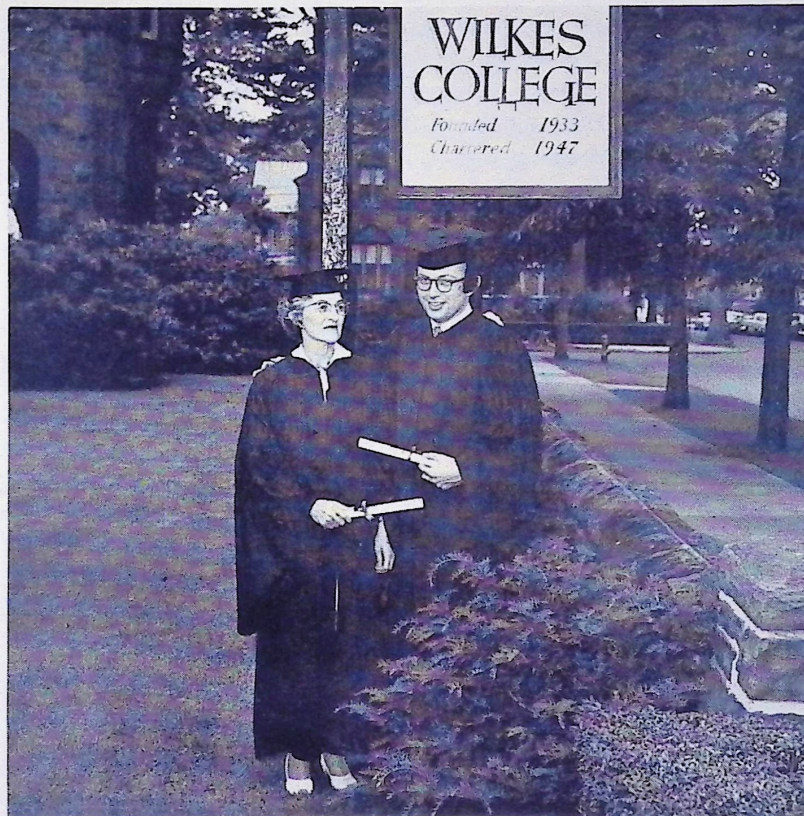


WILKES



ALUMNUS

Vol. 5 No., 4

JULY, 1959

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On the Cover:

The Morris family of Forty Fort, Penna. is a Wilkes Family!!
 Pictured on the cover is Robert Burton Morris and his mother, Mrs. Margaret Morris of Forty Fort, Penna., both of whom received their Bachelor of Science Degrees from Wilkes College at commencement ceremonies this June.
 The graduation of Mrs. Morris and her eldest son, Robert, completes the undergraduate study of the Morris family, four in number. Son Richard Everett and daughter Nancy Ann were graduated from Wilkes in 1957.
 Mrs. Morris, an elementary education graduate of Bloomsburg S.T.C., when known as Bloomsburg Normal School, gained her bachelor's degree with honors by attending the evening school division at Wilkes. In addition she has been teaching the sixth grade at the Dana Street School in Forty Fort, Penna. She is presently working toward her master's degree at Bucknell University and expects to complete her studies by next summer.
 Robert completed his requirements for a Bachelor of Science degree in commerce and finance in January of this year and is presently employed at Wilkes as Administrative assistant to the President. Last Fall he was named assistant coach of wrestling at Wilkes. He was named the outstanding graduate of his class and was elected permanent class president.
 Two of the Morris family are married to former graduates of Wilkes, namely: Robert is married to the former Patsy L. Reese of Forty Fort, a 1957 graduate with a bachelor of arts degree in art; and Nancy Ann is married to D. Glen Phetean, who was graduated from Wilkes in 1956 with a bachelor of science degree in secondary education.

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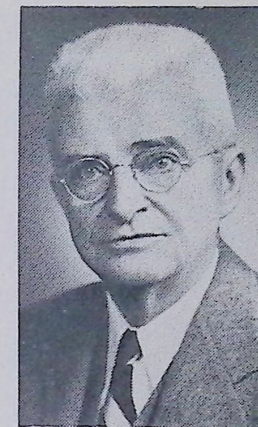
Stewart Swett, Photographer

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Gilbert S. McClintock Chairman of the Board of Trustees Succumbs



Attorney Gilbert S. McClintock, Chairman of the Wilkes College Board of Trustees, died Thursday, June 18, following a heart attack. The last surviving member of one of the most prominent Wilkes-Barre families, Atty. McClintock, 72, was well known throughout Wyoming Valley as a leader in education and industry.

Stricken with the seizure as he was going to the Westmoreland Club, South Franklin Street, Attorney McClintock collapsed in the driveway of the club and died shortly after. He was pronounced dead on arrival at General Hospital at 4:03 p.m. by Dr. Graciana Du, deputy coroner.

He was taken to the hospital in the Wilkes-Barre community ambulance by Officers Walter Pomanek, Matthew Samoski and Ernest Hergert. Dr. Charles E. Myers and Dr. Harry A. Smith had been treating Attorney McClintock for a heart condition for some time.

Private funeral services were held June 19 in the Luther M. Kniffen Funeral Home, Wilkes-Barre. There was no viewing.

A resident of 54 Riverside Drive, Atty. McClintock had conducted law offices at 34 South River Street in a building owned by the McClintock family more than 100 years. He also maintained a summer residence at Bear Lake.

Prominently identified with commercial, financial, cultural and philanthropic organizations in Wyoming Valley, Atty. McClintock as chair-

man of the board of Wilkes College, along with President Eugene S. Farley, was credited with having immeasurably aided the industrial redevelopment of the area.

Atty. McClintock had served as chairman of the board of Glen Alden Corporation, the largest producer of anthracite, and chairman of the board of Delaware, Lackawanna and Western Coal Company, since 1951. He was named a director of Glen Alden in February, 1934. At that time he was a director of Lehigh and Wilkes-Barre Coal Company, assuming that place in 1919 after the death of his father, Attorney Andrew H. McClintock.

Son and grandson of two of Luzerne County's most distinguished lawyers, Andrew Hamilton McClintock and Andrew Todd McClintock, whose forebears settled in Northumberland County in 1795, Atty. McClintock ably followed the footsteps of his father and grandfather both in his profession and as a community and civic leader.

Atty. McClintock was born in Wilkes-Barre December 27, 1886, and graduated from Lawrenceville, N.J. in 1904. He received his A.B. in 1908 from Princeton University and attended University of Pennsylvania Law School. He was admitted to Luzerne County Bar in March, 1912.

Having a keen interest in the historical background of Wyoming Valley, Atty. McClintock compiled a book, "Valley Views of Northeastern Pennsylvania," which was published

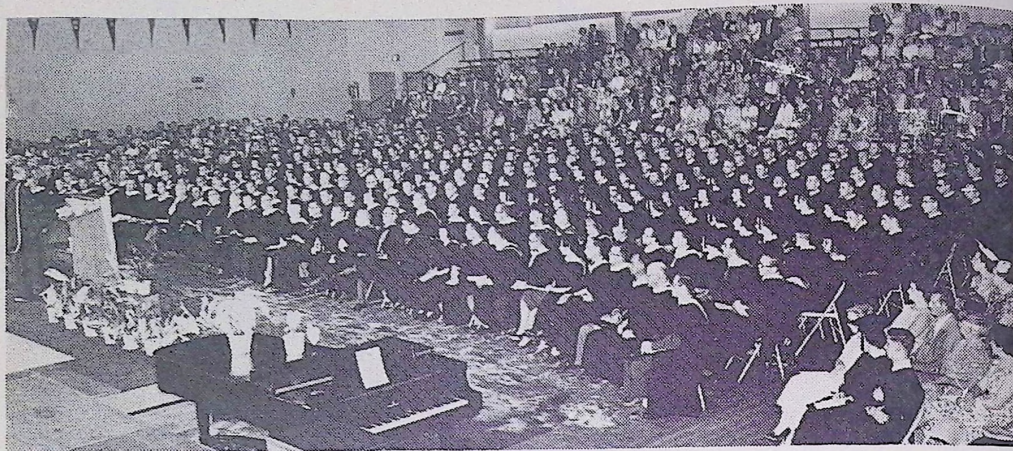
in 1948 by The Wyoming Historical and Geological Society. Proudly assuming its rightful place alongside the finest in historical books, it consists of reproductions of early prints and paintings of the Wyoming and other valleys of the Susquehanna, Lehigh, Delaware and Lackawanna Rivers, together with a descriptive list of the plates. The book contains more than 100 reproductions of paintings and was printed by Princeton University Press.

His historical interest in the region was evidenced again during the movement to restore the site of a colony of French refugees 10 miles south of Towanda, when he was named one of the first directors of French Azilum, Inc.

Atty. McClintock had a distinct part in the development of Wilkes-Barre as a member of the City Planning Commission, being its chairman some 21 years prior to his resignation in 1958. At that time he was reappointed to another five-year term as a member of the commission.

More than aware of the higher education needs of the community, Atty. McClintock was one of the principal initiators in establishing Wilkes College as a four-year institution in 1947 and as chairman of its board of trustees had regulated its expansion. Under his leadership, as general chairman, the college in 1957 successfully completed a \$500,000 fund campaign on the occasion of its 25th anniversary. Better salaries

(continued on page 12)



Pictured are trustees, faculty and administration members of Wilkes College and the students of the graduating class of 1959 with families and friends at the baccalaureate exercises held Sunday, June 7, in the college gymnasium.

Education In Open Society Called Great Achievement of All Times

"The pattern of education in an open society remains one of the great cultural achievements of all time, envied and imitated in one way or another in almost every part of the free world," Dr. Alan Willard Brown told the Wilkes Class of 1959 in the baccalaureate sermon June 7 in the college gymnasium.

"It is a pattern in which both public and private agencies work together, in which the Federal government, that of the States, and that of our communities all play appropriate if constantly changing roles," Dr. Brown continued. "But it is an open pattern, committed to individual and institutional freedom, flexible in its ability to adapt to new situations, and constantly subject to self-criticism and re-evaluation. It is more democratically operated than any other educational system and yet recognizes the importance of leadership and the assignment of high responsibility to that leadership."

Dr. Brown stated that though our country has tried to do more with education than any other nation, it is not surprising that we have not always been successful. "We have, nonetheless, widened the social

horizons of most of our citizens," he added, "we have encouraged our young people in new interests and new skills, and we have held out a promise, in the main justified, of a constant self-betterment, economically, culturally, and even aesthetically."

In describing an open society, the speaker commented that the individual is free to determine his own goals and also free to join social, political, and economic organizations of his own choosing. With his religious freedom and civil liberties protected by law, he can move as he pleases and use his talents and his economic resources as he sees fit, subject only to whatever restrictions are imposed by published law in the interest of preserving the freedom and welfare of the body politic as a whole."

Dr. Brown mentioned that however nearly "open" our American society is, it is full of tensions, inadequacies, conflicts, and paradoxes no less deeply rooted and no less difficult to resolve than similar characteristics we have observed in the closed or totalitarian society. Also, that the open society, however open, is

plagued by consequences developing from its very openness and freedom. "The freedoms of an open society," he said, "include those of freedom of judgment and freedom of criticism; the mixed freedoms of acceptance and conformity, as well as of ambition and 'gamesmanship'; and the freedom to aspire to the highest achievement and freedom to accept the most ordinary goals of the commonest of common man."

"The very openness of the open society has been responsible for the very high degree of relativeness in the society's judgment of itself or its members," he said, "... and this kind of existing blandness makes for easier social relations and a more casual society; but it scarcely contributes to the critical analysis of social movement nor to the imaginative understanding of the role of the individual and the nature of his freedom, which by definition, is the built-in touchstone of the open society, ideally conceived."

Dr. Brown commented about questions seriously concerning many observers of the American scene. An important basic question to consider,

(continued on page 12)

Dr. and Mrs. Doane Depart from College

Plan European Tour After Retirement

Mrs. Gertrude Allen Doane, from Idetown and Wilkes-Barre, will retire from her position as Dean of Women at Wilkes College, on July 1, according to an announcement made by Dr. Eugene S. Farley, president of the college.

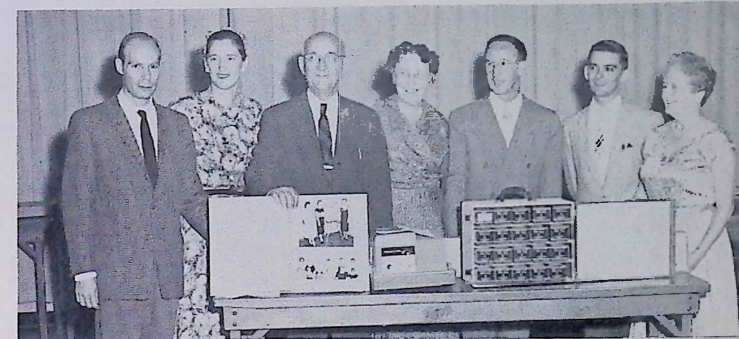
During her five and a half years at Wilkes, Mrs. Doane's gracious, warm personality had endeared her to the numerous students who have sought her guidance and assistance in personal and academic problems.

Mrs. Doane became Dean of Women at Wilkes College in 1954. In addition to this position she has also served as faculty advisor to the college sorority Theta Delta Rho and the student assembly committee.

Recalling her first days at Wilkes, Mrs. Doane commented, "I came to assist as Dean of Women for a three-month period, and when asked to stay, I was very glad because I felt the challenge of working as Dean to be a very real and interesting one."

"The sharing with these young women, their joys and problems, was not only gratifying in that I was able to assist when and where needed; but it also added to each new day, a variety of great scope. Gaining the confidence of shy women and feeling it possible to give them encouragement and advice, created many moments of deep satisfaction."

Plans for the immediate future for Dr. and Mrs. Doane include a trip to France, and then, during the winter month, visits with their children; Dr. John H. Doane, Jr., faculty member at Temple Medical School, Philadelphia; Dr. Wilton A. Doane, Thoracic Surgeon, Santa Barbara, California; Dr. Joseph C. Doane, Neurologist, West Palm Beach, Florida; and Mrs. Peter A. Milne. The Doanes also have eight grandchildren.



The Doanes were guests of honor at a testimonial tea given by Wilkes College on May 29. The affair was held at the residence of Dr. and Mrs. Eugene S. Farley, 146 South River Street, Wilkes-Barre.

Gifts presented to the Doanes included a Bausch and Lomb Slide Projector; a 20-cylinder film case (each cylinder capable of holding 46 slides); a projection screen; a poem of dedication, written by Alfred S. Groh; and a memory scrapbook prepared by the college public relations office.

Shown above at the presentation, left to right, are: Alfred S. Groh, Mrs. Nada Vujica, Dr. and Mrs. Doane, Cathal B. O'Toole, William A. Zdancewicz, and Mrs. Eleanor Farley.

Guests present at the Testimonial Tea included members of the Wilkes College Board of Trustees, members of the faculty and administration; assistants to the administration; and family and friends of the Doanes.

Mrs. Doane began her preparatory work toward a teaching career at Mansfield State Teachers College, Mansfield (Pa.). Following graduation from Mansfield, she did advanced work at Emerson College, Boston, and taught English at the North Street Settlement in Boston. Mrs. Doane remembers her first teaching experience as one which represented an interesting and exciting challenge.

After graduation from Emerson College, she returned to her hometown, Mansfield, and accepted a position as instructor at her alma mater, Mansfield STC. It was during this period that she was married to Dr. John Doane of Mansfield.

At Mansfield, Mrs. Doane was chairman of the speech department and director of guidance counseling. In addition to supervising senior speech instruction, she also conducted her own speech studio where she gave approximately fifty private lessons a week. She still found time to continue her advanced studies.

While Dr. Doane was in the United States Army, 1942-46, the Doanes established residences in Louisiana and Oklahoma. Due to the shortage of teachers during the war years, Mrs. Doane's professional services were sought by the Morris Run School of Morris Run, Pa.

Thirteen years ago the Doanes

moved to Wyoming Valley and established residences at Idetown and Wilkes-Barre. Throughout this time, Mrs. Doane has become one of the many prominent figures in welfare, social, and church circles, having served on numerous committees of a diversified list of organizations of this area. She has served as a member of the State Advisory Committee for the welfare of children in rural areas, the Child Welfare Committee, and the Planning Council of the Wyoming Valley Community Chest.

She was also a member of the Board of Public Assistance in Luzerne County, a member of the Executive Board of the Northeastern Heart Association, a member of the State Advisory Committee on Child Adoptions and president of the Children's Aid Society of Tioga County. Mrs. Doane is also past president of the Wyoming Valley Women's Club and the Pennsylvania State Medical Association's Women's Auxiliary. She is also very active in events sponsored by the First Presbyterian Church, Wilkes-Barre.

Regarding her retirement, Mrs. Doane said, "Even though the prospect of leisure and travel is a happy one, there will be many moments, I'm sure, when both Dr. Doane and I will wish that we might once more share the joys of the young women and men of Wilkes College."

GRADUATION ADDRESS

Ideas: The Nuclear Source of Power; Address Given by Princeton Dean of Faculty

A college commencement is the most significant ritual in the academic year.

It seems reasonable, therefore, that in some part of that ritual there be a brief discussion of what higher education is all about.

At the core of higher education is not buildings, such as dormitories or laboratories, nor professors or students, nor even trustees, but ideas!

Elementary and secondary education provide a student with the tools of civilized living — reading, writing, and arithmetic — basic knowledge of literature, language, history, geography and science. But these are still primarily tools or supplies in the student's intellectual kit. They should be well in hand and well used before higher education gets under way.

It is in higher education that the student begins to use these tools to form and reform the true substance of the mind and spirit — ideas. Until this forming and reforming is done, the vast heritage of the ideas which constitute our civilization are but vague and confused images, like last year's movie or a landscape seen from a train at night.

Millions of people go through life with but a modest accumulation of simple ideas which they have accepted without question, like the food they eat or the clothes they wear.

Some of their ideas may be of great significance in their lives, such as basic beliefs in religion, in family and community loyalty, and in service to mankind.

But some of their ideas, which have not been thought through, may be too tenuous to stand up when the going gets tough, or so confused by ignorance or prejudice that they restrict the freedom of the mind in meeting new and difficult situations.

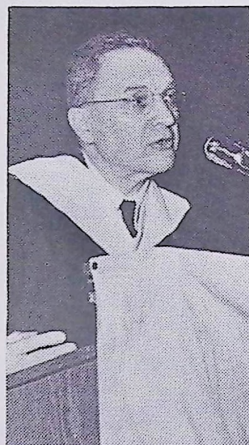
Most serious of all, in a troubled and demanding world, the person who has not reformed the ideas of the past upon the anvil of his mind and conscience can do little to create new ideas so vital to human progress.

The follower can take his ideas second-hand, but the leader must use

the intellectual materials he has inherited to develop ideas which fit him. He learns how to understand old ideas, and create and test new ideas to meet new problems for himself, his community, and his world.

If higher education is to be education for leadership, as we so often assert, it must be education in the analysis and creation of ideas — ideas in the whole range of civilized living — ideas not for oneself alone, but for the benefit of mankind.

* * * * *



Dr. J. Douglas Brown

But why all this worry about ideas? Life in America is comfortable and pleasant. We have great material resources and effective arrangements for producing a good life — at least for most of our people. True, a billion people, not lucky enough to be born here, are not so well off.

But why not send these less fortunate people the blueprints of our factories, techniques, and gadgets and let them produce themselves into a good life too?

To assume that such a simple solution is possible is the epitome of materialism, a reduction of mankind to the level of contented cows, an acceptance of the worst of Karl Marx's

ideology — but with a Madison Avenue veneer that makes it all the more insidious.

The vast error in such a naive and dangerous assumption in the solution of the problems of our world lies in its failure to recognize the persistent power of ideas in the forming of civilizations, nations and ways of life.

It is ideas that make a people great or petty, poor or prosperous, peace-loving or dangerous, happy or bitter. True, ideas must work through people and physical resources, like leaven in a loaf of bread, but ideas are the true nuclear source of power — for good or ill! They are the oldest and the newest inventions of mankind. But they cannot be exported like alarm clocks nor made to work, if they are.

Ideas must be developed the hard way, created and recreated, learned and understood, in each generation of people. To transmit ideas is the essence of the educational process. It is one of the most difficult of human arts.

To make my point, may I suggest a few examples of the ideas which have helped make America what it is today — far more than any physical resource or marvellous gadget that you can name.

The idea of one God who is infinitely good. This is our heritage from the Old Testament and from the inspired writings of the Jewish people.

The idea of Christian love, and that each individual has infinite worth. This is our heritage from the teachings and life of Christ.

The idea of salvation, which was the great dynamic force of the medieval world and is still the persistent concern of Man.

The idea of justice, and that laws were made for men, all men!

The idea of political freedom to choose one's government.

The idea that economic freedom will enhance the wealth of all.

The idea that there are laws of nature that are consistent and orderly, and can be discovered.

The ideas of the mutual advantage of contract, cooperation, good manners, and sportsmanship.

The idea that beauty can be enhanced by understanding.

These are but a few of the grand ideas which we have inherited and must make our own — each one of us. From them have come thousands of corollary ideas: in religion, philosophy, the humanities, the social sciences, and the sciences.

These great ideas have come down to us because great leaders in history created and enlarged upon them, from Christ and Socrates, to Churchill and Einstein. Hundreds of names occur to one — in later centuries, for example: Milton, Newton, Coke, Blackstone, Adam Smith, Jefferson, Madison, Darwin, Lincoln, Harvey, Pasteur, John Marshall, Woodrow Wilson, Schweitzer, etc.

To remind ourselves that bad ideas have fearful consequences, one needs but mention —

Louis XV and the divine right of kings

Torquemada and the Spanish Inquisition

Hitler and racial superiority

Stalin and the supremacy of the state.

— And

witchcraft, slavery, human sacrifice, superstition, and religious wars — a host of blots upon the history of the world.

Americans, from early childhood on, live and learn within the framework set by the ideas passed on to

us. Education is a continuous process. But it is in higher education, liberal education, most of all, that one should study this great heritage of ideas, good and bad, and make the best his own.

Liberal education is that education which gives one the fullest freedom to choose those ideas which are acceptable to one's intelligence and conscience.

But one cannot choose effectively unless one understands. One cannot understand unless one reads, experiments, analyses, and restates, preferably with the aid of someone wiser than oneself.

Education in ideas develops most effectively out of the interaction of mind and mind. It is the teacher and the student, the student and the fellow-student, reinforcing the educative process.

The communication of an idea is far more difficult than the communication of a fact.

Tomorrow morning's papers will provide a thousand facts to millions of people. The transmission of an idea — clearly understood — may take ten years. Even then it may have a host of interpretations.

It is in not realizing this distinction between the communication of facts and the communication of ideas that real danger lies.

We are now flooded with the outpourings of facts and near facts by

mass media of stupendous coverage and appeal. But few ideas are really learned by watching television. Would one argue the meaning of justice, or honor, or dedication, or beauty, or love with a television set? Without vigorous intellectual interaction, very little learning takes place.

To release and sustain the power of ideas in the American heritage we must keep mass production in its place, which is the making of material things. We must remember that teaching and learning is an individual process, an arduous process. It is not entertainment!

Even more important, we must learn that education in ideas is not propaganda.

We are so much impressed by the effectiveness of Madison Avenue in selling soap that we think Madison Avenue techniques can sell democracy.

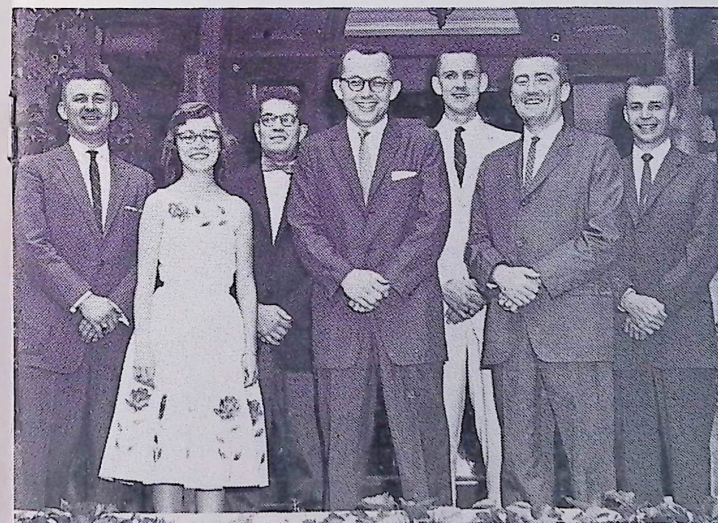
In a dictatorship, the State sets the pattern of ideas. It uses propaganda to advertise them. But it is important to remember that it relies upon fear to make the sale.

In a democracy, the people set the pattern of ideas. These must arise out of their own thought and convictions. The government will respond to these ideas.

* * * * *

We now have come to the nub of our problem!

(continued on page 12)



Shown to the left are the elected permanent class officers and class trustees of the 1959 graduating class of Wilkes College. Elections were held on Friday, June 5, on Chase Lawn, at the final meeting of the senior class.

Left to right, they are: Treasurer, Michael Goobic, Jr., 31 Center St., Hudson; secretary, Miss Janice Reynolds, 295 Ridge St., Ashley; trustee, Frederick Roberts, Yeager Ave., Shavertown; president, Robert B. Morris, 44 Myers St., Forty Fort; trustee, C. Wayne Griffith, 388 Schuyler Ave., Kingston; vice-president, John Rodger Lewis, 224 Cameron St., Plymouth; trustee, Robert Pitel, 143½ Culver St., Forty Fort.

THE PEACEFUL USES of the ATOM

Dr. Lyle Borst, chairman of the Department of Physics, New York University, was guest speaker at the final lecture of the Science Series concerning "The Atom and the Future of Our Civilization," held at the college gymnasium on March 10, 1959.

Dr. Borst received his bachelor and master degrees in chemistry from the University of Illinois and received his doctorate at the University of Chicago where he worked on nuclear research with the cyclotron.

He has worked on problems associated with the production of energy from uranium, first at the University of Chicago which became the metallurgical laboratory, and later he assisted in the design of the Oak Ridge and Hanford Washington plants. He co-ordinated research activities around the reactor at Oak Ridge which was the second chain reaction established and was a 10,000 fold scale-up from the first reactor in Chicago.

In 1946, Dr. Borst joined the staff of Brookhaven National Laboratory to supervise the reactor development at that location. His recent physical research has been in the direction of neutron problems, and he has been interested in the application of the results of his studies to geophysical and geological problems.

Peaceful Uses of Atom

Dr. Eugene S. Farley, president, introduced the guest speaker who spoke about "The Peaceful Uses of the Atom."

Regarding the production of power by uranium, Dr. Borst commented that at the present, it seems it may be difficult for uranium to compete with coal during the next two decades. "The Big Inch pipeline is a far more

greater threat to the coal industry than atomic power," he said. "The present power plants in New York, Chicago, Detroit, New England, and the West Coast will produce power at a substantially higher price than coal power in the best modern plants. Whereas coal is cheap in America, it is three times as expensive in Great Britain and the low countries of Spain and Italy; and atomic power in Europe is economically sound.

"The conversion in Europe is due as much to the Suez incident as to economics, and in order for Western Europe to compete in the world, it must have a large energy source. In many of these countries it is not possible to expand mining facilities. When the fuel source can be cut off by the caprice of a local dictator, thereby jeopardizing the whole of western European civilization, a new source of energy must be found." The speaker considered uranium to be the new source of energy and related to this point, England's converting to atomic power both as a national emergency and as a method of national survival.

Uranium — Coal

To explain why atomic power in the United States is not economically sound, Dr. Borst referred to the history of civilization, making an assumption to its being developed one billion years ago. He commented that probably uranium fission as a source of heat and power would have been discovered in pre-history and that the civilization would have developed on uranium power instead of fossil fuels. Continuing the assumption, later such cultures based on uranium would have discovered anthracite, a new fuel source available of remarkable properties, quite different from those of old fashioned uranium. One such property of coal is that it can



Dr. Lyle Borst

be mined and burned immediately without the requirement of 10 feet of shielding which is needed in a uranium reactor.

"When we consider burning anthracite, technical difficulties arise," Dr. Borst said, "since we must carry oxygen to the fuel at a temperature of 2000 degrees Fahrenheit, well above the temperature at which we can use any of our industrial metals. We must therefore, develop new materials of construction for if we do not burn the coal in exactly the right manner, we will produce poisonous carbon monoxide in quantities sufficient to kill all the people in all cities.

"We have fission products from uranium which are poisonous, but in this civilization the Vestal Virgins, whose function in ancient Rome was to preserve fire, will have the responsibility of safe-guarding the fission products from century to century — and we know how to take care of this problem.

"Returning to the present century, one can say that the problems of burning uranium are no more difficult than coal. For over 1,000 years we have learned how to burn things and there have been literally billions of dollars spent during the last 200 years in learning how to burn coal. In a decade or two, we will learn how to burn uranium as to compete economically with coal.

(continued on page 11)

HOMECOMING

Homecoming weekend will be October 23 and 24. Once again you are cordially invited to return to the Wilkes College campus to visit with the faculty and your friends and to enjoy a well-planned social weekend.

Once again, we urge you to return for the 12th annual homecoming and visit the campus to see the changes that have taken place during the last few years. If you have not returned recently, you will be pleasantly surprised.

The homecoming weekend will begin on Friday evening, October 23, with the judging of the homecoming displays. The student body goes "all out" for this so be sure to see the decorations on Friday evening or Saturday morning. The student council has entered into the spirit of things and has planned an excellent program for your entertainment.

The Friday night warm-up party will begin once again at 9:00 P.M. This is always well attended so if you should arrive in town a little late, drop in, register, and visit for a while.

From 12 noon to 2 P.M. Saturday, we will have a family picnic on the lawn in the rear of Chase Hall for the alumni and their families. This picnic is a new addition to homecoming so that you and your family can visit the campus together. It is the only family affair that we have. It will be a fine opportunity for you to meet with some of your old faculty members again and to meet the families of your friends. We hope that you will make every effort to attend this event.

At 2:30, the Colonels will face the Lycoming Warriors at the Kingston Stadium for a football game. At half-time, the homecoming queen, chosen by the student body through the Beacon, will be crowned

Officers of the Class of 1959 of Wilkes College are shown (right) with Dr. Eugene S. Farley, president of Wilkes, at the presentation ceremonies of the Senior Class Gift. The Seniors' gift included a three-sided bulletin board and pennants of colleges and universities represented in the Middle Atlantic Conference.

Shown in picture (right) are: Dr. Farley; John Rodger Lewis, Plymouth, president; Miss Janice Reynolds, Ashley, secretary; Richard Edwin Bailey, Ligonier, Penna., treasurer; and Michael Goobic, Jr., Hudson, vice-president.

The bulletin board measures 21 feet in length and is of aluminum construction. It is equipped with sliding glass doors and fluorescent lighting. It is located on the rear lawn of Chase Hall, 184 South River Street.

The pennants are displayed in the college gymnasium, South Franklin Street. Each pennant measures 4 feet by 10 feet and the two Wilkes pennants measure 5 feet by 12 feet each. A bronze plaque will be displayed in the gymnasium in the near future.

CLASS REUNIONS

The classes of '39, '44, '49, and '54 will hold their first reunion this year on the Wilkes College campus on October 23 and 24.

Chairmen for the classes are being appointed and additional information will be sent to the members of the classes celebrating their reunions.

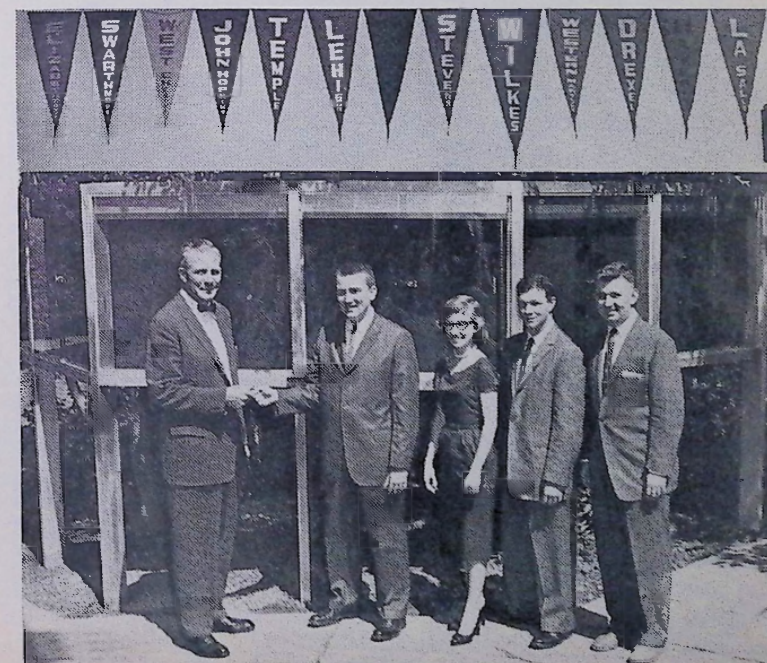
The reunion chairman urges that you make your plans to return and visit with your classmates once again. The classes will be sent additional information during the next few months so they will be kept informed of the developments of their class programs. The sites of the class activities have not been decided as yet, but in the near future the information will be made known.

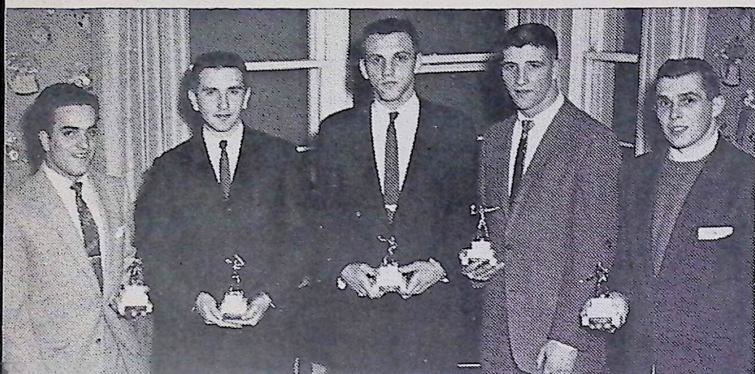
Once again, the reunion weekend has been tied in with the homecoming activities for your convenience and enjoyment.

The program has been planned with you in mind so please make every effort to be with us and make your class reunion — your first Wilkes College class reunion — an outstanding success.

by Dr. Farley. It will be an outstanding pageant for each year the ceremonies receive more and more attention and have become one of the highlights of the weekend.

The final event of the weekend is an informal dance at the Irem Temple Country Club beginning at 9:00 P.M. Music again will be supplied by Jack Melton and his orchestra and we look forward to having an overflow crowd again this year to cap an outstanding weekend. A complete program will be sent to you within the next few months listing the complete homecoming program.





Above—

Left to right:
Nicholas Giordano, Bernie Radecki,
Al Dobrowski, Marvin Antinnes,
Walter Glogowski

Right—

George Ralston, Michael Dydo

Baseball, tennis, and golf, the spring sports at Wilkes, found the Colonels giving their rivals in the Middle Atlantic Conference creditable opposition. Although none of the teams came close to championships in 1959, they were in all cases turning in performances which exceeded early expectations.

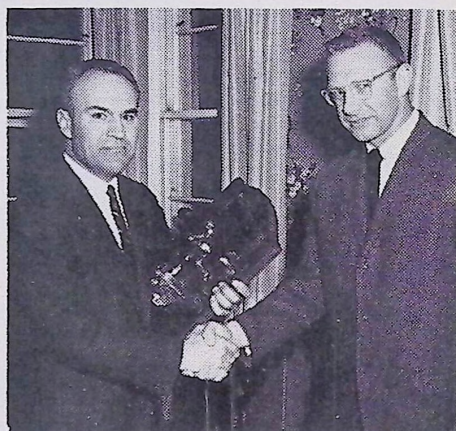
The tennis squad, led by junior Ira Himmel, deserve an accolade for the performances turned in by the green, unschooled netmen. Among the many inconveniences which they coped with was the lack of home courts for both practice and meets. Nevertheless, the men maintained unbelievably high morale, found courts in other communities on which to have a few practices, and gave some opponents, notably Susquehanna, hard afternoons.

Capt. Ed Mikolaitis and a veteran golf team never did get untracked from the nightmarish opening meet against Hostra at Bethpage where the Dutchmen dumped the confident Colonel golfers, 14½-3½. Their next foe was Mansfield STC, 1959 champions of the Pa. STC conference. In a meet where the team victor was determined on the 18th hole of the final match, the teachers took a 9½-8½ win. Wilkes won later matches against Lycoming at Irem and at Williamsport and also finished a strong fourth at the tough Harpur Invitational Tournament. With five of six current starters back for another try in 1960, things look bright on the horizon.

An undermanned diamond squad captained by the magnificent Mike Dydo and coached by Francis Pinkowski finished close to the .500 mark despite the fact that the pitching staff consisted of Dydo who had never gone to the mound as a collegiate starter. Catcher John Harvey, as strong behind the mask as any catcher observed on the collegiate scene this spring, outfielder Ralph Hendershot, third baseman Bob Ontko, and surprising Jerry Lawrence at short

SPORTS ROUNDUP

A W A R D S



furnished the backbone of the offense and gave Dydo excellent support in the field.

Words can't describe the great athletic contributions of Mike Dydo to Wilkes. As capable, durable and steady on the gridiron as on the diamond, Mike was a cinch to win the Outstanding Athlete award at the Lettermen's spring banquet and later the Beacon's Outstanding Athlete award. With talent not running too deep in either sport, the gaping hole left by the departure of the Askam Mike will not be filled in the immediate future.

Other athletes selected by their peers as outstanding were Nick Giordano, who now holds all the scoring records in soccer at Wilkes; Bernie Radecki whose steady play will grace the Wilkes home court for yet another season; and Walter Glogowski whose gritty wrestling and inspirational leadership have been instrumental in making it possible for the Reese grapplers to compile an unparalleled record the past two seasons; at the awards dinner Marvin Antinnes was chosen outstanding back in football and Al Dobrowski received the team's votes for outstanding lineman.

Alumni Survey Status

Wilkes College is constantly evaluating itself for the purpose of self-improvement. Each year, many changes are made in organization, curriculum, administrative procedures and personal services.

From time to time, we are asked by the Middle States Association to evaluate our program in the light of our ultimate goals. During the past year, the entire faculty has been involved in this "soul searching" in every phase of college life. For the most part, the critical evaluation has been completed. The recommendations have been drawn up and are now in the hands of the General Chairman, George Elliot, who is compiling a report for the committee from the Middle States Association of Secondary Schools and Colleges who will visit us in February of 1960.

The alumni part of the program is well on its way toward completion with sixty per cent of the total alumni taking part in the Alumni Survey by returning their questionnaires. We are very pleased that

our percentage has attained this high mark, but at the same time we are a little discouraged that everyone did not see their way clear to complete the questionnaire and return it to the Alumni Office.

We know that you will be interested in the report that we are compiling, and as soon as we have finished the tremendous task of analyzing and drawing up the report, we will send a copy of the "Profile of the Wilkes Alumnus" to you. It will be very informative, and we think you will be pleased when you see the results of the activities of your fellow alumni.

To all of our alumni, we offer our sincerest gratitude for their fine response to our questionnaire. May we add that your accomplishments and opinions are an indispensable guide in determining our course for the future. Our evaluation is more than just an analysis of the past; it is our master plan for the future of Wilkes College.

SCIENCE LECTURE SERIES

(continued from page 8)

Left and Right

In regard to communications by radio with other planets, Dr. Borst stated that we would be unable to explain how to build an earthman. He explained how height could be measured by use of hydrogen atoms laid end to end, all of equal length and that hydrogen atoms could also be weighed. "We can tell persons on the other planet that the earthman has two arms, two legs, and is generally symmetrical," he added, "but we will have difficulty explaining that the heart is on the left side, because the words 'left' and 'right' are conventions and up until recently have had no absolute meaning."

The speaker mentioned that within the last three years, two Chinese scientists, Yang and Lee, successfully experimented to distinguish between left and right and were awarded the Nobel Prize for their great efforts of the human intellect.

Their experiment consists of taking the atom called radio-cobalt and lowering the temperature to a very low value and applying a magnetic field; thereby causing the electrons to come out at one end in the direction known as the north pole. This information can be transmitted to

persons on other planets with the suggestion that they make a similar experiment by which to define the north pole of the magnet. "With this information," the speaker said, "we can then give the person instructions by which he can distinguish left from right."

In explaining contamination of the earth from atomic fallout, Dr. Borst said, "Any good scientific instrument will show the present fallout, radio active debris from atomic bombs. Additional tests continue to increase the amount of radioactivity in the atmosphere and even if we discontinue these tests and do not have an atomic war, the problem of contamination faces us in our future atomic industries. Any country can contaminate the atmosphere of the whole world. This technical problem does not lend itself to the solution by national action nor by agreements of individual nations. Inevitably all nations of the world must come to an agreement and find a method of solving this problem. This will require policing throughout the world, thereby introducing totally new social problems."

Atmosphere on Earth and Moon

Dr. Borst addressed the science students of Wilkes College on the afternoon of March 10, at a special lecture concerning "The History of

the Atmosphere on the Earth and Moon."

He explained how through making measurements by means of radioactivity, it is possible to determine the age of both the atmosphere and of earth. He remarked that the moon does have an atmosphere, contrary to many beliefs, and that during the last few years, it has been seen, through radio astronomy, that the atmosphere on the moon is as dense as the best vacuum we can create here on earth.

Purpose and Sponsors of Series

The Science Lectures concerning "The Atom and the Future of Our Civilization," were inaugurated by Wilkes College with the purpose of helping to highlight the need for greater insight into the problems we face as a nation and as a civilization.

Hosts to the series of lectures were the Science Clubs of Wilkes: namely, Biology, Chemistry, and Engineering — in co-sponsoring with the following community groups of Wyoming Valley: Luzerne County Civil Defense Council, Young Men's Christian Association, League of Women Voters of Wilkes-Barre, Osterhout Library, Young Women's Christian Association, Wyoming Valley Council of Churches, and the Wyoming Valley Women's Club.

Mr. Robert V. Lynch
16 Birch Street
Wilkes-Barre, Pennsylvania

McCLINTOCK

(continued from page 3)

for faculty members and buildup of an endowment fund were among its aims.

As president of Wyoming Valley Council, Boy Scouts of America, from 1916 to 1925, Atty. McClintock demonstrated his interest in the youth of the area and helped develop successful programs. He was a member of First Presbyterian Church, Wilkes-Barre, having been treasurer and trustee from 1919 to 1950, and was former chairman of the board of Wyoming Valley Community Chest and former president of Wyoming Valley United Fund.

He was president of Graphic History Society of America, Hollenback Cemetery Association, Hollenback Coal and Land Company, Legal Aid Society of Luzerne County, and Wyoming Valley Society of Arts and Sciences.

His other affiliations included: Director, Pennsylvania Citizens Association; director and treasurer, Children's Home of Wilkes-Barre, Children's Service Center of Wyoming Valley; trustee and treasurer, Osterhout Free Library; trustee, Bucknell University from 1933 to 1950, Wilkes-Barre YMCA; former director, Community Chests & Councils, Inc., General Hospital, Georgetown Settlement, Crippled Children's Association of Wyoming Valley, National Information Bureau, and Pennsylvania Department of Public Assistance.

Atty. McClintock also was a member of Westmoreland and Split Rock Clubs and University Club of New York City. He was a member of Council, Institute of Early American History and Culture; Council, Friends of Princeton Library; Council, Princeton Department of Art and Archaeology; Metropolitan Museum of Art, Museum of Modern Art of New York, Pennsylvania and American Bar Associations, Historical Society of Pennsylvania, New York and Connecticut Historical Societies, New York Zoological Society, Wyoming Historical and Geographical Society and Tioga Point Museum.

BACCALAUREATE

(continued from page 4)

according to the speaker, is what must we be careful to watch in our own culture to preserve its open nature and protect what we consider to be its essence and its distinction from that of the totalitarian world? "It is education," he said, "and the relation of education to mass-culture which is the chief protection of our kind of open society."

In commenting about Soviet education, Dr. Brown mentioned that in the objectives of Soviet education and in the machinery used to guide students toward these objectives that crucial differences may be found. "Soviet education has as its chief objective the training of students to serve the State . . . and since the State pays the bill — they will continue only so long as the student adapts himself in mind and body to what the State expects of him and so long as quotas set by the State permit. This, indeed, is education for a closed society."

"In our recognition of these facts of history, past and present, lies the great challenge to the open society and to the education which supports and extends it. We must continue to improve our education by deepening our knowledge of man, of the science of society, and of the art of government. But we must recognize more persistently and more creatively than ever before in our past, an obligation to do all in our power to help other nations and other societies to achieve the kind of freedom each seeks.

In conclusion, Dr. Brown reminded the graduates, that they are inheritors of this, our kind of society, and the interpreters of its future mission, to their children and to the world.

Dr. Alan Brown, President of the Metropolitan Educational Television Association, was introduced by Dr. Farley, who welcomed him to the college.

GRADUATES

(continued from page 7)

Never before in our history has it been more vital to our survival that our people know and fully understand the ideas which have made America great.

— Never before has it been so important for our people to know and fully understand the ideas we are seeking to protect and nurture for our descendants.

— Never before has it been so critical that we raise up leaders who can help us to re-define old ideas in the light of new conditions and create the new ideas necessary to meet the complex problems of the world.

In the time of Queen Elizabeth the Great, a valiant English army withstood the French besiegers of Havre. The English were superior in arms, fortifications and men. But the Black Plague — the fearsome menace of medieval times — came in through the rat holes in the walls. The English army was decimated and soon had to surrender.

What our country needs more than even intercontinental missiles is the certainty that our people know and truly understand the ideas we claim to cherish.

— If fully understood, these ideas will provide the basis of creative progress, not only in science and technology, but in the more precious arts of human relations and of the fulfillment of the mind and spirit.

— If fully understood, these ideas are the nuclear source of power — of power to attain the good life for all mankind.

* * * * *

This is the task of liberal education and of everyone who has benefitted by it. This is why the American college and university must do a better job than ever before.

As tens of thousands of young men and women graduate this June, it is, not the end of their education, but the commencement of their obligation to lead their fellow-Americans in the understanding and enhancement of ideas, ideas which will raise the dignity of Man!