOLAS STCHUR has been promoted to the rank of first lieutenant at McDord Air Force Base, Tacoma, Washington. Nicholas and his wife, Sally, reside at Rt. 2, Box 2742-B, Spanaway, Washington.

DAVID THOMAS is area sales manager for Inver Brothers Company in Cleveland. David and his wife, Marilyn, and their two sons live at 4742 Feharty Road, North Olmsted, Ohio.

Patricia Geyer, the former PATRICIA WOLFE, is Bacteriology Department head at St. Agnes Hospital in White Plains, New York. Pat and her husband, Barry, live at 125 North Washington Avenue, Hartsdale, New York.

VINCENT McHALE, a doctoral candidate in political science at Pennsylvania State University, has been awarded a Woodrow Wilson Dissertation Fellowship. He is the first Penn State graduate student to receive this award. The fellowship will assist him in conducting field research in France. Vincent and his wife, the former ANN COTNER, '61, and their son, Patrick James, reside at Apt. 9-E, Graduate Circle, University Park, Pennsylvania.

HARRY VOGT has been named head wrestling coach at Meyers High School in Wilkes-Barre. He is also a teacher in the city school system.

Rachel Dziak, the former RACHEL PHILLIPS, is teaching at the Jefferson Elementary School in Binghamton, New York. Rachel and her husband, Michael, live at Building 1-A, Apt. 6, 200 Rano Boulevard, Vestal, New York.

MALCOLM PEARLMAN is Credit Department analyst with the Standard Equity Corporation in Wilkes-Barre. He lives at 71 West River Street, in Wilkes-Barre.

RAYMOND NUTAITIS is instructor of music at the University of Illinois. Ray and his wife, Rosalie, live at 404 East Green, Apt. 203, Urbana, Illinois.

JEFFREY GALLEY was graduated from Brooklyn Law School in June 1967, and was admitted to the New York Bar in December. He is now associated with the law firm of Gallet, Hecht & Fingerit, 211 East 43rd Street, New York, New York.

LLOYD WRUBLE received his Doctor of Dental Surgery degree from the University of Tennessee Medical Units in December 1967. He plans to specialize in the field of oral surgery and has accepted an internship at the Jackson Memorial Hospital in Miami, Florida.

HARRIS TOBIAS has been appointed publicity assistant for Mutual of New York. Prior to joining MONY Harris was a public relations writer for the R. L. Bern Company and house organ editor for the Ford Instrument Company. He has also served with the Peace Corps in Guatemala.

NELSON SNYDER II recently passed the CPA examination. He is associated with the firm of Laventhol, Krekstein, Horwath & Horwath. Nelson and his wife, Dolores, reside at 125 Carey Avenue in Wilkes-Barre.

NEIL DOUGHERTY is a captain in the Third Air Force Headquarters in London. He is in the Munitions Evaluation Division. Neil lives at 95 Marsh Lane, London, N.W. 7, England.

MICHAEL LANDESMAN is a second lieutenant in the U.S. Army in Vietnam.

'64 (Continued)

BROOKE YEAGER is teaching general science in a junior high school in Valley Stream, New York. He is now completing work on his masters degree at Columbia University. Brooke lives at 125 East Dover Street, Valley Stream, New York.

SEMINAR REGISTRANTS—Mrs. Marvin Adler (Sylvia Schrader), Douglas Bennington, Franklin T. Smith, William B. Yeager III.

'65

EDWARD REESE is a counselor for the state of New York Narcotic Rehabilitation Center in Buffalo. Edward and his wife, the former ARLENE SIANO '65, reside at 421 East Oak Orchard Street, Medina, New York.

JOSEPH CZARNECKI is teaching at Wyoming Valley West School District in Plymouth, Pennsylvania. Joe resides at 143 Cemetery Street, Ashley, Pennsylvania.

JOHN DUCCESCHI is an assistant engineer at the Bendix Corporation in South Montrose, Pennsylvania. John and his wife, Joan, live at 69 State Street, Nicholson, Pennsylvania.

DIANE SMITH has received her M.A. degree from Pennsylvania State University.

Carolyn Carozzoni, the former CAROLYN WUJCIK, is a business teacher at Wyoming Valley West School District in Plymouth, Pennsylvania. Carolyn and her husband, Anthony, live at 839 West Main Street, Plymouth.

JACK BARNES has been promoted to account manager with Campbell Sales Company. Jack and his wife, the former ANDREA CIEBIEN '65, live at 4417-A Rosemont Avenue, Drexel Hill, Pennsylvania.

DALE EDWARDS has been appointed head football coach at Catsaqua High School where he also teaches social studies. He and his wife, Shirley, and their daughter live at 1042 Seventh Street, Catsaqua, Pennsylvania.

JOHN NORK has been named a methods analyst in the systems and methods department at The Travelers, Hartford, Connecticut. John and his wife live at 435 Newfield Street, Middletown, Connecticut.

ROBERT VINCENTI, JR., received his master's degree from Fordham University in 1967. He is a case worker with the Wyoming Valley Family Service Association. Vincent and his wife, Ann, live at 163 Courtright Street, Plainsville, Pennsylvania.

SEMINAR REGISTRANTS—John B. Hall, Craig M. Houllston.

'66

DONALD DAVIS was recently promoted to the rank of first lieutenant while serving with the U.S. Army in Vietnam. He is a supply officer at Vung Tau, Vietnam.

ROBERT GREENE is CPA and senior accountant with Stephan Zweimer & Company in Wilkes-Barre. Bob and his wife, Mary Ann, live at 35 North Franklin Street, Wilkes-Barre.

EVAN EVANG has accepted a position as a programmer in the Computer Department of the General Electric Company at Phoenix, Arizona. Prior to this he was with the U.S. Government as a programmer in Fairborn, Ohio.

JAY REICH is a sales representative with Hunt-Weston Food in Middletown, Connecticut. Jay and his wife, Arlene, and their two children reside at 182 Rose Circle, Middletown.

ROBERT ROEBUCK received his M.A. degree from Western Michigan University in December 1967. He is associated with Pennhurst State School and Mental Hospital in Spring City, Pennsylvania. He lives at Erdenheim Farm, Chestnut Hill, Pennsylvania.

WALTER LINE, III, has been promoted to Army first lieutenant while serving with the 2nd Armored Division at Ft. Hood, Texas. He is an adjutant with Headquarters Company, 2nd Battalion of the division's 67th Armor.

ERNEST KRUTE is an accountant with the firm of Peat, Marwick, Mitchell and Company in Pittsburgh, Pennsylvania. Ernest and his wife, Valrie, live at 818 Broadway, East McKeesport, Pennsylvania.

F. CHARLES PETRILLO has attained one of the highest honors at the Dickinson School of Law by being named editor-in-chief of the Dickinson Law Review. He also serves as a field representative for the Community Legal Services of Dauphin County.

'67

FRANK SZUMILO is a member of a team of researchers in the Business Economics Center at Lehigh University. After receiving his master's degree at Lehigh, he will enter the Ph.D. program. He is presently a teaching assistant at the university. Frank and his wife, Angela, and their two sons live at 1139-D Garfield Street, Bethlehem.

NORMAN KRESSE is studying for his master's degree at the State University of New York at Binghamton.

KENNETH MALONEY is doing graduate work at Penn State University. He lives at 327 Atherton Hall, University Park, Pennsylvania.

MARGUERITE YEVITZ is a doctoral candidate in chemistry at Pennsylvania State University. She is the recipient of a fellowship and is doing research in inorganic chemistry. Marguerite is living at Haldy Towers, State College, Pennsylvania.

ALLAN SAIDMAN was graduated recently from a VISTA training program in El Paso, Texas. Al will spend one year working in El Paso with Project Bravo.

ROBERT ARMSTRUSTER is a graduate student at Rensselaer Polytechnic Institute. Bob and his wife, Claire, reside at Bryckwyck Sunset Terrace, Apt. E-21, Rensselaer Polytechnic Institute, Troy, New York.

HERMAN GEORGE, JR., is presently studying for his M.A. degree at Middlebury Spanish School in Madrid, Spain.

STERLING BONAWITS, Navy lieutenant, has been assigned to the Guam Naval Hospital in the Marianas Islands.

JAMES MAGNIN is teaching mathematics at Deposit Central School in Deposit, New York.

ALAN CARNEY is a junior programmer with IBM in Kingston, New York. He and his wife, Linda, and their son, Lee Alan, live at Sunset Garden Apartments, Kingston, New York.

BARRY MILLER was an honor graduate of the U.S. Army Finance School, Ft. Benjamin Harrison, Indiana. Presently he is stationed at Ft. Meade, Maryland.

NELSON SEAGREN has been commissioned a second lieutenant in the Air Force upon graduation from OTS at Lackland AFB, Texas.

STEWART SWEET is a statistician with the Keystone Insurance Company in Philadelphia. He and his wife, Margaret, and their son reside at 3041 West Chester Pike, Broomall, Pennsylvania.

Darlene Van Meter, the former DARLENE BORDA, is teaching speech and English at Fairmont Senior High School. Darlene and her husband, William, who is a graduate of Ashbury College, reside at 713 Gaston Avenue, Fairmont, West Virginia.

Darlene Roth, the former DARLENE MOLL, is teaching English at Market Prep School in Massachusetts. Darlene and her husband, Robin, live at Riveridge Road, R. F. D. #1, North Billerica, Massachusetts.

ANTIONETTE SUPCHAK is teaching at Casey Park School, Auburn, New York. She lives at 7 South Street in Auburn.

SHARYN YANOSHAK is a junior programmer in the programming in time sharing systems division of IBM in Kingston, New York. Sharyn resides at 1 Calamar Lane, Woodstock, New York.

RENALD DAVENPORT of Daytona Beach, Florida, received his Commercial Pilot Certificate on April 7, 1968, from the Embry Riddle Aeronautical Institute in Daytona Beach.

SEMINAR REGISTRANTS—Marvin Adler, Mrs. Madeline S. Finnerman, Andrea Gallit.

'68

SEMINAR REGISTRANTS—Ralph Murdoch, Michael Worth, Mrs. Michael Worth (Helen Dugan).



Down The Aisle

'60

VIRGINIA LYONS became the bride of Nicholas Hoel last November. Virginia is an engineering associate with the American Telephone and Telegraph Company in Cincinnati. Her husband is a graduate of the University of Cincinnati College of Pharmacy.

THOMAS HURLEY, JR. was married to Betty Armstrong in December 1967. Tom is a guidance counselor at Neptune Junior High School in New Jersey. They live at 301 Sunset Avenue, Asbury Park, New Jersey.

'62

MURRAY DAVIS, III, was married to Mary Elizabeth McGovern in March.

'63

MICHAEL SCHWEFEL was married to Toby Felder in December. Michael has received degrees from Brooklyn Law School and the New York University Graduate School of Law. Michael and Toby are living in Manhattan.

KENNETH G. FRANTZ was married to Alberta Havas. Ken is an art director at Suburban Publishers, Inc. in West Pittston, Pennsylvania. They are living at 218 Franklin Street, West Pittston.

'64

JEFFRY GALLEY was married to Jill Marks in March. They are living at 40-26 215 Street, Bayside, New York.

MICHAEL MUCCINO was married to Phyllis Ann Noto. Michael is teaching mathematics in Englewood Cliffs, New Jersey, and is studying for his master's degree at Seton Hall University. Phyllis is a graduate of Fairleigh Dickinson University and teaches in Fort Lee, New Jersey. They are residing in Fairview, New Jersey.

RICHARD BURNS was married to Lynda Birnbaum, a graduate of Boston University. They are residing at 110 Brooklyn Avenue, Freeport, New York.

'65

RUTH ANN ARLASKAS became the bride of Kenneth Roinos. Ruth is an instructor of nursing at Mountainside Hospital, Montclair, New Jersey. Kenneth is a graduate of Delaware Valley College.

'66

MARTIN YENCHA and **MARY KALAFUT** were married in May. Mary is a supervisor in the unemployment office of New Jersey in Plainfield. Martin is associated with the Lockheed Corporation in Plainfield.

IRENE SCHEINING became the bride of John Hinrichsen in December 1966. Irene is a registered medical technologist at the Haverford General Hospital, Havertown, Pennsylvania. Irene and her husband will reside at 31-4 Revere Road, Drexel Hill, Pennsylvania.

'67

WALTER NARCUM and **RUTH PARTILLA** '66 were married recently. They are residing at 408 Waverly Avenue, Clarks Summit, Pennsylvania.

JOSEPH SETTINERI was married to Marilyn Karp last December. Marilyn is a graduate of Adelphi University. They are both teaching in the South Huntington school system, New York. They are living in Kings Point, New York.

MARY WISCHAK became the bride of Gary Woods. Mary is teaching English at the Wyoming Area Senior High School, Wyoming, Pennsylvania.

MARGERLY WHOLAN became the bride of Edgar Berube in September 1967. Edgar is a graduate of Bradford Duffie Institute of Technology and the University of Connecticut. Margery and her husband, who is with the Army, are now living in Panama City, Panama.



This Bright New World

'56

a son, Jimmy, to Mr. and Mrs. James Ferris on July 23, 1967. They live at 117 West Vaughn Street, Kingston, Pennsylvania.

'58

a son, James, on August 16, 1967, to Mr. and Mrs. James C. Smith. Mrs. Smith is the former **HARRIETTE DAVIS**. They reside at 463 St. John's Circle, Phoenixville, Pennsylvania.

a son, Eric Bruce, to Mr. and Mrs. Bruce Borgersen on March 23, 1968. Mrs. Borgersen is the former **MARY MATTEY**. They reside at 19 Decker Drive, Chapel Hill, Newark, Delaware.

'60

a daughter, Bonnie Jane, on February 14, 1967, to Mr. and Mrs. Basil Smith. They live at 1009 Arnold Avenue, Raritan, New Jersey.

a daughter, Jacqueline, to Mr. and Mrs. Carl Havira on January 10, 1968. They live at 224 New Mallory Place in Wilkes-Barre.

a daughter, Emma Lynn, to Mr. and Mrs. Ronald Simms on October 12, 1967. They live at 116 Butler Street, Kingston, Pennsylvania.

'61

a son, Douglas, on March 24, 1968, to Mr. and Mrs. John Turner. They live at 25 Wallingford Avenue, Wallingford, Pennsylvania.

'62

a son, Leonard Joseph, to Mr. and Mrs. Leonard Snyder on July 30, 1967. Mrs. Snyder is the former **MARILYN KRACKENFELS**. They reside at 216 South Franklin Street, Wilkes-Barre.

'63

a daughter, Carol Ann, to Mr. and Mrs. William Space on January 30, 1968. They live at 335 Ash Street, Laurel Bay, South Carolina.

'64

a daughter, Dawn Ann, on September 25, 1967, to Mr. and Mrs. Donald Fine. They reside at 127 East Hamilton Avenue, State College, Pennsylvania.

'65

a son, Jackie, to Mr. and Mrs. Jack Barnes, Jr., on May 14, 1967. Mrs. Barnes is the former **ANDREA CIEBIEN**. They live at 4417-A Rosemont Avenue, Drexel Hill, Pennsylvania.

a daughter, Dina Joell, on October 13, 1967, to Mr. and Mrs. James H. Goodwin. Mrs. Goodwin is the former **L. KAY McNALLY**. They live at 188 Kay Street, Newport, Rhode Island.

a daughter, Suzanne, on September 26, 1967, to Mr. and Mrs. Robert Pritchard. Robert is a lieutenant (j.g.) in the U.S. Coast Guard. Their permanent mailing address is 11 Harris Hill Road, Trucksville, Pennsylvania.

a daughter, Carolyn Leslie, on August 29, 1967, to Mr. and Mrs. Leonard Koerner. Mrs. Koerner is the former **SUZANNE STICA**. They live at 107-10 Shore Front Parkway, Rockaway Park, New York.

'66

a son, Thomas Wesley, to Mr. and Mrs. Thomas Creedon on May 10, 1967. Mrs. Creedon is the former **SUSAN MAURY**. They live at 913 Prescott Avenue, Scranton, Pennsylvania.

a son, Richard Lewis, on March 21, 1968, to Mr. and Mrs. Stewart Swett. They live at 3041 West Chester Pike, Broomall, Pennsylvania.

'67

a son, Lee Alan, on February 12, 1968, to Mr. and Mrs. Alan Carney. They reside at Apt. 2-B, Sunset Garden Apts., Kingston, New York.

In Memoriam

JACK (Karnofsky) KARN, '39

Jack (Karnofsky) Karn '39, died in October 1967 after an illness of several months at the age of 51. He was an active worker in the community despite his affliction with Cerebral Palsy.

Jack received his education through high school from private tutors and received his high school diploma through an examination at Wilkes College. He was a graduate of Wilkes-Barre Business College and later attended Wilkes College where he took part in its Drama Club. He was also a feature columnist for the "Beacon" while a student and contributed many articles afterwards. In 1948 he became Wilkes-Barre's first foreign film exhibitor and became a State licensed theatrical agent.

Jack later founded the Cerebral Palsy Group in Wilkes-Barre, becoming its first president. The Group was affiliated with the United Cerebral Palsy national organization. He was a member of the Group's Board of Directors at his death. He wrote for the Cerebral Palsy national magazine, "The Cerebral Palsy Review," and the "Cerebral Palsy Crusader."

Jack was an active member of the Drama Guild of the Jewish Community Center and the Little Theatre of Wilkes-Barre. He was a Democratic committeeman and was an active member of the Wilkes-Barre City Democratic Club. He was also a member of the Wilkes-Barre Elks Lodge, Temple Israel, and other Hebrew organizations.

Jack is survived by his mother, Mrs. Max Karnofsky.

JAMES R. STOCKER, '57

James R. Stocker died at the United States Health Service Hospital, Baltimore, Maryland, where he had been a patient.

Jim graduated from West Pittston High School in 1948 and from Wilkes College in 1957 with a B.S. degree. He was a veteran of the Korean War and served as a corporal with the Army. He had been employed by the Aetna Insurance Company in Newark, New Jersey.

In addition to his mother, Mrs. Mildred Taft Stocker of West Pittston, he is survived by a brother, Charles, of Swartswood, New Jersey, and a sister, Alberta, of Elizabeth, New Jersey.

DONALD J. SNYDER, '49

Donald J. Snyder of Pleasantville, New Jersey, died in Shore Memorial Hospital at Somers Point after a long illness.

Donald graduated from Jermyn High School. He resided in Forty Fort for a number of years and graduated from Wilkes College in 1949 with a B.S. degree. He was a veteran of World War II and was employed by the Atlantic City Light Company in the accounting department.

He is survived by his wife, the former Peggy Weir of Forty Fort, a son, James, and his father, Milton Snyder.

WHAT'S YOUR LINE ?

THE CLASS NEWS that you have been reading has come from this questionnaire. There will continue to be class notes as long as you continue to send this back to us with information concerning you and your eventful lives.

1. NAME

(LAST)
(FIRST)
(MIDDLE)

 MAIDEN NAME
 Street
 City State Zip Code
 Telephones: Home Business
2. WILKES DEGREE Curriculum Year Graduated
 Withdrew Transferred to
 Degree Date
3. ADVANCED DEGREES Source Date

4. PLACE OF EMPLOYMENT Title
 Business Address
 Duties

5. MARRIED ☐ SINGLE ☐
 Spouse (Name) Wilkes Graduate?
 Children: Name Date of Birth

6. LAST POSITION HELD: Title Employer
7. PERMANENT REFERENCE ADDRESS

(NAME)
(PHONE)

(STREET)
(CITY)
(STATE)
(ZIP CODE)