

WILKES

THE
ALUMN^{US}/_A

ALUMNUS

Vol. 6, No. 3

APRIL, 1960

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On the Cover:

You, the Alumnus/a, are urged to re-evaluate your position as an alumnus of Wilkes College. We hope that this special report will stir fond memories for you and will further help to create an awareness of the challenging role that the alumnus of today must play in higher education. A new seriousness of purpose is growing to a greater extent than ever before in alumni activities. You can help your college — if you will. The special report will tell you how.

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NEW ADMINISTRATIVE APPOINTMENT



J. Horace Strunk

A progressive move forward has been inaugurated by Wilkes College. In an effort to further promote the policies, purposes and goodwill of our Alma Mater, the College has coordinated the functions of three present administrative departments, namely, the development office, the alumni office, and the public relations office.

The present change in this phase of the college administration has occurred in part as a result of the acceptance of new positions by the present administrators. Russell R. Picton, Jr., director of development and executive alumni secretary, recently resigned to accept a similar position with Randolph-Macon Women's College in Lynchburg, Virginia and William A. Zdancewicz, director of public relations, is leaving Wilkes to accept an executive position in industry.

Dr. Eugene S. Farley, president, has named J. Horace Strunk, former newspaperman, to fill the newly-created post of Director of Development and Public Relations. Mr. Strunk will direct the activities of these offices, and will be charged with coordinating their related functions.

Mr. Strunk comes to Wilkes from Bethlehem, Pennsylvania, where he was administrative assistant in the Redevelopment Authority of the City of Bethlehem. He was graduated from Blair Academy in Blairstown, New Jersey in 1931 and he received his bachelor of science degree in Government and Law from Lafayette College in Easton, Pennsylvania in 1935.

In his senior year at Lafayette College, Mr. Strunk was the recipient of the Benjamin F. Barge Medal. This Award is given for the best presentation of a political thesis. During his sophomore year at Lafayette, he was appointed Director of Public Relations at the institution.

Mr. Strunk is a veteran newspaperman having served on the editorial staff of several eastern newspapers. These include the Slate Belt Times of Bangor, Penna.; the Easton Daily Express, Easton, Penna.; the Harrisburg Telegraph, Harrisburg, Penna.; and the Lancaster New Era, Lancaster, Penna.

He is a veteran of World War II, having served in the infantry in the European Theater. After V-Day, he served in the Information and Education Division of the Army and later was assigned as public information officer at the American University in Biarritz, France, where more than 5000 GI's were given the opportunity to do college-level work.

After the war he became director of the office of Alumni and Public Relations, at his Alma Mater, Blair Academy in New Jersey. He also has served as executive secretary of the Pocono Mountains Chamber of Commerce and Vacation Bureau in Stroudsburg, Pennsylvania.

Mr. Strunk is former editor and publisher of *Homefront*, a wartime magazine prepared for servicemen both home and abroad. He was assisted in this project by his wife, the former Mona Lloyd of Bangor, Pennsylvania.

Mr. and Mrs. Strunk presently reside at 227 South Franklin Street in Wilkes-Barre, Pennsylvania.

OPERATION MOONSHOOTER

In 1958, Moonshooter reported on American Higher Education — 1958; it now presents a report concerning you — “The Alumnus/a”.

The impact of these reports has great potential when you consider the character of the audience, every member of which is an alumnus or an alumna. This is the first time that a circulation of such quality and quantity to such a select group has ever been done in the history of American publishing. Nearly 350 educational institutions, with an audience of over three million, will take part in presenting the following special report.

“Moonshooter” was conceived several years ago by a group of alumni magazine editors who felt that only through a cooperative pooling of funds and talents could alumni magazines realize their full potential of service to their readers and their institutions. From this beginning, the editors organized a non-profit organization through which to carry on the Moonshooter project. The result — Editorial Projects for Education, Inc.

We hope you find this report enlightening and enjoyable reading. We would appreciate any comment from you concerning the Moonshooter series that we have presented to you.

RUSS PICTON
Executive Alumni Secretary

THE ALUMNUS/A



ALAN BEARDEN, JON BRENNES



As student, as alumna or alumnus: at both stages, one of the most important persons in higher education.

a special report

a Salute... and a declaration of dependence

THIS IS A SALUTE, an acknowledgment of a partnership, and a declaration of dependence. It is directed to you as an alumnus or alumna. As such, you are one of the most important persons in American education today.

You are important to American education, and to your alma mater, for a variety of reasons, not all of which may be instantly apparent to you.

You are important, first, because you are the principal product of your alma mater—the principal claim she can make to fame. To a degree that few suspect, it is by its alumni that an educational institution is judged. And few yardsticks could more accurately measure an institution's true worth.

You are important to American education, further, because of the support you give to it. Financial support comes immediately to mind: the money that alumni are giving to the schools, colleges, and universities they once

attended has reached an impressive sum, larger than that received from any other source of gifts. It is indispensable.

But the support you give in other forms is impressive and indispensable, also. Alumni push and guide the legislative programs that strengthen the nation's publicly supported educational institutions. They frequently act as academic talent scouts for their alma maters, meeting and talking with the college-bound high school students in their communities. They are among the staunchest defenders of high principles in education—*e.g.*, academic freedom—even when such defense may not be the "popular" posture. The list is long; yet every year alumni are finding ways to extend it.

TO THE HUNDREDS of colleges and universities and secondary schools from which they came, alumni are important in another way—one that has nothing to do with what alumni can do for the institutions them-

selves. Unlike most other forms of human enterprise, educational institutions are not in business for what they themselves can get out of it. They exist so that free people, through education, can keep civilization on the forward move. Those who ultimately do this are their alumni. Thus only through its alumni can a school or a college or a university truly fulfill itself.

Chancellor Samuel B. Gould, of the University of California, put it this way:

"The serious truth of the matter is that you are the distilled essence of the university, for you are its product and the basis for its reputation. If anything lasting is to be achieved by us as a community of scholars, it must in most instances be reflected in *you*. If we are to win intellectual victories or make cultural advances, it must be through *your* good offices and *your* belief in our mission."

The italics are ours. The mission is yours and ours together.



ROBERT PHILLIPS



Alma Mater . . .

At an alumni-alumnae meeting in Washington, members sing the old school song. The purpose of this meeting was to introduce the institution to high school boys and girls who, with their parents, were present as the club's guests.

Alumnus + alumnus = alumni—or does it?

Many people cling to the odd notion that in this case the group somehow differs from the sum of its parts

THE POPULAR VIEW of you, an alumnus or alumna, is a puzzling thing. That the view is highly illogical seems only to add to its popularity. That its elements are highly contradictory seems to bother no one.

Here is the paradox:

Individually you, being an alumnus or alumna, are among the most respected and sought-after of beings. People expect of you (and usually get) leadership or intelligent followership. They appoint you to positions of trust in business and government and stake the nation's very survival on your school- and college-developed abilities.

If you enter politics, your educational pedigree is freely discussed and frequently boasted about, even in precincts where candidates once took pains to conceal any education beyond the sixth grade. In clubs, parent-teacher associations, churches, labor unions, you are considered to be the brains, the backbone, the eyes, the ears, and the neckbone—the latter to be stuck out, for alumni are expected to be intellectually adventurous as well as to exercise other attributes.

But put you in an alumni club, or back on campus for a reunion or homecoming, and the popular respect—yea, awe—turns to chuckles and ho-ho-ho. The esteemed individual, when bunched with other esteemed individuals, becomes in the popular image the subject of quips, a candidate for the funny papers. He is now imagined to be a person whose interests stray no farther than the degree of baldness achieved by his classmates, or the success in marriage and child-bearing achieved by *her* classmates, or the record run up last season by the alma mater's football or field-hockey team. He is addicted to funny hats decorated with his class numerals, she to daisy chainmaking and to recapturing the elusive delights of the junior-class hoop-roll.

If he should encounter his old professor of physics, he is supposedly careful to confine the conversation to reminiscences about the time Joe or Jane Wilkins, with spectacular results, tried to disprove the validity of Newton's third law. To ask the old gentleman about the implications of the latest research concerning anti-matter would be, it is supposed, a most serious breach of the Alumni Reunion Code.

Such a view of organized alumni activity might be dismissed as unworthy of note, but for one disturbing fact: among its most earnest adherents are a surprising number of alumni and alumnae themselves.

Permit us to lay the distorted image to rest, with the aid of the rites conducted by cartoonist Mark Kelley on the following pages. To do so will not necessitate burying the class banner or interring the reunion hat, nor is there a need to disband the homecoming day parade.

The simple truth is that the serious activities of organized alumni far outweigh the frivolities—in about the same proportion as the average citizen's, or unorganized alumnus's, party-going activities are outweighed by his less festive pursuits.

Look, for example, at the activities of the organized alumni of a large and famous state university in the Midwest. The former students of this university are often pictured as football-mad. And there is no denying that, to many of them, there is no more pleasant way of spending an autumn Saturday than witnessing a victory by the home team.

But by far the great bulk of alumni energy on behalf of the old school is invested elsewhere:

▶ Every year the alumni association sponsors a recognition dinner to honor outstanding students—those with a scholastic average of 3.5 (B+) or better. This has proved to be a most effective way of showing students that academic prowess is valued above all else by the institution and its alumni.

▶ Every year the alumni give five "distinguished teaching awards"—grants of \$1,000 each to professors selected by their peers for outstanding performance in the classroom.

▶ An advisory board of alumni prominent in various fields meets regularly to consider the problems of the university: the quality of the course offerings, the caliber of the students, and a variety of other matters. They report directly to the university president, in confidence. Their work has been salutary. When the university's school of architecture lost its accreditation, for example, the efforts of the alumni advisers were invaluable in getting to the root of the trouble and recommending measures by which accreditation could be regained.

▶ The efforts of alumni have resulted in the passage of urgently needed, but politically endangered, appropriations by the state legislature.

▶ Some 3,000 of the university's alumni act each year as volunteer alumni-fund solicitors, making contacts with 30,000 of the university's former students.

Nor is this a particularly unusual list of alumni accomplishments. The work and thought expended by the alum-



ELLIOTT ERWITT, MAGNUM

Behind the fun of organized alumni activity—in clubs, at reunions—lies new seriousness nowadays, and a substantial record of service to American education.

ni of hundreds of schools, colleges, and universities in behalf of their alma maters would make a glowing record, if ever it could be compiled. The alumni of one institution took it upon themselves to survey the federal income-tax laws, as they affected parents' ability to finance their children's education, and then, in a nationwide campaign, pressed for needed reforms. In a score of cities, the alumnae of a women's college annually sell tens of thousands of tulip bulbs for their alma mater's benefit; in eight years they have raised \$80,000, not to mention hundreds of thousands of tulips. Other institutions' alumnae stage house and garden tours, organize used-book sales, sell flocked Christmas trees, sponsor theatrical benefits. Name a worthwhile activity and someone is probably doing it, for faculty salaries or building funds or student scholarships.

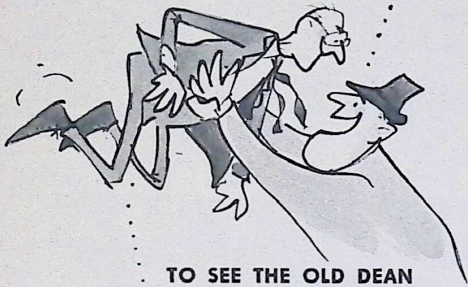
Drop in on a reunion or a local alumni-club meeting, and you may well find that the superficial programs of

yore have been replaced by seminars, lectures, laboratory demonstrations, and even week-long short-courses. Visit the local high school during the season when the senior students are applying for admission to college—and trying to find their way through dozens of college catalogues, each describing a campus paradise—and you will find alumni on hand to help the student counselors. Nor are they high-pressure salesmen for their own alma mater and disparagers of everybody else's. Often they can, and do, perform their highest service to prospective students by advising them to apply somewhere else.

THE ACHIEVEMENTS, in short, belie the popular image. And if no one else realizes this, or cares, one group should: the alumni and alumnae themselves. Too many of them may be shying away from a good thing because they think that being an "active" alumnus means wearing a funny hat.

Why they come

DEAN! DEAN WINTERHAVEN!



TO SEE THE OLD DEAN

*And there will be
TURBULENT YEARS!*



FOR AN OUTING

*Here it is, Deans!
MY OLD ROOM!!!*



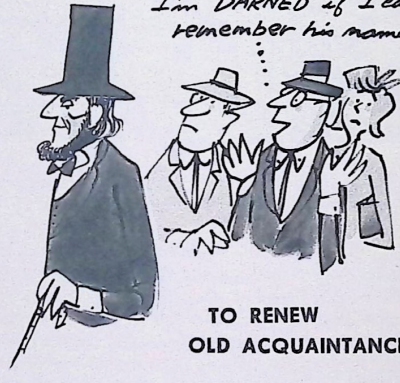
TO RECAPTURE YOUTH

*I JUST HAPPEN to
have your type of
policy with me...*



TO DEVELOP
NEW TERRITORY

*He was in my class, but
I'm DARNED if I can
remember his name!*



TO RENEW
OLD ACQUAINTANCE

TO BRING
THE WORD



back: The popular view

Charlie? Old Charlie Apologate?



TO PLACE THE FACE

*Appearances would indicate
that you have risen above your
academic standing, Beuhalter!*



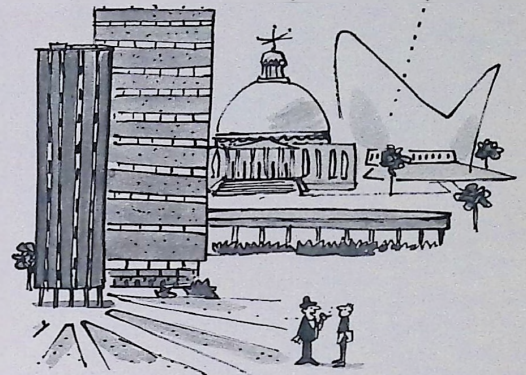
TO IMPRESS THE OLD PROF

*He wants to do something for
his OLD SCHOOL!...*



TO CONTRIBUTE
MATERIALLY

Which way to MEM HALL, lad?



TO FIND MEM HALL

*He says he's a FRAT BROTHER
of yours!*



TO BE A "POOR LITTLE SHEEP" AGAIN



Money!

Last year, educational institutions from any other source of gifts. Alumni support is

WITHOUT THE DOLLARS that their alumni contribute each year, America's privately supported educational institutions would be in serious difficulty today. And the same would be true of the nation's publicly supported institutions, without the support of alumni in legislatures and elections at which appropriations or bond issues are at stake.

For the private institutions, the financial support received from individual alumni often means the difference between an adequate or superior faculty and one that is underpaid and understaffed; between a thriving scholarship program and virtually none at all; between well-equipped laboratories and obsolete, crowded ones. For tax-supported institutions, which in growing numbers are turning to their alumni for direct financial support, such aid makes it possible to give scholarships, grant loans to needy students, build such buildings as student unions, and carry on research for which legislative appropriations do not provide.

To gain an idea of the scope of the support which alumni give—and of how much that is worthwhile in American education depends upon it—consider this statistic, unearthed in a current survey of 1,144 schools, junior colleges, colleges, and universities in the United States and Canada: in just twelve months, alumni gave their alma maters more than \$199 million. They were the largest single source of gifts.

Nor was this the kind of support that is given once, perhaps as the result of a high-pressure fund drive, and never heard of again. Alumni tend to give funds regularly. In the past year, they contributed \$45.5 million, on an *annual gift* basis, to the 1,144 institutions surveyed. To realize that much annual income from investments in blue-chip stocks, the institutions would have needed over 1.2 billion more dollars in endowment funds than they actually possessed.

ANNUAL ALUMNI GIVING is not a new phenomenon on the American educational scene (Yale alumni founded the first annual college fund in 1890, and Mount Hermon was the first independent secondary school to do so, in 1903). But not until fairly recently did annual giving become the main element in education's financial survival kit. The development was logical. Big endowments had been affected by inflation. Big private philanthropy, affected by the graduated income and in-

heritance taxes, was no longer able to do the job alone. Yet, with the growth of science and technology and democratic concepts of education, educational budgets had to be increased to keep pace.

Twenty years before Yale's first alumni drive, a professor in New Haven foresaw the possibilities and looked into the minds of alumni everywhere:

"No graduate of the college," he said, "has ever paid in full what it cost the college to educate him. A part of the expense was borne by the funds given by former benefactors of the institution.

"A great many can never pay the debt. A very few can, in their turn, become munificent benefactors. There is a very large number, however, between these two, who can, and would cheerfully, give according to their ability in order that the college might hold the same relative position to future generations which it held to their own."

The first Yale alumni drive, seventy years ago, brought in \$11,015. In 1959 alone, Yale's alumni gave more than \$2 million. Not only at Yale, but at the hundreds of other institutions which have established annual alumni funds in the intervening years, the feeling of indebtedness and the concern for future generations which the Yale professor foresaw have spurred alumni to greater and greater efforts in this enterprise.

AND MONEY FROM ALUMNI is a powerful magnet: it draws more. Not only have more than eighty business corporations, led in 1954 by General Electric, established the happy custom of matching, dollar for dollar, the gifts that their employees (and sometimes their employees' wives) give to their alma maters; alumni giving is also a measure applied by many business men and by philanthropic foundations in determining how productive *their* organizations' gifts to an educational institution are likely to be. Thus alumni giving, as Gordon K. Chalmers, the late president of Kenyon College, described it, is "the very rock on which all other giving must rest. Gifts from outside the family depend largely—sometimes wholly—on the degree of *alumni* support."

The "degree of alumni support" is gauged not by dollars alone. The percentage of alumni who are regular givers is also a key. And here the record is not as dazzling as the dollar figures imply.

Nationwide, only one in five alumni of colleges, universities, and prep schools gives to his annual alumni

received more of it from their alumni than now education's strongest financial rampart



fund. The actual figure last year was 20.9 per cent. Allowing for the inevitable few who are disenchanted with their alma maters' cause,* and for those who spurn all fund solicitations, sometimes with heavy scorn,† and for those whom legitimate reasons prevent from giving financial aid,‡ the participation figure is still low.

WHY? Perhaps because the non-participants imagine their institutions to be adequately financed. (Virtually without exception, in both private and tax-supported institutions, this is—sadly—not so.) Perhaps because they believe their small gift—a dollar, or five, or ten—will be insignificant. (Again, most emphatically, not so. Multiply the 5,223,240 alumni who gave nothing to their alma maters last year by as little as one dollar each, and the figure still comes to thousands of additional scholarships for deserving students or substantial pay increases for thousands of teachers who may, at this moment, be debating whether they can afford to continue teaching next year.)

By raising the percentage of participation in alumni fund drives, alumni can materially improve their alma maters' standing. That dramatic increases in participation can be brought about, and quickly, is demonstrated by the case of Wofford College, a small institution in South Carolina. Until several years ago, Wofford received annual gifts from only 12 per cent of its 5,750 alumni. Then Roger Milliken, a textile manufacturer and a Wofford trustee, issued a challenge: for every percentage-point increase over 12 per cent, he'd give \$1,000. After the alumni were finished, Mr. Milliken cheerfully turned over a check for \$62,000. Wofford's alumni had raised their participation in the annual fund to 74.4 per cent—a new national record.

"It was a remarkable performance," observed the American Alumni Council. "Its impact on Wofford will be felt for many years to come."

And what Wofford's alumni could do, your institution's alumni could probably do, too.

* Wrote one alumnus: "I see that Stanford is making great progress. However, I am opposed to progress in any form. Therefore I am not sending you any money."

† A man in Memphis, Tennessee, regularly sent Baylor University a check signed "U. R. Stuck."

‡ In her fund reply envelope, a Kansas alumna once sent, without comment, her household bills for the month.

memo: from Wives to Husbands

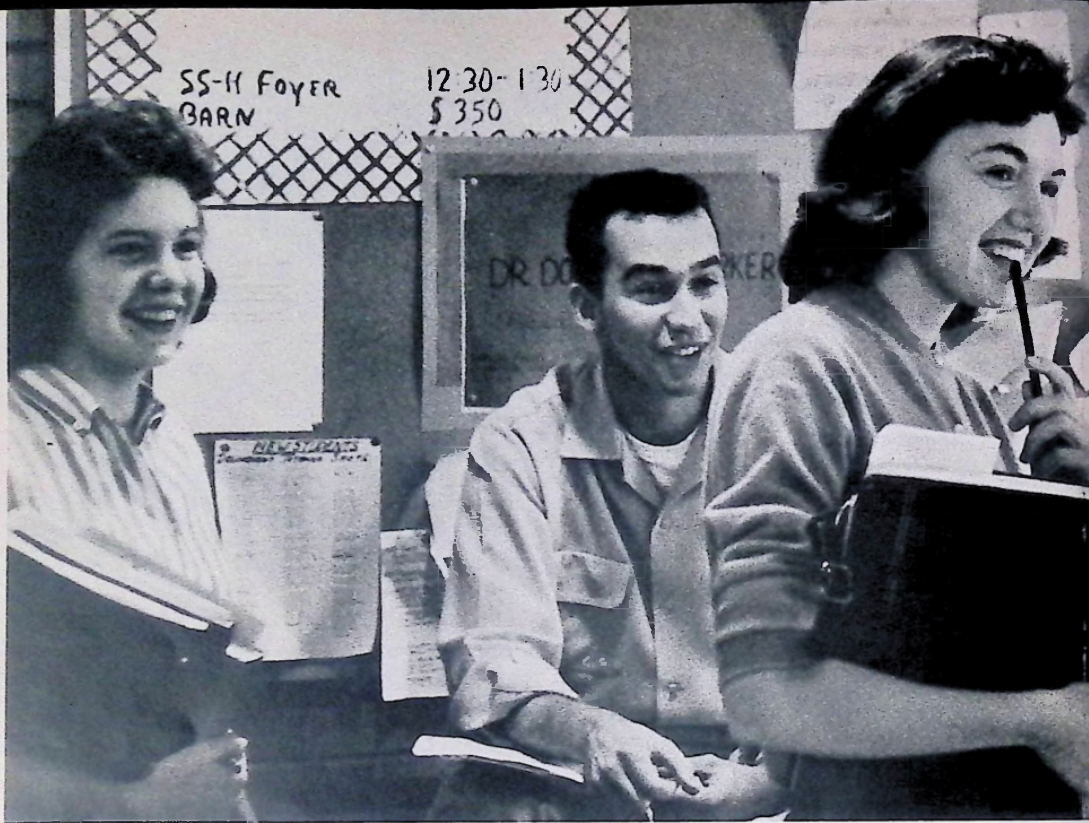
► Women's colleges, as a group, have had a unique problem in fund-raising—and they wish they knew how to solve it.

The loyalty of their alumnae in contributing money each year—an average of 41.2 per cent took part in 1959—is nearly double the national average for all universities, colleges, junior colleges, and privately supported secondary schools. But the size of the typical gift is often smaller than one might expect.

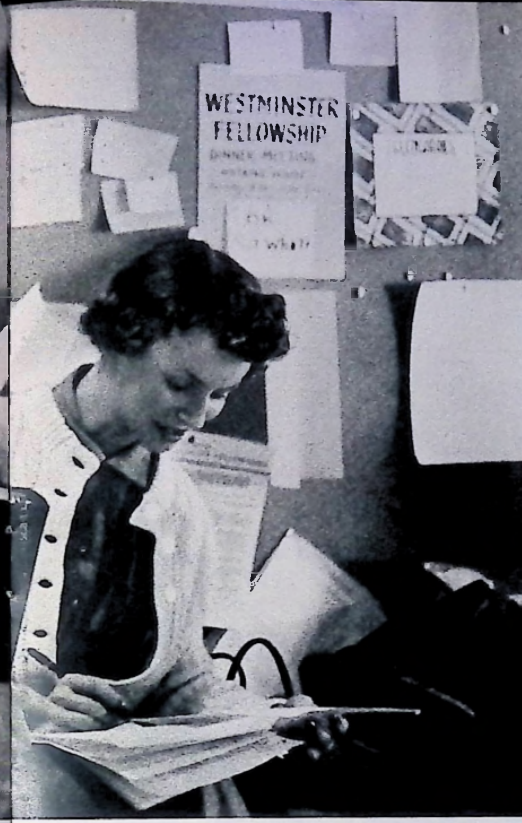
Why? The alumnae say that while husbands obviously place a high value on the products of the women's colleges, many underestimate the importance of giving women's colleges the same degree of support they accord their own alma maters. This, some guess, is a holdover from the days when higher education for women was regarded as a luxury, while higher education for men was considered a *sine qua non* for business and professional careers.

As a result, again considering the average, women's colleges must continue to cover much of their operating expense from tuition fees. Such fees are generally higher than those charged by men's or coeducational institutions, and the women's colleges are worried about the social and intellectual implications of this fact. They have no desire to be the province solely of children of the well-to-do; higher education for women is no longer a luxury to be reserved to those who can pay heavy fees.

Since contributions to education appear to be one area of family budgets still controlled largely by men, the alumnae hope that husbands will take serious note of the women's colleges' claim to a larger share of it. They may be starting to do so: from 1958 to 1959, the average gift to women's colleges rose 22.4 per cent. But it still trails the average gift to men's colleges, private universities, and professional schools.



ERIC HARTMANN, MAGNUM



for the Public educational institutions, a special kind of service

PUBLICLY SUPPORTED educational institutions owe a special kind of debt to their alumni. Many people imagine that the public institutions have no financial worries, thanks to a steady flow of tax dollars. Yet they actually lead a perilous fiscal existence, dependent upon annual or biennial appropriations by legislatures. More than once, state and municipally supported institutions would have found themselves in serious straits if their alumni had not assumed a role of leadership.

► A state university in New England recently was put in academic jeopardy because the legislature defeated a bill to provide increased salaries for faculty members. Then

the university's "Associate Alumni" took matters into their hands. They brought the facts of political and academic life to the attention of alumni throughout the state, prompting them to write to their representatives in support of higher faculty pay. A compromise bill was passed, and salary increases were granted. Alumni action thus helped ease a crisis which threatened to do serious, perhaps irreparable, damage to the university.

► In a neighboring state, the public university receives only 38.3 per cent of its operating budget from state and federal appropriations. Ninety-one per cent of the university's \$17 million physical plant was provided by pri-

ivate funds. Two years ago, graduates of its college of medicine gave \$226,752 for a new medical center—the largest amount given by the alumni of any American medical school that year.

► Several years ago the alumni of six state-supported institutions in a midwestern state rallied support for a \$150 million bond issue for higher education, mental health, and welfare—an issue that required an amendment to the state constitution. Of four amendments on the ballot, it was the only one to pass.

► In another midwestern state, action by an "Alumni Council for Higher Education," representing eighteen publicly supported institutions, has helped produce a \$13 million increase in operating funds for 1959-61—the most significant increase ever voted for the state's system of higher education.

SOME ALUMNI ORGANIZATIONS are forbidden to engage in political activity of any kind. The intent is a good one: to keep the organizations out of party politics

and lobbying. But the effect is often to prohibit the alumni from conducting any organized legislative activity in behalf of publicly supported education in their states.

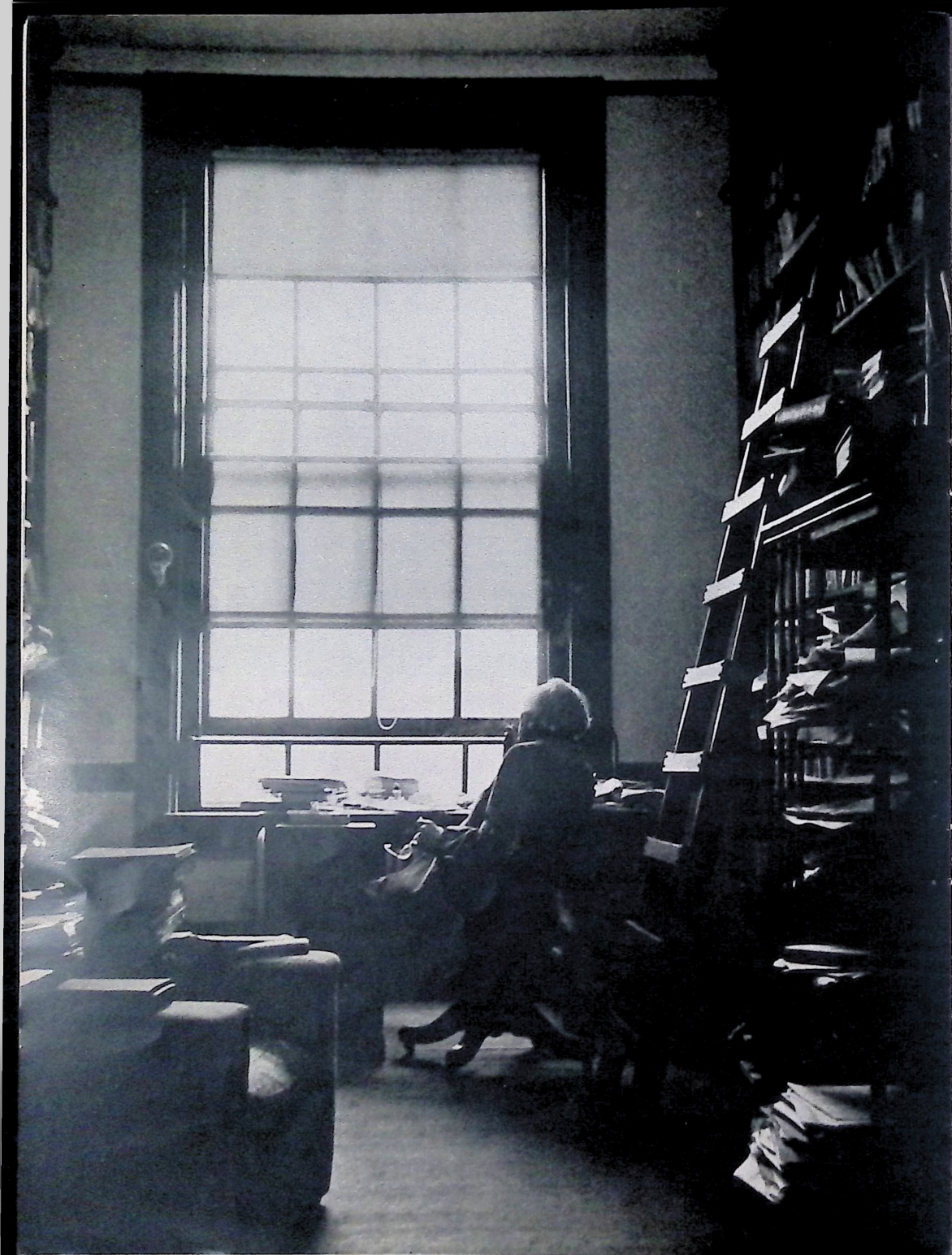
"This is unfair," said a state-university alumni spokesman recently, "because this kind of activity is neither shady nor unnecessary."

"But the restrictions—most of which I happen to think are nonsense—exist, nevertheless. Even so, individual alumni can make personal contacts with legislators in their home towns, if not at the State Capitol. Above all, in their contacts with fellow citizens—with people who influence public opinion—the alumni of state institutions must support their alma maters to an intense degree. They must make it their business to get straight information and spread it through their circles of influence.

"Since the law forbids us to *organize* such support, every alumnus has to start this work, and continue it, on his own. This isn't something that most people do naturally—but the education of their own sons and daughters rests on their becoming aroused and doing it."

The Beneficiaries:

Students on a state-university campus. Alumni support is proving invaluable in maintaining high-quality education at such institutions.



WEINSTEIN WOLFF, BLACK STAR

a matter of Principle

ANY WORTHWHILE INSTITUTION of higher education, one college president has said, lives "in chronic tension with the society that supports it." Says *The Campus and the State*, a 1959 survey of academic freedom in which that president's words appear: "New ideas always run the risk of offending entrenched interests within the community. If higher education is to be successful in its creative role it must be guaranteed some protection against reprisal. . ."

The peril most frequently is budgetary: the threat of appropriations cuts, if the unpopular ideas are not abandoned; the real or imagined threat of a loss of public—even alumni—sympathy.

Probably the best protection against the danger of reprisals against free institutions of learning is their alumni: alumni who understand the meaning of freedom and give their strong and informed support to matters of educational principle. Sometimes such support is available in abundance and offered with intelligence. Sometimes—almost always because of misconception or failure to be vigilant—it is not.

For example:

▶ An alumnus of one private college was a regular and heavy donor to the annual alumni fund. He was known to have provided handsomely for his alma mater in his will. But when he questioned his grandson, a student at the old school, he learned that an economics professor not only did not condemn, but actually discussed the necessity for, the national debt. Grandfather threatened to withdraw all support unless the professor ceased uttering such heresy or was fired. (The professor didn't and wasn't. The college is not yet certain where it stands in the gentleman's will.)

▶ When no students from a certain county managed to meet the requirements for admission to a southwestern university's medical school, the county's angry delegate to the state legislature announced he was "out to get this guy"—the vice president in charge of the university's medical affairs, who had staunchly backed the medical school's admissions committee. The board of trustees of the university, virtually all of whom were alumni, joined other alumni and the local chapter of the American

Association of University Professors to rally successfully to the v.p.'s support.

▶ When the president of a publicly supported institution recently said he would have to limit the number of students admitted to next fall's freshman class if high academic standards were not to be compromised, some constituent-fearing legislators were wrathful. When the issue was explained to them, alumni backed the president's position—decisively.

▶ When a number of institutions (joined in December by President Eisenhower) opposed the "disclaimer affidavit" required of students seeking loans under the National Defense Education Act, many citizens—including some alumni—assailed them for their stand against "swearing allegiance to the United States." The fact is, the disclaimer affidavit is *not* an oath of allegiance to the United States (which the Education Act also requires, but which the colleges have *not* opposed). Fortunately, alumni who took the trouble to find out what the affidavit really was apparently outnumbered, by a substantial majority, those who leaped before they looked. Coincidentally or not, most of the institutions opposing the disclaimer affidavit received more money from their alumni during the controversy than ever before in their history.

IN THE FUTURE, as in the past, educational institutions worth their salt will be in the midst of controversy.

Such is the nature of higher education: ideas are its merchandise, and ideas new and old are frequently controversial. An educational institution, indeed, may be doing its job badly if it is *not* involved in controversy, at times. If an alumnus never finds himself in disagreement with his alma mater, he has a right to question whether his alma mater is intellectually awake or dozing.

To understand this is to understand the meaning of academic freedom and vitality. And, with such an understanding, an alumnus is equipped to give his highest service to higher education; to give his support to the principles which make higher education free and effectual.

If higher education is to prosper, it will need this kind of support from its alumni—tomorrow even more than in its gloriously stormy past.

Ideas are the merchandise of education, and every worthwhile educational institution must provide and guard the conditions for breeding them. To do so, they need the help and vigilance of their alumni.

Ahead:

a new Challenge, a new relationship

WHETHER THE COURSE of the relationship between alumni and alma mater? At the turn into the Sixties, it is evident that a new and challenging relationship—of unprecedented value to both the institution and its alumni—is developing.

► *If alumni wish, their intellectual voyage can be continued for a lifetime.*

There was a time when graduation was the end. You got your diploma, along with the right to place certain initials after your name; your hand was clasped for an instant by the president; and the institution's business was done.

If you were to keep yourself intellectually awake, the No-Doz would have to be self-administered. If you were to renew your acquaintance with literature or science, the introductions would have to be self-performed.

Automotion is still the principal driving force. The years in school and college are designed to provide the push and then the momentum to keep you going with your mind. "Madam, we guarantee results," wrote a college president to an inquiring mother, "—or we return the boy." After graduation, the guarantee is yours to maintain, alone.

Alone, but not quite. It makes little sense, many educators say, for schools and colleges not to do whatever they can to protect their investment in their students—which is considerable, in terms of time, talents, and money—and not to try to make the relationship between alumni and their alma maters a two-way flow.

As a consequence of such thinking, and of demands issuing from the former students themselves, alumni meetings of all types—local clubs, campus reunions—are taking on a new character. "There has to be a reason and a purpose for a meeting," notes an alumna. "Groups that meet for purely social reasons don't last long. Just because Mary went to my college doesn't mean I enjoy being with her socially—but I might well enjoy working with her in a serious intellectual project." Male alumni agree; there is a limit to the congeniality that can be maintained solely by the thin thread of reminiscences or small-talk.

But there is no limit, among people with whom their

education "stuck," to the revitalizing effects of learning. The chemistry professor who is in town for a chemists' conference and is invited to address the local chapter of the alumni association no longer feels he must talk about nothing more weighty than the beauty of the campus elms; his audience wants him to talk chemistry, and he is delighted to oblige. The engineers who return to school for their annual homecoming welcome the opportunity to bring themselves up to date on developments in and out of their specialty. Housewives back on the campus for reunions demand—and get—seminars and short-courses.

But the wave of interest in enriching the intellectual content of alumni meetings may be only a beginning. With more leisure at their command, alumni will have the time (as they already have the inclination) to undertake more intensive, regular educational programs.

If alumni demand them, new concepts in adult education may emerge. Urban colleges and universities may step up their offerings of programs designed especially for the alumni in their communities—not only their own alumni, but those of distant institutions. Unions and government and industry, already experimenting with graduate-education programs for their leaders, may find ways of giving sabbatical leaves on a widespread basis—and they may profit, in hard dollars-and-cents terms, from the results of such intellectual re-charging.

Colleges and universities, already overburdened with teaching as well as other duties, will need help if such dreams are to come true. But help will be found if the demand is insistent enough.

► *Alumni partnerships with their alma mater, in meeting ever-stiffer educational challenges, will grow even closer than they have been.*

Boards of overseers, visiting committees, and other partnerships between alumni and their institutions are proving, at many schools, colleges, and universities, to be channels through which the educators can keep in touch with the community at large and vice versa. Alumni trustees, elected by their fellow alumni, are found on the governing boards of more and more institutions. Alumni "without portfolio" are seeking ways to join with their alma maters in advancing the cause of education. The

representative of a West Coast university has noted the trend: "In selling memberships in our alumni association, we have learned that, while it's wise to list the benefits of membership, what interests them most is how they can be of service to the university."

► *Alumni can have a decisive role in maintaining high standards of education, even as enrollments increase at most schools and colleges.*

There is a real crisis in American education: the crisis of quality. For a variety of reasons, many institutions find themselves unable to keep their faculties staffed with high-caliber men and women. Many lack the equipment needed for study and research. Many, even in this age of high student population, are unable to attract the quality of student they desire. Many have been forced to dissipate their teaching and research energies, in deference to public demand for more and more extracurricular "services." Many, besieged by applicants for admission, have had to yield to pressure and enroll students who are unqualified.

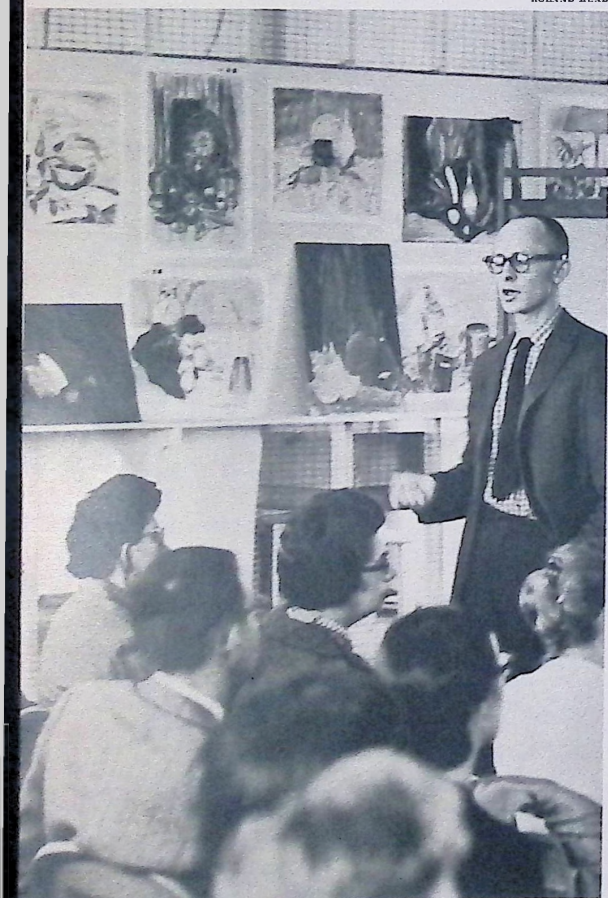
Each of these problems has a direct bearing upon the quality of education in America. Each is a problem to which alumni can constructively address themselves, individually and in organized groups.

Some can best be handled through community leadership: helping present the institutions' case to the public. Some can be handled by direct participation in such activities as academic talent-scouting, in which many institutions, both public and private, enlist the aid of their alumni in meeting with college-bound high school students in their cities and towns. Some can be handled by making more money available to the institutions—for faculty salaries, for scholarships, for buildings and equipment. Some can be handled through political action.

The needs vary widely from institution to institution—and what may help one may actually set back another. Because of this, it is important to maintain a close liaison with the campus when undertaking such work. (Alumni offices everywhere will welcome inquiries.)

When the opportunity for aid does come—as it has in the past, and as it inevitably will in the years ahead—alumni response will be the key to America's educational future, and to all that depends upon it.

ROLAND READ



The Art

of keeping intellectually alive for a lifetime will be fostered more than ever by a growing alumni-alma mater relationship.

alumni-ship

JOHN MASEFIELD was addressing himself to the subject of universities. "They give to the young in their impressionable years the bond of a lofty purpose shared," he said; "of a great corporate life whose links will not be loosed until they die."

The links that unite alumni with each other and with their alma mater are difficult to define. But every alumnus and alumna knows they exist, as surely as do the campus's lofty spires and the ageless dedication of educated men and women to the process of keeping themselves and their children intellectually alive.

Once one has caught the spirit of learning, of truth, of probing into the undiscovered and unknown—the spirit of his alma mater—one does not really lose it, for as long as one lives. As life proceeds, the daily mechanics of living—of job-holding, of family-rearing, of mortgage-paying, of lawn-cutting, of meal-cooking—sometimes are tedious. But for them who have known the spirit of intellectual adventure and conquest, there is the bond of the lofty purpose shared, of the great corporate life whose links will not be loosed until they die.

This would be the true meaning of alumni-ship, were there such a word. It is the reasoning behind the great service that alumni give to education. It is the reason alma maters can call upon their alumni for responsible support of all kinds, with confidence that the responsibility will be well met.

THE ALUMNUS/A

The material on this and the preceding 15 pages was prepared in behalf of more than 350 schools, colleges, and universities in the United States, Canada, and Mexico by the staff listed below, who have formed EDITORIAL PROJECTS FOR EDUCATION, INC., through which to perform this function. E.P.E., INC., is a non-profit organization associated with the American Alumni Council. The circulation of this supplement is 2,900,000.

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Alumni Survey - Part II

Activities and Educational Advancements

This issue is completely devoted to you — the Alumnus. We hope that you will read it thoroughly and decide how you — the Alumnus — can fit into the over-all picture. You are, in the words of the report, "one of the most important persons in American education today."

This second part of the Alumni Survey should have added significance to you in view of the special alumni report which preceded it. This portion

covers the Community, Cultural and Recreational Activities of our alumni, and in addition reports on their educational advancements.

Just as a reminder, the following information was derived from the completed survey of 62% of our alumni body. This is considered an outstanding return and should mean that the information presented in the following report is basically sound.

The July issue of the "Alumnus" will carry the third and final part of the Alumni Survey.

Activities

We thought that it would be interesting to have our alumni indicate their community, cultural and recreational activities. As the following report indicates, their interests are many and varied.

Many who answered the questionnaire checked "other" and proceeded to fill in their activities beneath it. We have, for simplicity in reading the final report, taken those activities and, when possible, inserted them where we felt they could properly be placed. For example, in one case, "other" was checked and below it was written — "part-time athletic director — Y.M.C.A." This we placed in the category allowed for Y.M.C.A. or Y.W.C.A. activities.

Community Activities — select the ones to which you give the most time.

	No. Reporting
P.T.A., School Board	326
* Other	308
Professional groups (law, medicine, etc.)	293
Solicitor for Community Chest, Red Cross, etc.	266
Civic and service clubs	264
Lodge member (fraternal)	174
Boy Scouts, Girl Scouts, 4-H, etc.	145
Y.M.C.A. or Y.W.C.A.	109
Chamber of Commerce	64
Labor Organizations	38

Cultural Activities — In what cultural activities do you participate now? Please check the three (only) which you regard as most important.

	No. Reporting
Read non-fiction	956
Attend plays or concerts	730
Listen to radio/TV concerts	583
Collect and play classical recordings	488
Attend lectures or forums	403
Play a musical instrument	261
Paint or sketch	151
Visit art museums	138
Write (verse, prose)	95
* Other	90

Recreational Activities — What activities in this field have you engaged in, in the last year? Please check (only) in which you regularly engage.

	No. Reporting
Outdoor sports, (hiking, golf, swimming, riding, gardening, fishing, hunting, etc.)	833
Book reading for pleasure	655
Social Dancing, square dancing, informal contacts with friends	637
Listening to TV and/or radio	578
Indoor sports (bowling, gym, pool, handball, billiards, etc.)	445
Spectator at sports	359
Traveling for pleasure	356
Bridge, chess or other indoor games	311
Attendance at movies	270
* Other	110

(*—Other—Did not specify, but we suspect that many are included in activities which are listed by name.)

The Alumnus and his Community Activities

Many of our alumni, despite busy schedules, find time for various civic and community services. As Chart No. 3 reveals, 60.48% belong to civic organizations, while 17.05% belong to professional organizations. Only 8.96% belong to social groups. All totaled, 86.5% of our alumni have membership in at least one type of organization.

Chart No. 3
The Organizations to Which They Belong
Kind of Organization Per cent who Participate

Civic	60.48%
Professional	17.05%
Social	8.96%

It would seem that our alumni have settled down in their communities and are taking an active part in civic affairs. This figure is surprising in view of the fact that, for the most part, they are young people, and recent graduates are inclined to be more mobile. However, the greatest number indicated in civic

organization membership was P.T.A. and School Board. This is readily understandable again when we analyze that 75% of our alumni reporting are married and 82.8% of that figure have children.

It would also appear that our alumni are interested in keeping within their professional groups — but are also taking an active part in soliciting for various groups — an excellent indication of their service to their community.

The Alumnus and his Cultural Activities
Chart No. 4

Kind of Activity	Per cent who participate
Read non-fiction	49.23%
Attend plays or concerts	37.60%
Listen to radio and/or TV concerts	30.03%
Collect and play classical recordings	25%
Attend lectures or forums	21%
Play musical instrument	13%
Paint or sketch	8%
Visit art museums	7%
Write (verse, prose)	5%
* Other	4%

*—did not specify

Among the list of cultural activities, reading of non-fiction material rates highest with our alumni. The theater and the world of classical music, at-

Educational Advancements

This section of the survey consists of data showing the number of alumni who pursued their education at other institutions. The data will be presented in five parts.

PART ONE: A Summary of All Alumni Who Continued Their Education.

Of the 1,941 alumni who returned their questionnaires, 912 indicated they had continued their education. The percentage is 47%

The total (912) is divided into the following categories:

TABLE 5

Students	Total number
Alumni who are presently engaged in full-time studies toward higher degrees.	92
Engineers	
Alumni who received two-year certificates in engineering and who were awarded their Bachelor degrees at other institutions.	150
(Of this total, 25 then obtained advanced degrees.)	912 (see chart)

tended in person or via recordings, television or radio, are next in the line of popularity.

The Alumnus and his Recreational Activities
Chart No. 5

Kind of Activity	Per cent who participate
Outdoor sports	42.91%
Bookreading for pleasure	33.75%
Social dancing, square dancing, informal contacts with friends	32.82%
Listening to TV and/or radio	30%
Indoor sports, bowling, gym, pool, handball, billiards, etc.)	23%
Spectator at sports	18%
Traveling for pleasure	18%
Bridge, chess or other indoor games	16%
Attendance at movies	14%
* Other	6%

*—did not specify

According to this survey, we have a great many outdoor sportsmen — and women, who participate in hiking, golf, tennis, swimming, riding, gardening, fishing, hunting, etc. And again, along the recreational line, bookreading for pleasure is a popular pastime for many alumni. Television has taken its hold. Watching of TV rates fourth among the recreational activities in which they engage.

1935-1947 Graduates

Alumni who received certificates from Bucknell University Junior College and who continued their studies for Bachelor degrees and for advanced degrees.

Total number 174

Graduates (1948-1959)

All graduates who have obtained advanced degrees.

Total number 266

30-hour Alumni

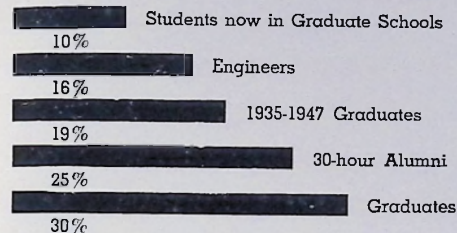
Includes all who have attended Wilkes College and have accumulated thirty (30) or more credit hours and who were awarded their Bachelor degrees and/or advanced degrees from other institutions.

Total number 230

912 (see chart)

Per cent Analysis of Alumni Who Continued Their Education After Wilkes or B. U. J. C.

Chart No. 6



TEST CLASSES

Of the 71 alumni from the Class of 1948 who returned their questionnaires, 46 were awarded advanced degrees.

The percentage for this class is 65%
Of the 87 alumni from the Class of 1955 who returned their questionnaires, 28 were awarded advanced degrees.

The percentage for this class is 32%

By combining the percentages for the two test classes, we are able to compare their percentage with the entire group. The comparison shows a close relationship between the over-all total of alumni and the test group alumni who continued their education.

The percentage for the entire group 47%
The percentage for the "Test" group 49%

PART TWO: Analysis of Graduate Educational Advancement

Number and Per cent of Graduates 1935-1947 and 1948-1959

Who Attended Graduate or Professional Schools

Chart No. 7

Col. 1	Col. 2	Col. 3
No. of Grads.	No. of Grads. Taking Grad. Work	Per cent of Grads. Continuing Education
B. U. J. C.		
'35-'47 grads. Wilkes	578	226 39%
'48-'59 grads.	1,928	439 23%
Totals	2,506 *	665 27%

* Unadjusted total

Column 1

Total number of graduates from Bucknell University Junior College and Wilkes Col-

lege from 1935 through February, 1959. Breakdown shows B.U.J.C. graduates and Wilkes College graduates.

Column 2

Shows the number of B.U.J.C. graduates who continued their education after receiving certificates as well as Wilkes College graduates who continued on for advanced degrees.

Column 3

Of the 578 graduates in the 1935-1947 group, 226 of those who returned their questionnaires indicated that they had continued their education. The percentage is 39%

Of the 1,928 graduates in the 1948-1959 group, 439 of those who returned their questionnaires indicated that they had continued their education. The percentage is 23%

Of the 2,506 graduates over the twenty-five year period, 665 who returned their questionnaires indicated that they had continued their education. The percentage is 27%

In analyzing our total number of graduates, it is interesting to note that 23% or 578 graduated from 1935-1947, and 77% or 1,928 have graduated since 1948.

PART THREE: Degrees Held by Wilkes College Graduates and B.U.J.C. Graduates

TABLE 6

Degrees held by B.U.J.C. and Wilkes College graduates are distributed as follows:

a. B.A. - B.S. (1935-1947)	157	24%
b. B.S. (Engineers)	163	25%
c. M.A. - M.S.	217	33%
Ph.D. - D.E.D.	44	7%
M.D. - D.D.S. - D.O.	60	9%
L.L.B. - L.L.M.	40	6%
B.D. - S.T.B. - S.T.M.	20	3%
M.B.A.	12	2%

665

Degrees are not limited to one per graduate. There are 119 graduates who hold two or more degrees, or a total of 18% of all graduates hold several degrees.

Group A. From 1935 to 1947 we gave two-year certificates as B.U.J.C. — the group above continued on to receive Bachelor degrees.

Group B. We have only a two-year engineering program . . . this group has gone on to attain their Bachelor degrees elsewhere.

Group C. This group includes those from above who have gone on for other work and also those who graduated from Wilkes College.

PART FOUR: Scholarship and Fellowship Aid

Of the 912 alumni who continued their education, 138 received scholarship or fellowship aid. The percentage is 15%

These grants are not limited to one per student. There were 178 different awards distributed among the 138 scholars in the following manner:

Assistantships	20
Fellowships	23
Government Aid	33
Foundations, Industries, & Personal	41
Scholarships	61

Assistantships include only those granted by the educational institutions that the individual attended.

Fellowships include only those given by the educational institutions.

Government aid consists of Senatorial Scholarships, Departmental Scholarships from State governments, Federal Grants, Military Grants, Departmental Aid from the Federal Government, and City Government Grants.

Foundations, industry and personal include grants by the Ford Foundation, the Kosciuszko Foundation, the National Science Foundation, National Foundation for Infantile Paralysis; fellowships awarded by major industries in the United States; and aid received from educational-minded philanthropists.

Scholarships consist of only those awarded to the scholar by the educational institution.

PART FIVE: Number of Graduates attending other Colleges and Universities after Graduation (1948-1958)

This section of the survey includes data showing the number of graduates answering this questionnaire who did advanced studies at other schools from 1948-1958.

It is interesting to note that 720 graduates attended 146 schools after they left Wilkes College. The schools and the number of scholars who attended them are:

Bucknell University	98	Hahnemann Medical Coll.	10
Pennsylvania State Univ.	91	University of Pittsburgh	10
University of Pennsylvania	44	Seton Hall University	9
Temple University	42	Dickinson School of Law	7
Columbia University	39	Boston University	6
Rutgers University	27	Montclair St. Teach. College	6
New York University	19	Paterson St. Teach. College	5
Lehigh University	14	American University	5
University of Scranton	14	New School for Soc. Research	5
Jefferson Medical College	12	Trenton St. Teach. College	5
University of Delaware	12	University of Buffalo	5
Syracuse University	11	University of Illinois	5
University of Maryland	11	Bloomsburg St. Teach. Coll.	4
Geo. Washington Univ.	10	City College of New York	4

Cornell University	4	Elmira College	1
Glassboro St. Teach. Coll.	4	Fairleigh Dickinson Univ.	1
Johns Hopkins University	4	Geisinger Mem. Hospital	1
Marywood College	4	Gettysburg Lutheran Sem.	1
Misericordia College	4	Georgian Court College	1
Newark St. Teach. College	4	Harpur College	1
University of Connecticut	4	*Imperial College	
Western Reserve University	4	(Univ. of London)	1
Adelphia College	3	Indiana St. Teach. College	1
Catholic University	3	Juilliard School of Music	1
Drew University	3	Kansas State College	1
Duquesne University	3	Kent State University	1
Georgetown University	3	King's College	1
Mass. Institute of Technology	3	La Salle College	1
Miami University of Ohio	3	Lawrence College	1
Middlebury College	3	Long Beach STC	1
Polytechnic Inst. of Brooklyn	3	Lutheran Theological Sem.	1
University of Miami (Fla.)	3	Mansfield St. Teach. College	1
University of Michigan	3	Michigan College of Mining & Technology	1
University of Rochester	3	Moravian College	1
Canisius College	2	Muhlenberg STC	1
Carnegie Institute of Tech.	2	McGill College	1
Drexel Institute of Tech.	2	New Jersey St. Teach. Coll.	1
Duke University	2	Oregon State College	1
East Stroudsburg STC	2	Phoenix Junior College	1
Florida State University	2	*Rhodes Univ. (So. Africa)	1
Franklin & Marshall College	2	Richmond Professional Inst.	1
Lafayette College	2	Rider College	1
Loyola College	2	Rochester Inst. of Technology	1
Northwestern University	2	Sacramento STC	1
Ohio State University	2	Saint Joseph's College	1
Philadelphia Divinity School	2	Southeastern University	1
Princeton University	2	State Univ. Teach. College	
Robert Packer Hospital	2	(Genesee, New York)	1
Towson St. Teach. College	2	Stevens Inst. of Technology	1
Tulane University	2	Stroudsburg St. Teach. Coll.	1
Union Theological Seminary	2	Swarthmore College	1
University of Colorado	2	Tri-State College	1
University of Houston	2	University of Bridgeport	1
University of Kentucky	2	University of Chicago	1
University of Oregon	2	University of Cincinnati	1
Villanova College	2	University of Florida	1
Wayne State University	2	University of Iowa	1
Albany St. Teach. College	1	University of Louisville	1
Alfred University	1	*University of Madrid	1
Arizona State College	1	University of Nebraska	1
Arizona State University	1	*University of Paris	1
Bexley Hall Theological Sem.	1	University of Richmond	1
(Kenyon College)		*University of Rome	1
Bowling Green University	1	*University of Strasbourg	1
Butler University	1	University of Tennessee	1
Clarkson College of Tech.	1	University of Virginia	1
Cleveland Marshall Law Sch.	1	Upsala College	1
Colgate-Rochester Div. School	1	Womens Medical Coll. of Pa.	1
Colorado A & M	1	Wagner College	1
Columbia College	1	Washington College	1
Cortland St. Teach. College	1	Wesleyan University	1
Crozer Theological Seminary	1	West Chester St. Teach. Coll.	1
Denver University	1	Virginia Theological Sem.	1
Eastman School of Music	1	Yale University	1
Episcopal Theological Sem.	1		
of Virginia	1		

*—Six graduates had the opportunity of studying in foreign countries.

Note: The total of 720 is not an individual total. Many alumni attended more than one school in the process of obtaining an advanced degree or degrees.