

WILKES COLLEGE
ALUMNUS

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August, 1970

NEW
PRESIDENT
OF
WILKES COLLEGE
ASSUMES OFFICE

WILKES COLLEGE ALUMNUS

PRESIDENT TALKS TO NEWS MEDIA

(Initial statement by Dr. Francis J. Michelini, former Dean of Academic Affairs, upon assuming his newly-elected office as President of Wilkes College on Wednesday, July 1, 1970.)

I would like to thank all of you for participating in this, my first press conference as President of Wilkes College. Education is of great interest and concern to all Americans and I hope to be available to you on future occasions to discuss matters of importance to higher education and our community in the years ahead.

Since April 17, when my appointment as the second President of Wilkes College was first announced, the response and congratulations of friends, faculty, and students have been most kind. I will make every effort to justify their confidence in me.

As I indicated on April 17, I am indeed fortunate in assuming the presidential responsibilities following a man like Dr. Farley. His outstanding leadership and sound administration have built a strong, well-balanced institution. I have much to work with, and in trying to continue this progress, much to work for. His continued efforts on behalf of Wilkes as Chancellor, will be very important to me in my efforts as President.

It is natural to look forward to continued growth and change within the College. Today we hear much in the press about dialogue with students, faculty, and community. It has been a tradition that such dialogue has always been part of the operations of Wilkes College, and I intend to increase the input of information and ideas from student, faculty and community sources as well as expand such input from another important resource, our Alumni. Ideas and opinions will be incorporated directly into our administrative operations.

I plan to implement two new divisions in the college structure: a Division of Humanities and a Division of the Social Sciences. These will complete the divisional organization begun in recent years when the Division of Natural Sciences and Mathematics was created. New responsibilities have been defined for these organizational units and these will be reviewed with the department heads and the faculty in the Fall. A number of such administrative modifications are inevitable as Wilkes grows.

My primary concern as President will be the continued pursuit of quality by both faculty and students. This has been the strength of Wilkes in the past, and it must continue to be in the future. Our private colleges must be strong in our society as constant challenges to our public institutions. This is the strength of our pluralistic American society in which public and private resources combine to better serve our people. This system is envied throughout the world, and we must keep it healthy. One of our many challenges during this exciting period in education is to make our public understand the values of freedom necessary in institutions of higher education if this nation is to continue its great history of commitment to education as one of its guarantees of opportunity for all.

Wilkes College and Dr. Farley have been major instruments of change in this community for the past thirty-four years. I intend to devote my efforts to maintaining this role for the college as a significant and constructive instrument for social and economic change in our community.

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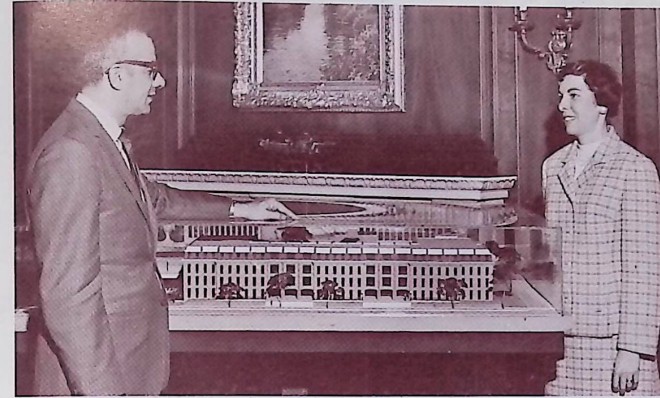
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Dr. Michelini New President of Wilkes College



Dr. Francis J. Michelini, new president of Wilkes College, and his wife, Anne Marie, look ahead as they inspect the model of the proposed \$4-million addition to Stark Hall, which is on display at Weckesser Hall.

Twenty-three years after receiving its charter as an independent institution, Wilkes College welcomed its second president on July 1 when Dr. Francis J. Michelini, former Dean of Academic Affairs, was officially designated as the president and chief executive officer of the college.

Dr. Michelini filled a position vacated by the retirement of Dr. Eugene S. Farley, who had served for 34 years, beginning with the early days of Bucknell University Junior College.

The new president, who will be inaugurated at official ceremonies this Fall, has been associated with Wilkes College for the past 15 years.

He received his Bachelor of Science Degree from Seton Hall University, his Master of Science Degree from the University of Delaware and his Ph.D. from the University of Pennsylvania.

A veteran of World War II, Dr. Michelini assumes the leadership of a college with a full time enrollment of 2,500 students and an equal number of part time and evening students.

He will oversee an institution with an operating budget of \$50-million with tangible assets of more than \$20-million. The campus now has 54 buildings and plans are being finalized through "Operation Forward Thrust" for a \$4-million addition to Stark Hall.

Dr. Michelini is extremely active in community affairs and various civic and governmental groups.

He is married to the former Anne Marie Sterner of Lansford. The couple has three daughters, Michelle, Lisa and Lucia.

Inaugural Planning Underway

The first meeting of key personnel who will handle the arrangements for the inauguration in November of Dr. Francis J. Michelini as the second president of Wilkes College was held recently in the Board Room at Weckesser Hall.

General chairman of the inauguration is Thomas Kiley, vice president of the Board of Trustees, and co-chairman is Dr. Ralph Rozelle.

The inauguration will mark the ceremonial installation of Dr. Michelini as the president, filling a vacancy left by the retirement as of June 30 of Dr. Eugene S. Farley, who guided the college for 34 years.

Dr. Farley immediately upon stepping down from the presidency became the first chancellor of the college.

The committee working on the ceremony includes representatives from the Board of Trustees, college administration and faculty, and the student body.

Although only preliminary discussion was conducted at the first meeting opened by Atty. Louis Shaffer, chairman of the Board of Trustees, plans were made by frequent additional meetings and assignment of committees to handle the many vital functions which will contribute to the inauguration of the new president.

A committee to select an appropriate speaker for the occasion will be announced shortly and wide-spread publicity will be attached to the event.

It is anticipated that the ceremony will be held sometime during November, although this

date has not as yet been finalized, pending selection and availability of a speaker.

Those attending the meeting were: Mrs. Eberhard Faber, Thomas Kiley, Atty. Louis Shaffer, Dr. Michelini, Dr. Charlotte Lord, Dr. Hugo V. Mailey, Dr. Charles B. Reif, John Chwalek, Misses Sally Donoho and Maureen Klaproth, Drew Gubanich, Aldo Farnati and Mrs. Mickey Stella.



Members of the committee who are forming plans for the inauguration of Dr. Francis J. Michelini as the second president of Wilkes College are shown during a recent planning luncheon. Left to right, seated—Mrs. Eberhard Faber, member of the Board of Trustees; Thomas Kiley, vice chairman of the Board and chairman of the Inaugural Committee; Mrs. Mickey Stella, administrative aide; Atty. Louis Shaffer, president of the Board; Dr. Michelini; Maureen Klaproth, co-editor of the campus student newspaper.

Standing—Aldo Farnati, president of Student Government; Dr. Charlotte Lord, Dr. Hugo V. Mailey, John Chwalek, Dr. Charles B. Reif, Drew Gubanich, president of the student Inter-Dormitory Council; and Sally Donoho, co-editor of the campus newspaper.

Dr. Eugene S. Farley Becomes College's First Chancellor

History was made at Wilkes College on July 1 when the title of chancellor was added to the upper echelon of administrative officers.

Dr. Eugene S. Farley, who retired on June 30 as president of Wilkes College after 34 years as the leader of the educational institution, became the first chancellor in response to an invitation from the Board of Trustees that he continue his vital services to the college.

In his new position, Dr. Farley will devote his time to the responsibilities of all external matters pertaining to the present, and future, welfare of the college. With Dr. Francis J. Michelini, the new president, handling the internal problems of the administration of the school, Dr. Farley will be free to do the long-range planning.

It was pointed out that while the two roles will be somewhat related, both men will be working in different capacities for the continued development and success of Wilkes College.

Dr. Farley's new role follows 34 years as president of the college — 11 of which were as president of Bucknell Junior College, the forerunner to Wilkes.

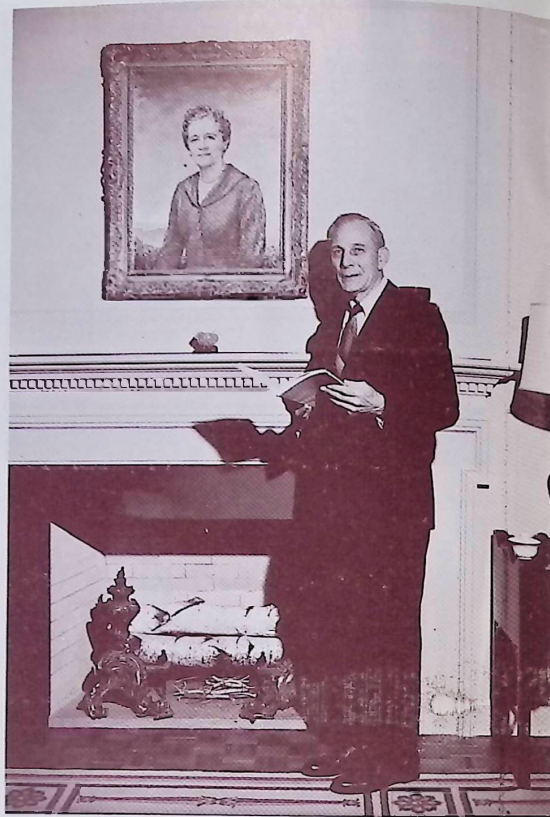
During the more than three decades as the leader of the institution, Dr. Farley has guided the growth of the college from a one classroom building and less than 200 students to its present status of 54 buildings and a total of 5,000 day and evening students.

Under his leadership, the remarkable growth and success of the college and the achievements of its alumni have won it respect academically and athletically.

Dr. Farley's guidance has kept the college constantly on the course on which it was founded — a liberal arts college, open to all serious students, regardless of race or creed. These same policies accompanied the academic expansion into other areas which followed during its 34 years under his direction.

While much of the inspiration behind Wilkes lies with Dr. Farley, he is quick to credit the success of the institution to the many who supported him — names like Admiral Harold Stark and those now deceased, Dr. Arnaud C. Marts, Atty. Charles B. Waller, Miss Annette Evans, Gilbert McClintock, Mrs. Dorothy Dartle, and countless others.

These powerful, community-minded individuals supported the president when many people in the region tended to discredit his dream of providing higher education to what at the time was a depressed area.



In the field of education, the role of chancellor is an old and respected one, carrying equally important roles in the fields of government and religion.

The reaction from the campus to the community to Dr. Farley's acceptance of the new position has been extremely enthusiastic.

Typical of the comments was this editorial published in a Wilkes-Barre newspaper. It said in part:

"After 34 years of devoted service, he was more than willing to retire and enjoy the leisure that he had earned. But the board of trustees hesitated about severing all existing ties for obvious reasons and created the chancellorship especially for him.

"Since he grew up with Wilkes, he is the outstanding authority on its past and, important, on its future.

"Freed of routine duties, he will be the ideal contact with colleagues in education, community leaders, and the alumni. It would be a shame to waste all this talent at a time when higher institutions of learning need guidance and experience, such as he is able to make available in his new capacity."

Biology Majors Fight Regional Problems

Photographs of bearded trouble-makers parading for numerous and vague causes has become an all too frequent image of the "typical" college student of late.

The Wilkes College Biology Department has gone a long way to dispel this inaccurate picture.

Two professors — Dr. Thomas Mizianty and Dr. Donald Tappa — have contributed greatly to the presentation of the college student as one who is deeply concerned with putting to work the education and training he has received at Wilkes.

Their efforts right here in the college community stand as evidence. The results have added up to an enthusiastic community involvement by the senior biology students.

It all began five years ago when Mizianty and Tappa changed the format of the senior biology seminar class. It was their aim to make the subject matter relevant to the community.

Dr. Tappa put it this way: "Dr. Mizianty and I felt that the class, as seniors, should be ready to 'put into action' some of the training they had received during their four years in the major."

To that end, each student was expected to participate in some active project within the area. They pitched in with enthusiasm — each choosing an area of involvement within his personal realm of interest.

It might be pointed out that long before ecology became a popular preoccupation, Wilkes students were out lobbying for anti-pollution bills.

The results have been outstanding. The students infiltrated the Wyoming Valley area, bringing fresh ideas and facts concerning biology to the attention of high school students, faculties, the press and the public.

It was not long before 20 area



Five members of the Senior class who worked on the environmental project are, left to right, kneeling — Bernie Holleran, Wilkes-Barre; Dave Roberts, Kingston. Standing — Jay Goldstein, Kingston; Jack Blannett, Wilkes-Barre; and Dan Kopen, Forty Fort.

high schools were featuring college students in biology and chemistry classes. Some students made reports to Harrisburg on pollution and conservation.

Others attended town meetings in nearby Tunkhannock to discuss a proposed nuclear plant. Many students with literary inclination inundated national magazines with letters and articles, and some investigated matters of vital importance to Wyoming Valley — such as the effects of miner's asthma and the burning culm banks.

Much of the success of the involvement program can be understood through the type individual who eagerly participated.

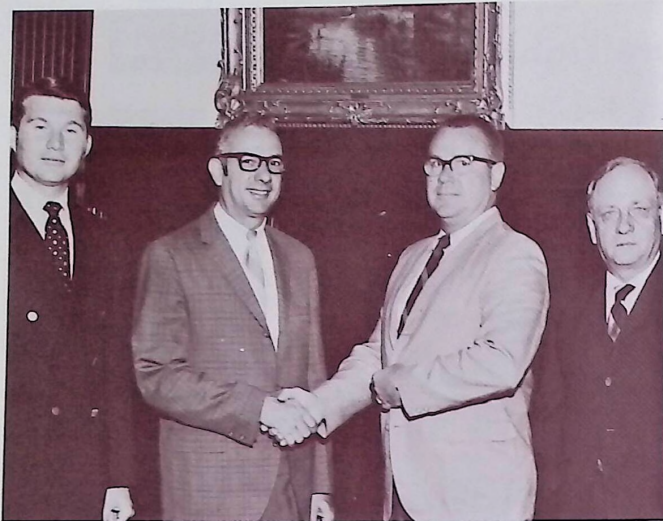
There is Jack Blannett, a recently graduated biology major from Wilkes-Barre, who was instrumental in organizing Earth Day locally.

The tall, intense young man's areas of involvement have not remained confined to his major field. Directing a school Reach-Out Project for area orphans occupied a great deal of his time during the school year.

Blannett was only one of the many who took part, but he is typical of the type individual who wants to become involved for the benefit of others.

His efforts and the efforts of others pointed up an unplanned, but satisfying result of the seminar. Students pursued their interests with a dedication that did not seem to end with the final grade from a professor.

Once involved, the students tended to follow-up their interests. The influence was felt in many ways.



Congratulations were in order for the new president of Wilkes College recently when James Shaughnessy, assistant superintendent of schools in Groton, Conn., (second from right) renewed acquaintances with Dr. Francis J. Michelini. Flanking the two are, on the left, Robert Strouse, principal of a Groton junior high school. On the right is John Chwalek, placement director for Wilkes College. (Photo by Paramount Studio)

GROTON HAS A LIKING FOR WILKES EDUCATION GRADUATES

To James Shaughnessy — assistant superintendent of schools in Groton, Connecticut — a visit to Wyoming Valley means a chance to play some golf on the fine local courses, an opportunity to exchange pleasantries with old friends and a search for teaching talent at Wilkes College.

Shaughnessy has a special liking for people who gained their training in education at Wilkes for a very simple reason — they have proven to be well-qualified in all respects and they "fit" the educational system at Groton.

To prove his point, Shaughnessy did a quick mental recount on the number of Wilkes students who have been plucked from the local campus and signed on as faculty members at Groton.

"In the past 10 years," Shaughnessy said, "we have hired about 150 Wilkes education graduates. This year we are taking eight from the 1970 graduating class."

Robert Strouse, who accompanied Shaughnessy on the trip, is principal of the West Side Junior High School in Groton.

Strouse reminded Shaughnessy that percentage-wise Wilkes ranks rather heavily when it comes to teaching jobs at Groton.

This caused Shaughnessy to make another estimate — figuring roughly that of the 550 teachers in

the Groton school system, slightly more than 50 are graduates of Wilkes College.

"That must be some kind of record," according to John Chwalek, Wilkes placement director and personal friend and golfing partner of Shaughnessy's.

The assistant superintendent of the New England school said he first came in contact with Wilkes College "about 11 years ago" while making a tour of the northeastern part of the country for teaching talent.

Reflecting for a few seconds, Shaughnessy's face suddenly glowed with a satisfied grin as he said, "I can even remember the first person we hired. Her name was Sandra Feldman."

Since then it has been simply a case of Shaughnessy thinking in terms of Wilkes College when it came to looking for replacements.

During this most recent trip, Shaughnessy made it a point to pay a special visit to Weckesser Hall — "just to say hello again to Dr. (Francis) Michelini and congratulate him on his recent move up to the presidency."

As further proof that Shaughnessy is well satisfied with the way educational training is provided at Wilkes, he informed Dr. Michelini that he will have a personal representative on the campus for the next four years.

"My daughter is enrolled in the freshman class which begins in September," he explained.



Going over some of the recommendations made by Wyoming Valley alumni for creating a stronger campus chapter are three people who are vitally concerned with the success of alumni development. Left to right are: Walter Mohr, director of development; Art Hoover, director of alumni affairs; and Thomas J. Moran, president of the Alumni Association.

HOMEFRONT ALUMNI GATHER TO FORM STRONGER CAMPUS CHAPTER

In an effort to revitalize what was at one time the strongest chapter of the Wilkes College Alumni Association — the one which included graduates living in Greater Wyoming Valley — a special meeting of those who have been interested in the college's efforts was held on July 23 at the College Dining Hall.

The purpose was to reactivate the campus chapter as a nucleus around which events might be planned and developed for the overall benefit of alumni living elsewhere and to provide a working body to handle assignments on the "homefront" for special events to which those living out-of-town would be invited.

In his initial announcement, Arthur J. Hoover, director of alumni relations wrote:

"Among the many activities with which our alumni should become more involved are: Homecoming, the Seminar program and the establishment of a local alumni chapter. The thinking and planning which go into these activities will determine, to a great extent, the effectiveness and the success of the programs.

"With the thought in mind that we must work together to improve existing programs and to initiate new programs, we are asking you to join with a group of local alumni for this purpose."

Asked to attend the meeting and lend assistance and guidance were:

James Ferris '56, David R. Badman '67, Carl Havira '60, Atty. Eugene Roth '57, Atty. Gifford Cappellini '45, Donald Honeywell '49, Carl Zoolkoski '59, William Acorneley '59, Patrick J. Burke '69, Ruth Kackauskas '67, Jerome Lawrence '62, Sterling Bonawitz '67, Mr. and Mrs. Richard Myers '60, '57, Dr. John Hosage '62, Mr. and Mrs. James Winebrake '64, '62, Atty. and Mrs. John Fine '64, '63, Mr. Raymond Frey '66.

Mr. Russell H. Williams '50, Mrs. Paul W. Merrill '55, Mr. and Mrs. Ellis R. Myers '65, '65, Miss Marilyn Obaza '63, Miss Sandra Walters '70, Miss Carol Rhines '63, Dr. Carl Urbanski '57, Thomas J. Moran '49, Donald E. Stein '60, George Siles '57, George Pawlush '69, Mary L. Poremba '69, Edward Burke '70.

Mr. and Mrs. John N. Shoemaker '50, '51, Edward R. Davis '54, Marvin Antinnes '61, Yorath D. Evans '62, Lynn Johnson '69, Mrs. Richard Muzwka '69, Elva Costello '70, Karen Kelly '70, Mr. and Mrs. James Kozemchak '68, '69, W. Clark Line, III '66, George J. Tensa '62, Joseph Shamba '62, Atty. Florie Pettillo '66, Dr. Jerome Gutterman '59.

Atty. Donald McFadden '56, Joseph Gries '51, Joseph Parsnik '59, William Schwab '65, Brooke Yeager '64, William Close '63, Melvin W. Farkas '55, William Roberts '67, Timothy McGinley '68, Mrs. Martha Wagner Ostrowski '58, Thomas Rokita '68.

HOME COMING 1970 • OCTOBER 17

START MAKING PLANS NOW . . . CALL YOUR OLD COLLEGE FRIENDS AND MAKE UP A PARTY!

College Holds Theater Workshop



A few of the participants in the Wilkes College Summer Theater Workshop enjoy a moment of relaxation between chores on the balcony of the Center for the Performing Arts. Left to right are—Mr. and Mrs. William Harman, Beverly Harmon, student from Canton; Charlene Bryant, student from Boothwyn; and Mr. and Mrs. Eugene Bryant.

The days were busy and hectic. At night the lights burned late as the 22 participants in the Wilkes College Summer Theater Workshop became acquainted with all phases of the stage at the Center for the Performing Arts.

The program, designed for high school junior and senior students, undergraduate and graduate students, ran from early July into the first week of August.

The workshop provided total theater experiences in production, lighting, directing and acting for the eager group. The program allowed high school students to gain the instruction of professionals in all aspects of theater production. They were involved in the building of sets and rehearsing and production of scenes.

The project also gave graduate and undergraduate students an opportunity to work with the high school students. The students worked under the supervision of Richard Fox, Easton Area High School, who served as technical director. The college students were responsible for directing the scenes.

Also supervising the workshop were: Al Groh, Wilkes College; Miss Myvfanwy Williams, Wilkes College; Jean McClay, Easton Area High School, production consultant; Murray Popky, costume director; David Frey, technical director; Mary Ellen Neiman, wardrobe mistress; Joel Fischman, stage manager; Michael Gallagher, faculty

assistant; and Kathi Rifkin, properties and makeup.

Formerly the Workshop was funded by the Pennsylvania Department of Education, but this year was conducted on an independent basis.

High School students who participated in the program were: Carl Anderson, West Wyoming; Gary Kessler, Kingston; Michael B. Libenson, Ann Marie Brisk, Maria Csala, Regina Engel, Shari Garber, Gloria Maksimik and Ann Mermelstein, Wilkes-Barre.

Anthony Nardella, Jr., Dunmore; Chris Peterson, Exeter; Margaret C. Brown, Hickory; Charlene Bryant, Boothwyn; Beverly Harman, Canton; Lee Rachel Nemchek, Plymouth Meeting; Holly Phillips and Kathryn Anne Vernon, Trucksville; Sharon Stanek, Ashley; Margaret S. Troitzky, Forty Fort; Karol Namutka, West Pittston; and Debbie Pool, Kingston.

Graduate and undergraduate students enrolled were: Douglas E. Abrabetman and Martin M. Boylan, Scranton; Nancy Karp, Lansdale; Judith Panzini, Easton; Anne Richey, Harrisburg; Grace Perkins and Elliot Rosenbaum, Kingston.

New Graduate Plan Underway in Mathematics

A graduate program leading to a Master of Science Degree in Mathematics Education at Wilkes College was initiated recently under the departmental chairmanship of Dr. Bing K. Wong.

The program differs from the usual Master of Science Education Degree in that it is strongly subject-oriented.

Of the 30 graduate credits required for the degree, 18 credits must be taken in mathematics. This is the first time that graduate courses in mathematics have been made available in Northeastern Pennsylvania.

There are over 30 graduate students presently enrolled in the program. Many of these are high school teachers of mathematics in the area.

Classes Scheduled Late

Classes are held during the academic year in the late afternoon and early evening to enable teachers to pursue these graduate studies.

Plans for a parallel M.A. in Mathematics at Wilkes have been completed recently. It is hoped that students interested in pursuing a degree wholly in mathematics will have the opportunity available within a year.

Dr. Wong also announced that Dr. John Wasileski, a native of Nanticoke, will join the department in September.

Following his graduation from Nanticoke High School in 1961, Dr. Wasileski attended Wilkes College and was granted a B.A. degree in mathematics in 1965. He then went to Penn State for his doctorate. His father, Professor Stanley Wasileski has been a Wilkes faculty member since 1945 and is still teaching mathematics on a part-time basis following his retirement last February.

HOME COMING 1970

OCTOBER 17

CAMPUS HAPPENINGS . . .

(This page called, for the want of anything more original, "Campus Happenings" is being presented in somewhat of a trial fashion. Its main purpose is a form of response to many alumni who have expressed a strong desire to hear more about the "grass-roots" side of the college, its student and faculty families and what is taking place in the everyday, casual routine of keeping our educational institution going. If you like it, please let us know. If you feel it has no place in your Alumnus, such knowledge would also be welcome.)

Under ordinary circumstances this item would be listed under the special "In Memoriam" part of the Alumnus at the end of the publication.

But this seems to call for more of a tribute to one of the all-time football greats at Wilkes College, who passed away after a lingering illness in late June.

It was with sad hearts that the campus family, many former lettermen and the local sports world in general heard of the death in the Veterans Administration Hospital of Jack Feeney, '51, a former All-Scholastic end at Kingston High School and a four-year letterman at Wilkes College, where he gained national fame for his performance as one of the greatest ever to play for the Colonels.

Many of the 7,000 alumni of Wilkes College can still participate in "Operation Forward Thrust" — the campaign to raise \$4,000,000 for the construction of an addition to Stark Hall as a replacement for Conyngham Hall, which was destroyed by fire in 1968.

Walter Mohr, director of development, has made a special plea to all those who have not as yet sent in contributions. "We realize that many of our alumni cannot give gigantic gifts," he explained, "but our problem is in trying to make each one realize that even a small contribution is most welcome."

Dr. Eugene S. Farley, new chancellor of the college after retiring as president on June 30, finally found time for a vacation — a trip into New England and even a chance to stop off at the hotel and art center conducted by Wilkes faculty member Phil Richards . . . Members

of the 1970 graduating class, who received their diplomas in the gymnasium with the temperature in the 90's, are voicing approval of an editorial in **The Beacon**, campus newspaper, that some thought be given to holding the 1971 commencement outdoors at Ralston Field.

Wilkes Placement Director John Chwalek and his staff are compiling figures on members of the recent class who have made employment connections as a direct result of interviews held on campus . . . 41 juniors and seniors from area high schools are enjoying the Wilkes campus this Summer as part of the Upward Bound program . . . Also visiting the campus for educational benefits were some 50 high school teachers of biology from schools in 17 states, who attended the annual Summer Institute, sponsored by the National Science Foundation.

New college President Francis J. Michelini, who is still referred to affectionately as "Dr. Mike," had his first joust with the news media on July 1 and came off very well.

To a question from one member of the press concerning the financial state of the small private colleges, the new president laughed and said, "Please wait until I have time to fully acquaint myself with the budget!"

Charlotte Lord, who has for many years been not only one of the most capable members of the English Department, but also one of the best liked, became Dr. Charlotte Lord recently when she received her Ph.D. in English and Comparative Literature from the University of Pennsylvania.

Many graduates have expressed a desire to maintain a closer tie with Wilkes College and what is happening here on a week-to-week basis. It was with this thought in mind that **The Beacon**, campus student newspaper, has made plans to offer subscriptions to former students at the rate of \$4 for the regular school year. All one has to do is send a check or money order along with his name and address and **The Beacon** will be mailed each week.

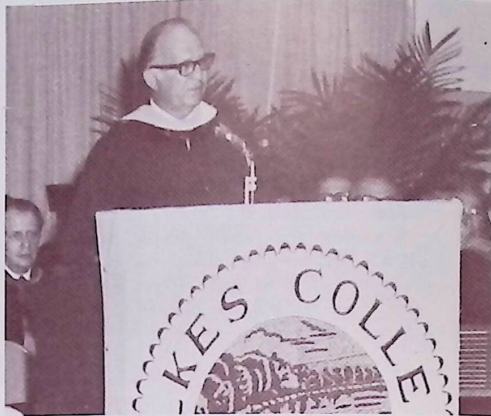
1970's -- The Quality of Life ...

(The following is the complete text of an address given before the graduates and their guests at the 1970 Wilkes College Commencement by Kenneth G. Northrop, president of Holt, Rinehart and Winston, New York publishing firm.)

I am pleased and honored to have been asked to speak to you on this occasion acknowledging the accomplishments of the 513 graduates of Wilkes College. I am especially pleased to have been asked by Dr. Farley to speak to you. I might say parenthetically that it is hard to say no to Dr. Farley. This is the second commencement address that has been given by an alumnus of the college, and I hope that in the years ahead many graduates will return to address themselves to the individuals in the graduating class.

Tonight I am going to spend more of my time on the future, the years ahead, and try to give you some of my thoughts about the quality of life that we, as individuals, that Wilkes, as an institution of higher learning, and that our country, as a free people, might anticipate. The one force that is equally important for survival for all three, whether individual, institution, or nation, is for us to be able to cope with, plan for, and be successful at dealing with and managing change. Change is a very interesting concept. It has many facets and some advocates that have complicated the understanding of the simple fact that nothing stays the same, that change is inevitable, that it may be one of life's only constants, that it has a velocity, and, in different eras, moves at different speeds. It is the velocity of the change we now are witnessing that is of such great concern to the nation, its institutions, and to us, as individuals living in these troubled times when tranquillity is not the order of the day. It is not enough for us to react to change; we must shape our future with imaginative ideas and practical action.

This class of 1970, I am certain, is one of the best, if not the best, educated class to graduate from Wilkes College. There are some today who doubt that education at all levels, whether elementary, high school, or college, is what it should be, or, perhaps more precisely, what it used to be. But, from where I sit, today's student at every level is the recipient of a better education and is a much better critical thinker than yesterday's student. As we move forward in time, the goals and objectives of education



have changed rather dramatically. Today it is of little value to fill minds with facts that soon are discovered not to be facts — more information was accumulated in the last ten years than in all the rest of recorded history — to survey and trace the span of history, and, as we look back to history, we find only that historians agree to disagree, that each interprets history differently, and that in their conflicting interpretations, the only sensible thing to ask of students today is: Who do they think was right? What meaning does history have to me today? What lessons can be learned from the past?

Education today is a life-long process. We define our business as "the cradle to the grave" — the railroad analogy: pre-kindergarten, elementary, high school, college, four or five different careers. Education is, in reality, an investment much like land, our great unreproducible asset.

It has always been an odd phenomenon to me that in the zero years we stop to examine the past and make predictions about the future after gliding through the one-to-nine years. For the class of '70 there is today much information in every sort of format making predictions about the years ahead, especially the 1970's, and ten years is about the span for which most long-range planners are willing to stand up and be counted.

The characteristics of the 1970's are, in my judgment, going to be much different from the recent '60's and '50's. The last twenty years could be characterized by their relative stability, their predictability, and change was a rather evolutionary process. Today, after only five months in the new decade, the characteristics of change in the '70's can only be de-

scribed as radical and revolutionary. The science and technology of the Western world have put man on the moon, everyone is living longer and is in better health and yet we are only now discovering new words and new forces that pose for civilization real concerns for our survival: environmental control, the urban problem, pollution, over-population, and the other concerns that describe man's long and careless abuse of the world in which we all must live. The real danger however is man himself. We must solve these problems of our environment and rediscover ourselves in time to make certain that we begin to devise plans and active programs so that in 1980, when we stop again to review the accomplishments of the '70's, the record will show that we have improved our performance as individuals in shaping our future.

This rediscovery of ourselves and our society will not be an easy task and will not be accomplished unless the gaps — the generation gap, the communications gap, the gaps within generations, and the listening gap are greatly reduced. Human intelligence must be applied to the solution of our social problems, and we must find ways for individuals and institutions to be capable of continuous change, continuous responsiveness, and the self-renewal of the kind that John W. Gardner, one of the country's wisest men, has written about so eloquently. Mr. Gardner's recent experience in Illinois when the Illinois Constitutional Convention would not let him deliver a speech he had been invited to prepare has some interesting aspects. The first, I believe, is that his speech was given wide treatment in all the media because he was not allowed to deliver it. If it had been delivered, I doubt whether many of us would ever have had the benefit of his wisdom and insights into our social problems. I would like to quote for you:

Virtually all of us have failed our duty as Americans. The failure goes to every level and every phase of American life: drug addiction in the slums and corruption in high places; crime in the streets and corporate fraud; personal immorality and betrayals of public trust.

I think all of you will find it hard to believe that these are not the words of John W. Gardner, but the words of Abraham Lincoln in his farewell address at Springfield as he departed for Washington in February of 1861. What Lincoln said 109 years ago showed evidence of the same social disintegration that Mr. Gardner meant when he wrote in his undelivered speech:

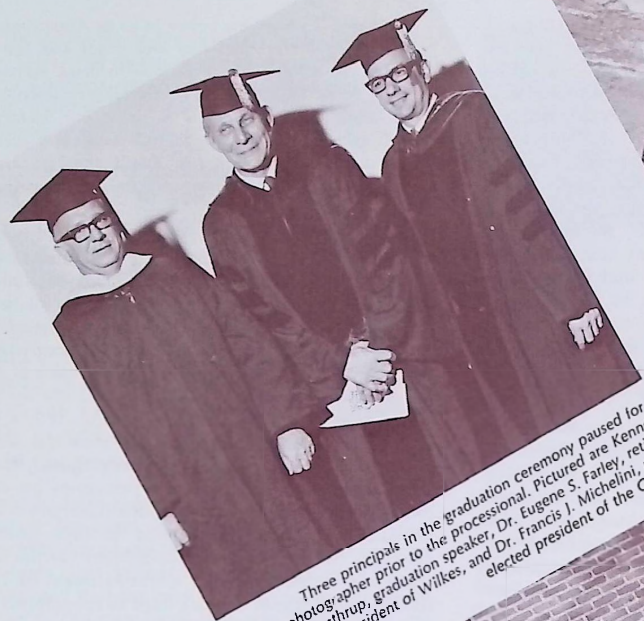
... by Kenneth G. Northrop

But there is something better in us as Americans, something better than fear and anger and prejudice, something better than selfishness, something better than the lazy, comfortable inclination to blame others. There is in us, if our leaders will ask for it, the courage and stamina to face our problems honestly, to admit that we are partly to blame for them, and to identify paths of constructive action.

In this case, John Gardner has addressed himself to some of the qualities that society, its institutions, and its individuals need to reach self-expression and self-realization. But, in the last analysis, society and its institutions are really individuals, and it is with you, the individual, that the hope for tomorrow resides. If you, the men and women in the class of 1970, are determined to succeed, the chances are much in your favor that you will be successful. It has been my observation that the successful men and women in the world can isolate and identify those personal characteristics that become the principles on which they live their lives. Gardner identified some when he said, "courage and stamina to face problems honestly," one of the better definitions for the larger concept of integrity. Other qualities might be initiative, the willingness to work hard to accomplish your goal. In my judgment, American corporations have been successful because of one basic reason: they do a better job of planning where they want to go and how they are going to get there than any other nation's corporations. Planning is a way of life. American institutions will have to do a better job of planning for their future than they have in the past. We should redesign many of our institutions to meet the needs of tomorrow. Individuals, too, must have a plan, a dream, of where he wants to go and what he wants to do with his life. He, too, must deal with change.

There are many high school guidance counselors who will tell you rather positively that it is not difficult to predict the students who will succeed in higher education and at whatever vocation they choose in life. They characterize them as the "achievers." Why do they achieve? Why are they successful? Most will say it is because the achiever has applied his intelligence; he is committed to what he does; he has the willingness to work for what he wants. But, most of all, he combines all of these qualities in an orchestrated effort that results in achievement. It may be trite to say, but I believe it to be true: excellence is just a little bit better than good. It is sometimes only the next step, but it must be taken. Get

(continued on page 22)

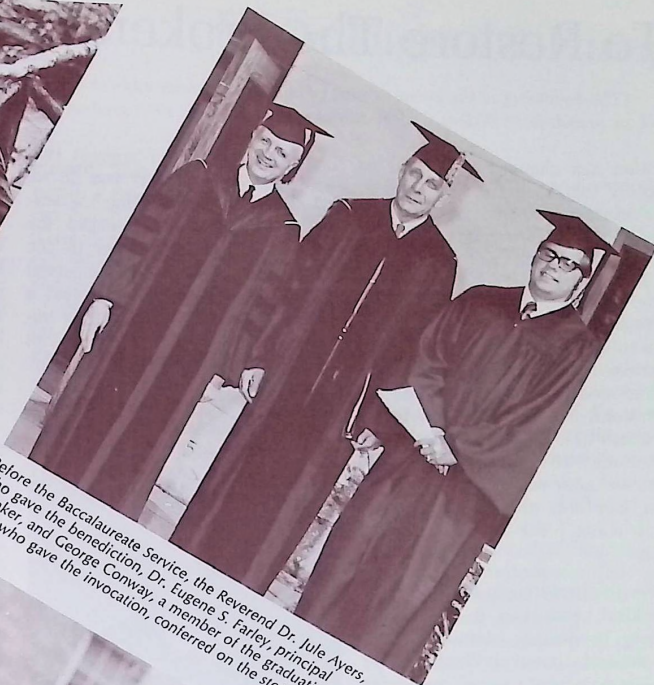
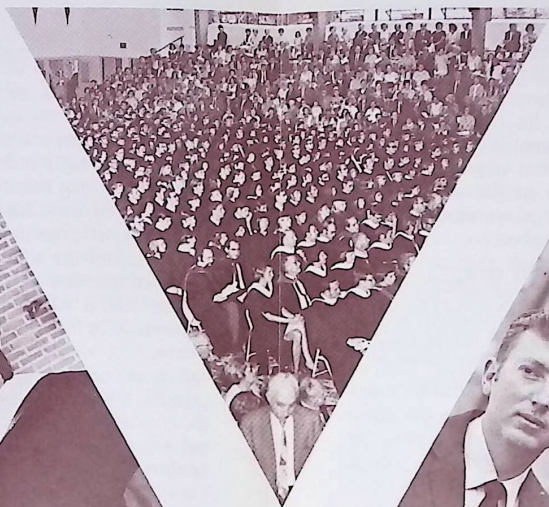


Three principals in the graduation ceremony paused for a photographer prior to the processional. Pictured are Kenneth Northrup, graduation speaker, Dr. Eugene S. Farley, retiring president of Wilkes, and Dr. Francis J. Michelini, newly elected president of the College.

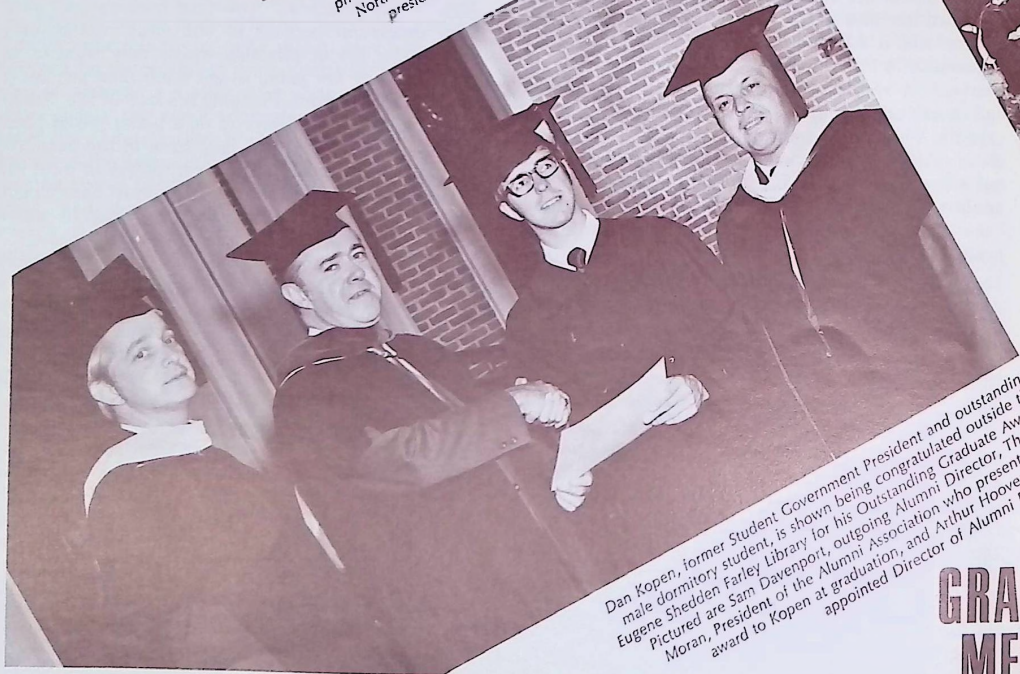


Six graduates and their guests pause outside the Treadway Inn before entering the semi-formal dinner-dance. Enjoying the Spring setting were: Ed Roke, Jeanie Melick, Frank Zini, Judy Martin, Gloria Dobrowski and Mike Dobrowski.

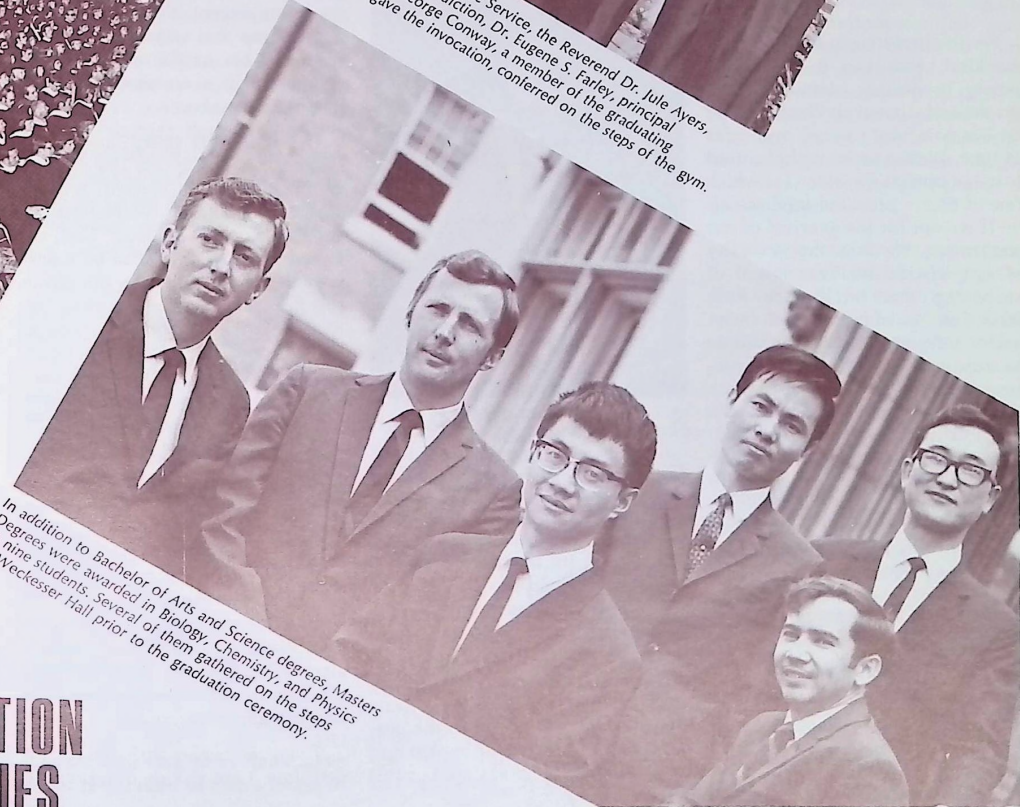
Members of the graduating class, their families and guests are shown seated in the gym as the Baccalaureate Service began, May 31.



Before the Baccalaureate Service, the Reverend Dr. Jule Ayers, who gave the benediction, Dr. Eugene S. Farley, principal speaker, and George Conway, a member of the graduating class who gave the invocation, conferred on the steps of the Gym.



Dan Kopen, former Student Government President and outstanding male dormitory student, is shown being congratulated outside the Eugene Shedden Farley Library for his Outstanding Graduate Award. Pictured are Sam Davenport, outgoing Alumni Director, Thomas Moran, President of the Alumni Association who presented the award to Kopen at graduation, and Arthur Hoover, newly appointed Director of Alumni Relations.



In addition to Bachelor of Arts and Science degrees, Masters Degrees were awarded in Biology, Chemistry, and Physics to nine students. Several of them gathered on the steps of Weckesser Hall prior to the graduation ceremony.

GRADUATION MEMORIES

To Restore The Broken Image . . .

(The following is the complete text of the Baccalaureate address given by Dr. Eugene S. Farley as his last official talk as president of Wilkes College to the members of the 1970 graduating class and their guests.)

Man has changed his world so rapidly that he is now an alien in the world of his own creation. He has created a new house in which to live but he has not yet learned to live in it.

During the past half century, he has multiplied his knowledge and increased his confusion. He has abandoned old beliefs and old institutions, but as yet he has failed to adopt new beliefs and better institutions. The physical changes, that we note so readily, affect us less than those **unseen** changes that have taken place in the minds of men.

For the first time in the history of mankind, man has it within his power to destroy simultaneously, the several current civilizations that he has painfully created over eons of time. We are faced with the need to make critical decisions for which few of us are prepared intellectually. If we opt for the survival of our civilization, we face the necessity of acting with intelligence and of sustaining this intelligence with faith. Our need for clarity of vision and an informed intelligence should be apparent to all thoughtful persons.

In the midst of our current dilemma — with nation opposing nation, neighbor clashing with neighbor, and ideology discrediting ideology — we need a clarity of vision that will penetrate the animosities of groups. To sustain ourselves, we require a clarity of vision that will enable us to analyze and evaluate the competitive efforts of governments and groups to control the minds of men.

If this union of a visionary intelligence and a sustaining faith seems to require a union of the rational

and the irrational, I suggest that you look about you. If you do so, you will see that intelligence sustained by faith has released the atom and has taken men to the moon. The men who conceived these great advances were, just a few years ago, looked upon as impractical visionaries who believed that the impossible was possible. What is this, but faith?

We are confused and threatened by the conflicting forces that sur-



DR. EUGENE S. FARLEY
Chancellor

round us, and our consciousness is hammered by the daily reports of conflicts and tensions. If we are to resolve this confusion, we must understand its causes and its nature. It may help if we accept the fact that this **confusion is a product of ignorance multiplied by intelligence**. Ignorance sustains prejudice and bigotry; it closes the minds of men to the nature of the threats that confront them and to the possibilities of a new world that can be theirs for the choosing. But this

choosing requires great intelligence, massive information, difficult decisions, and great self-discipline. It is possible that mankind is as yet unready to make such critical decisions or to adopt essential disciplines. In 1970, it may still be true, as it was in the 1920's, when Somerset Maugham wrote, "man has always found it easier to die than to learn the multiplication tables.

In this age of contradiction and paradox, man still finds it difficult to recognize and accept the alternatives that lie before him. In spite of the growing evidence that surrounds him, he may still be unready to accept those ideas and alternatives that will enable him to reconcile his conflicts so that he may unite in a common effort to humanize mankind.

To attain this unity, man must restore meaning to his life and regain confidence in himself. And, to accomplish these complementary goals, I suspect he must first acknowledge that **there can be a purpose to life and that man can create this purpose**. By adopting constructive goals, he can give purpose to his life and can motivate his own efforts. By involving himself in constructive effort, he may resolve both his personal and social crises and avoid the great abyss that yawns before humanity at this point in its immense journey.

There is always the danger that we will oversimplify our problems in the hope that we can avoid those prolonged uncertainties and intense efforts that are required for the resolution of these problems. There is also a danger that we will permit the complexity of our problems to confuse and paralyze us.

Today, as I meet with you for the last time, I am risking oversimplifi-

cation of our condition. I do so, however, in the hope that it will encourage you to encompass the infinite complexities of modern society in a concept that may enable you to equate the contradictions of our times. By so doing, I hope that you may be prepared to participate in and to resolve the human problems that confront us. — And, by human problems, I mean all things that affect the lives of men. These may be such personal problems as fear, prejudice, inner conflicts, and alienation; or they may be social problems created by technology, pollution, overpopulation, or cultural lag. **If we are to resolve these varied problems, we must relate them to the welfare of man; and then, as some contemporary thinkers suggest, we must painstakingly create a society that is worthy of man, a society that will enable man to attain the stature and condition that can be his if he will but use his knowledge and mind to envision and create such a society.**

The creation of a society designed to enhance and enrich the lives of men is visionary, utopian, and possibly impracticable. It is just possible, however, that such visionary thinking is required if science and technology are to save man rather than destroy him. **We may be living in a day when the inconceivable must be conceived and the impossible must become the commonplace.** If this in itself sounds impossible, I remind you that this has happened time and again during this century. Surely, **if the impossible has already been accomplished, the impossible can again be made possible.**

And now, may I suggest to you that **the first task to be undertaken is the restoration of man's image of**

himself. This means that he must regain a new measure of faith, not the blind acceptance of his forebears but a belief that man, who can release the force of the atom and can journey into the vast spaces of the universe, can also cultivate his greatest resource, "the unsovereigned beaches of the mind".

Never again are we likely to conceive of ourselves as being created in the image of God, but we may yet recognize that the resources of man's mind and spirit are our greatest assets. We must remind ourselves of the immense journey man has made during his many millenia on this globe. We must remember that the human mind and spirit have raised man beyond the level of other animals. But we must also remember that if we are to attain the full stature of which human beings are capable, it is essential that we first be healthy organisms. A healthy mind and a vital spirit are our only means of shaping our future in freedom. Only these two things, mind and spirit, differentiate us from the other species of the animal world. It is, therefore, the mind and spirit that we must cultivate.

Sometimes the rational mind finds itself in conflict with irrational belief. When this happens, the rational mind must examine belief to determine its validity. As Kierkegaard noted, this can be a disturbing experience, for there is a tendency of the mind to reject any fact or truth that cannot be fitted into a system of belief. To accept such an alien fact causes the whole system of belief to crumble. Therefore, the untrained or the regimented mind rejects the truth in order to retain the belief. The principle of rejection enunciated by Kierkegaard has

always been true, and my own awareness of it first came while I was teaching at the University of Pennsylvania. A group of able and idealistic students often remained after the formal class had ended. As I became familiar with them, I was surprised to learn that all of these fine young people considered themselves to be agnostics or atheists. Only after hours of discussion did it dawn on me that they were neither atheistic nor agnostic in any true sense. They were, however, unable to accept the symbol of God that had been given them in their early years. They had been taught to accept an anthropomorphic god, but the universe, of which they were gaining knowledge, was too great an entity to have been created by any deity resembling man. So in rejecting the symbol of God that had been given them, they thought they were rejecting all belief in a divine power.

Thirty years after this experience, a Christian Scientist visiting the University of Moscow was asked by students how he could believe in God. His answer was very different from the symbol that equated man with God, but it was acceptable to the convinced atheists. To their question he replied, God is a creative force that pervades the universe and is present in every man. After a few moments of thoughtful silence, the predetermined atheists replied, "If that is your concept of God, we can believe with you."

Possibly these two examples illustrate the dilemma of man. For long centuries he thought of himself as a human replica of God. It was, of course, a grandiose concept, for who can conceive of man as God? Yet grandiose as it was, it

. . . by Dr. Eugene S. Farley

gave man a sense of significance, and for centuries this concept sustained men. But, as science revealed the vastness and diversity of the universe and the infinite smallness and complexity of the atom, the concept of a God resembling man could hardly be accepted by the informed mind. Unhappily, as man lost his sense of relatedness to God, he failed to develop a new concept of man or God that could sustain him. He failed to recognize that unless he possessed a faith in something greater than self, he lost faith in himself. And, it may be that this loss of faith is the major cause of our present confusion and conflict.

It is one of the many paradoxes of our times that as man's knowledge increases, his sense of significance diminishes. His inquiring mind has revealed natural laws that have been hidden from man for countless eons. And amazingly—or perhaps inevitably — his growing knowledge of his universe and of himself seemed to isolate him from his neighbors. He is so overwhelmed by his growing knowledge that he is unable to unify this body of knowledge so that he may relate it to himself and to his institutions. So it is that when confronted by a threat resulting from his own genius, he fails to apply this same intelligence to his own survival. We are fortunate, however, that a few men of genius now strive to unify this growing pool of knowledge and to relate it to the welfare of mankind. They endeavor to cultivate an understanding that will enable man to rediscover his place in a world that, although infinitely old, is very new to man. They anticipate that as he rediscovers his place in this new world, he may rediscover himself and lose that sense of alienation which today creates inner strife and external conflict.

You will recall that I earlier remarked that I was groping for a simplistic answer that would encompass some of the complexities of our time. In attempting to arrive

at such an answer, unacceptable though it must be, it may help to consider briefly a few of those great advances in knowledge which have both enlightened and confused mankind.

Gravity is one of the phenomena that all of us take for granted. Prior to Newton's publication at the end of the seventeenth century, man had no comprehension as to the nature of gravity. In our period of impatient haste, it is worth noting that Newton delayed publication of his conclusions because an error in measurement obstructed the proof of his conclusions. In consequence, his publication was delayed for twenty years until more accurate data were obtained.

Newton's studies of gravitation opened new vistas to man's mind and suggested new lines of investigation. His conclusions also encouraged the non-scientist to make assumptions which could not be sustained by fact. Among these was the concept that the universe functioned as a machine without change or devotion. And unhappily, in later centuries, sociologists and psychologists drew upon this concept to create the image of a mechanical man.

Two centuries after Newton, the studies and theories of Charles Darwin suggested that life on this globe had evolved over eons of time. His explanation of man's probable origins clashed with long-accepted belief, and the resultant strife was bitter, prolonged, and irrational. Those who refused even to consider Darwin's facts and theories naturally rejected all his accumulated evidence. Those who were willing to consider his theory examined his facts and added to them. In consequence of continual inquiry and fact finding, the concept of evolution is now widely accepted and the evidences that support it go back for billions of years.

A few years after Darwin, Sigmund Freud began his studies and,

again, his findings and ideas collided with accepted belief. For centuries, those who had conceived of man as being created in the image of God had endeavored to suppress the sexual instincts that assured man's survival. In the effort to deify man, sex had been looked upon as an evil that had to be suppressed. Unfortunately, this suppression brought culture into conflict with nature — to the detriment of mankind. By revealing the inner conflicts and emotional disturbances created by man's attempt to suppress one of nature's fundamental drives, Freud also opened a Pandora's box.

For more than half a century, the Victorian concepts of morality clashed with the findings and revelations of psychoanalysts. And, unhappily, in the clashing of opinions, emotions again submerged rational inquiry, and extreme positions were taken by both the Freudians and the anti-Freudians. Although much has been gained, and will be gained, from Freud's findings, it is only in the last two decades that reason has modified, corrected, and improved some of his findings and his methods.

The total impact of these accumulative findings and theories demonstrates the power of man's mind and should enhance his self-image. They have not done so, however, for these findings and theories create a temporary conflict between man's conscious mind and his subconscious mind. The results are traumatic, for they destroy the irrational image of man without creating a new and more realistic image. In destroying the irrational image, they create a conflict within the minds of those whose beliefs are nurtured by the subconscious. By so doing, they add to man's problems. Man has always found it easier to deal with that which is familiar than with that which is unrecognized and unknown.

But, man's image was to be still further undermined. Pavlov's ex-

periments with dogs led psychologists to explain man's character and behavior in terms of stimuli and response. This concept was grasped so firmly and was so widely accepted in the 1920's that John B. Watson, a leading determinist of his time, abandoned the study of psychology to enter the field of advertising. From this vantage point, he apparently hoped to manipulate and control the lives of men. (And who can say today that we are not manipulated by advertising?)

So we observe that man's self-image has been, for several centuries, battered and bruised by the findings of scientists and the conjectures of intellectuals. It appears now that, at long last, we are reaching a point where additional information and new thinking suggest that man is neither a mechanical machine nor a predetermined animal. There is growing evidence that he can, in some measure, determine his own life and govern his own actions. He is more than a machine; he is more than an animal; he has within him a mind that can give him a measure of freedom — if he will but use it to that end.

Eric Fromm, some years ago, suggested that although man's freedom is limited by environmental and social influences, he can gain a measure of freedom by creating his own alternatives. His ability to choose from these alternatives is the measure of his freedom to influence his own destiny. Only where he has a choice is he free. Without alternatives, his thinking is predetermined and he is entirely the creature of his environment.

In each age, those who have faith in man's ability to improve his lot have cultivated the great concepts upon which freedom must depend.

They have sensed that freedom must be based upon respect for others, a willingness to accept and evaluate new ideas, equality of opportunity, and faith in man's ability to improve himself. To support these principles, men have developed political and social institutions which are designed to protect the individual from the oppression of the masses, while simultaneously protecting the masses from the depredations of individuals. To be sure, we have not succeeded in attaining these goals, and we never will, for they will ever be beyond us.

Man's quest for identity, for significance, and for freedom has never been easy. Those who believe in the creative capabilities of man have always been challenged and deterred by the doubters and the disbelievers. This is true today as it has always been. However, the irony in today's situation is that progress in human affairs has thrown a brilliant light upon our faults while obscuring the causes of our dissatisfaction. And paradoxically, it is the gains that we have made which accentuate our faults. Today, racism is considered a blight, whereas, in 1850, slavery was accepted. There are still areas where poverty and ignorance are accepted as a matter of course rather than as a matter for social concern. Justice before our courts is the ideal, but we still see it denied those who cannot demand it. And, the social significance of education is just gaining popular acceptance, so that education is now as available to the able, as in the past it was available to the privileged.

Today, we are aware of the gap that separates our condition from our aspirations. And, we are no longer willing to accept this dis-

parity. This is the consequence of our search for better ways of dealing with one another. We have discovered alternatives to long accepted practices and beliefs but we have yet to demonstrate our willingness to accept a choice that will unite us. In consequence, we live in the midst of tension which is the inevitable concomitant of uncertainty.

Man always seeks for a sense of certainty even though this certainly clashes with his sense of justice and violates his own ideals. It is tension that gives man an incentive to move ahead, but it is also tension that leads to alienation, encourages violence, and creates instability. Tension, in proper quantities, is a great motivator; in excess, it destroys reason.

Today, physical, social, and ideological changes engulf us. They destroy our sense of security; they undermine our confidence; they destroy our image of man as a rational and reasonable human being. Without some assurance of his significance, the thoughtful man flounders in uncertainty and acquires a sense of importance and futility. It is ironic that his sense of purpose and significance diminishes as he expands his knowledge of the universe, of society, and of himself.

If man is to restore his image, he must involve himself in a constructive cause that is greater than self. By such involvement and by relating himself to a Creative Power, he will be sustained in moments of doubt.

In the remaining years of this century, I hope that you may create a self-image that will challenge you to create a society in which man may attain a stature that will enable him to relate rationally to his universe, his brothers, and himself.

HOME COMING 1970 • OCTOBER 17

START MAKING PLANS NOW . . . CALL YOUR OLD COLLEGE FRIENDS AND MAKE UP A PARTY!

S P O R T S

Fall Outlook

Football fever is right around the corner as the Wilkes Grid Colonels are rapidly approaching their 25th year of pigskin activity at the college. Coach Roland Schmidt, who has seen his teams glide through the last five years winning 37 of 40 games, would like nothing better than to see his upcoming edition enter the 1970's with the same "pride and poise" shown in the glorious 1960's.

The 1970 season should indeed be very interesting for all Colonel followers. On September 1, Coach Schmidt anticipates the arrival of 100 hopefuls, which would be the largest turnout in Wilkes history. Returning are 31 lettermen, including 15 who saw starting duty in 1969.

The most critical areas of concern of the Blue and Gold coaching staff will come at the offense — both on the line where graduation has taken Ed Burke, Les Loveland, and George Conway and at the quarterback slot which will find the name of Joe Zakowski missing after four record breaking campaigns.

It will be a mad scramble for his vacant position by no less than seven candidates. When the smoke does finally clear the new Colonel signal-caller will have the surname of either Barski, Brew, Giberson, Morgan, Payer, Rischman, or Ross.

Brighter Side

The brighter side of the ledger will find the defensive alignment back almost intact. The addition of several outstanding freshmen from last year should add the spice to what may be the premier defense of Wilkes annals. Offensively, the Colonels should move with fullback Bob Cennaro (446 yards, 7 TD's in 1969) and mini-mite Ted Yeager (1331 yards from 1968-69) running out of the stables. A passing game will find the likes of Jack Clarke, Bill Lazor, Jim Marascio, and Neil Langdon out-dueling opponents in the sky.

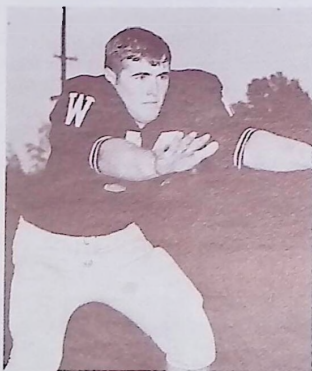
Nothing but optimism precedes the 1970 coming of the "Golden Horde" but football is a funny game and the prudent fan will realize there is often little difference between an 8-0 team and one with an 0-8 misfortune.

The season officially starts at home on September 26 with Lycoming providing the opposition and ends seven weeks later with Muskingum at the same locale. Brand new foes on the 1970 card include Alfred, Central Connecticut, and Muskingum while East Stroudsburg returns to the fold after a four-year lapse. Seniors Harry Hoover and Jim Loveland have been chosen by fellow teammates to co-captain the Blue and Gold. The complete schedule includes:

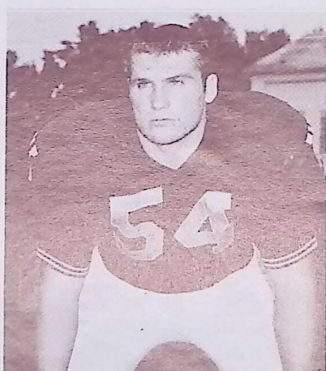
September 26 — Lycoming	(H)
October 3 — Moravian	(A)
October 10 — Delaware Valley	(A)
October 17 — Ithaca (Homecoming)	(H)
October 24 — Alfred	(H)
October 31 — E. Stroudsburg	(A)
November 7 — So. Connecticut	(A)
November 14 — Muskingum	(H)

Another Fall sport which has gained increased fan appeal is the Wilkes soccer team. The soccermen have been perennial winners and the upcoming season does likewise look very bright. Equipped with a new coach Thomas Rokita, the Wilkes soccermen will lift the lid on a new campaign on September 19 with an exhibition match with the Alumni and include 12 matches ending on November 14. The 1970 schedule:

September 25 — Upsala	(H)
September 29 — Moravian	(A)
October 3 — Phila. Textile	(A)
October 7 — Muhlenberg	(A)
October 10 — Lycoming	(H)
October 13 — Scranton	(H)
October 17 — Stevens	(A)
October 23 — Wagner	(A)
October 28 — Harpur	(H)
October 31 — Madison FDU	(A)
November 7 — Susquehanna	(H)
November 14 — Elizabethtown	(A)



Co-captains of the 1970 Wilkes College Colonels grid squad
HARRY HOOVER



JIM LOVELAND

Spring Results

Wilkes College Spring athletic squads closed out one of their most successful schedules in history, combining for a 26-17 record. The baseball and golf teams, both under the tutelage of first year mentors, led the pack with 11-6 and 8-3 records respectively.

The diamondmen of Gene Domzalski stayed in the thick of the MAC pennant race until two late season losses to Ursinus and Philadelphia Textile knocked them out of competition. For the second year in a row, the Colonels finished runner-up to Upsala for the Northern Division title. The Wilkesmen did receive some consolation with an early season 6-3 win over the Vikings, which snapped a 24-game winning streak.

Roland Schmidt, rookie golf coach better known for his gridiron teams, wasted little time in putting the Wilkes duffers back on the golf map as he guided his linksters to a 8-3 finish. Marty Monaghan, the only senior on the entire squad was the surprise of the year as he posted a 9-1-1 dual record in addition to a second place tie in the Middle Atlantic Conference Tournament.

Another first year coach, Ron Rainey, directed the Wilkes tennis team to a 5-5 record. The future also looks bright for the netmen with Doug Valenteen and Jon Schiffman, both Juniors coming through with 7-3 logs.

The lacrosse team in their initial year of intercollegiate competition, fought to a 2-3 tally. Senior defenseman Dave Bogusko led the charges of Jon Hobrock in the scoring department with 10 points.

HOME COMING 1970 OCTOBER 17

ALUMNI NEWS...

'37

Ann Steward, the former ANN GRIFFITHS, received her bachelor's degree in speech pathology from the University of Colorado in June. Ann resides at 2129 Grove Street, Boulder, Colorado.

DAVID MORGAN is chief engineer with Dunham-Bush, Incorporated, in Harrisonburg, Virginia. He and his wife, the former RUTH GIBBONS, '36, reside at 2006 Edgewood-Asaby Heights, Harrisonburg, Virginia.

'46

Gloria Fierwerker, the former GLORIA FARKAS, received her bachelor of arts degree in English education from Wilkes College. Gloria began her college career at Bucknell Junior College in 1944 pursuing a degree in journalism. She resides at 54 South Dawes Avenue, Kingston, Pennsylvania, with her husband and children.

'49

THOMAS J. MORAN recently became assistant professor of journalism at Wilkes College. Tom, a veteran of 20 years in the newspaper field, was formerly managing editor of the Sunday Independent. He resides at 113 West River Street, Wilkes-Barre, Pennsylvania.

'50

EARL A. WOLFE was the guest speaker at a luncheon of the Wyoming Valley Association of Life Underwriters at the Towne House Restaurant in Kingston. He resides in Cooperstown, New York, with his wife, Marian, and a son, Casey.

'51

NORMAN CROMACK is a professor at Trenton State College. He is teaching a variety of courses in mathematics in the lower division of the college, but his primary assignment is teaching a "Methods Course" for prospective secondary school math teachers. He resides with his wife and children at 37 Meadow Lane, Flemington, New Jersey.

'55

J. HAROLD FLANNERY is director of litigation for Harvard University Center for Law and Education. In his capacity, he supervises preparation and trial of lawsuits. He resides with his wife, Barbara, at 287 Harvard Street, Cambridge, Massachusetts.

'56

JOHN KUSHNERICK is editor and publisher of Motor Age Magazine for the Chilton Company of Philadelphia. He was recently appointed to the Board of Directors of Chilton Company and elected president of Certified Automotive Repairmen's Society, a non profit subsidiary of Chilton Company. He resides with his wife and children at 23 War Trophy Lane, Media, Pennsylvania.

'57

ROLAND LEONARD is general manager of mining and construction for Canadian Ingersoll Rand Company in Quebec, Canada. He resides with his wife, Darlene, and their five children at 227 Loxley Avenue, Beaconsfield, Quebec, Canada.

'58

JEROME LUFT received his master's degree in education from Rutgers University in June. Jerome resides at 807 Youngs Road, Phillipsburg, New Jersey.

'59

RICHARD ROBERTS is a guidance counselor for Council Rock Schools and recently received his master's degree from Trenton State. He resides at 543 Centre Avenue, Newtown, Pennsylvania.

CHARLES MUSTINSKI was appointed as instrumental music instructor and band director by the North Warren Regional Board of Education. Charles has been a music teacher for 40 years. A former member of the New York University Symphonic Orchestra, he conducted a 400-voice chorus at the New York World's Fair and sang with a 600-member chorus directed by Leopold Stokowski. A junior high school band that he developed became champions of the Ted Mack program and performed at Madison Square Garden.

'60

ROBERT WASHBURN is assistant controller of Ted Bates & Company, Incorporated. Bob is responsible for direction and coordination of all phases of client accounting in addition to certain special responsibilities in the area of cost, financial planning and computer adaptation. He resides with his wife, Patricia, and their two children at 3 Honeysuckle Lane, Kings Park, New York.

'61

JEAN HENDERSHOT received her bachelor of science degree in The Bible from Philadelphia College of the Bible in May. Jean was a member of the teaching staff at Williamsport Hospital for three years before entering PCB.

'62

WILBUR DOTTER received his master's degree from Rutgers University in June. Wilbur resides at 662 Northampton Drive, Silver Spring, Maryland.

RONALD YATES is project engineer for Eastern Airlines, Inc. He resides with his wife, Ann, at 9868 North Kendall Drive, Miami, Florida.

'63

STUART LAWSON, JR. is president of Halsey, Stuart Co., Inc. of New York. He resides with his wife, Shelley, and their new daughter at 418 Ridgefield Road, Wilton, Connecticut.

ROBERT WILLIAMS received his master's degree in education from Rutgers University in June. Robert resides at R.D. 2, Sunset Drive, Carlisle, Penna.

'64

Patricia Trask, the former PATRICIA CHAPRACKI, will begin her law studies at Catholic University in Washington, D. C. in the fall. She resides with her husband and their daughter at 10311 Cherry Tree Lane, Silver Spring, Maryland.

ROBERT KRESSLY is supervisor of American Brands in Mountaintop, Pennsylvania. Bob resides with his wife, Barbara, and their son at 242 Academy Street, Wilkes-Barre, Pennsylvania.

'65

FRANCIS J. MENAPACE, JR. received his medical degree from Temple University in June. Dr. Menapace will do his internship at Temple University Hospital, Philadelphia, Pennsylvania.

CAROLYN GORAL received her master's degree in guidance and personnel administration from Seton Hall University, South Orange, New Jersey. She is presently employed on the staff of the emergency room of the Middlesex General Hospital, New Brunswick, New Jersey. Carol resides in Somerset, New Jersey.

Marianne Golden, the former MARIANNE EVANCHO, is teaching in the Brayton Grade School in Summit, New Jersey. She and her husband, Robert, reside at 1275 Rock Avenue, North Plainfield, N. J.

ROBERT PRITCHARD is chief of the Third Coast Guard District Reserve Training Program on Governors Island, New York. He and his wife, Judith, and their two children reside at QTRS 950-C, Governors Island, New York, New York.

BENJAMIN GRELLA received his medical degree from the University of Pennsylvania in May. He is presently doing his internship at the Hospital of the University of Pennsylvania. He and his wife, the former DORIS WOODY, '66, reside at 3600 Chestnut Street, Philadelphia.

'66

ANTHONY J. ROSS is a medical student at Temple University. His wife, the former MARIA SUPKO, '65, received her medical degree from the Woman's Medical College of Pennsylvania in June. Maria will begin her internship at Hospital of the Woman's Medical College in the near future. They reside at 7950 Henry Avenue, Philadelphia, Pennsylvania.

DAVID W. GREENWALD graduated with honors from Temple University Medical School in June. He has begun his internship in internal medicine at Mt. Sinai Hospital, New York City. He and his wife, Carol, reside at 1249 Park Avenue, New York.

'66 (Continued)

STEPHEN COTTRELL received his doctor of philosophy degree from Rutgers University in June. Steve resides at 912 Sea Girt Avenue, Wall Township, New Jersey.

WILLIAM F. VANHORN, JR., a science chairman in the Groton Public School System, will undertake a long-range pilot study of the Thames River for the Southeastern New England section of Marine Technology Society. Bill has instructed Earth Science and Biology in Groton for the past four years. He will receive an M.A. in biology and oceanography from Wesleyan University in Middletown, Connecticut, this summer and is a member of numerous local and national organizations.

TIMOTHY SWANSON received his master of science degree from the University of Scranton in June. Tim is teaching at the Wyoming Seminary Day School in Forty Fort. He resides with his wife, Carol, and their daughter at Wyoming Seminary, Kingston, Pennsylvania.

'67

JOSEPH ADOMIAK received his master's degree in elementary education from the State University of New York at Cortland in May. Joe resides at P. O. Box 516, Newark Valley, New York.

RONALD KRUPINSKI is a research engineer at the University of Wisconsin and is working on his M.S. in Urban Water Resources Engineering at the University. He resides with his wife, Jean, at 3451 North Cramer Street, Milwaukee, Wisconsin.

'68

GLORIA BREZA is director of Media Research for WNEV Radio an affiliate of Metromedia, Inc. She resides at 418 East 83rd Street, New York, N. Y.

BEVERLY BRATOSZ is an instructor at the Hartford Hospital in Connecticut. Beverly teaches medical-surgical nursing to junior and senior diploma nursing students. She also received her master's degree in guidance from the Central Connecticut State College in May. She resides at Apt. 44-A Salem Court, Glastonbury, Connecticut.

FREDERICK BROWN is a science teacher at the Jefferson Elementary School in Pottstown, Pennsylvania. He resides with his wife, Linda, at 1980 N. Farmington Avenue, Pottstown.

Dorothy Rodzvilla, the former DOROTHY DE LONG, is a medical technician at the Thomas Jefferson University Hospital. She and her husband, John, reside at 1000 Walnut Street, Philadelphia, Pa.

'69

STEPHEN FARRAP is an accountant with Peat, Marwick, Mitchell, and Company. He and his wife, Colleen, reside at 3595 Palm Court, Raleigh, North Carolina.

SHEILA SCHMALTZ is a caseworker with the Clarks Summit State Hospital. She resides at 57 Center Street, Pittston, Pennsylvania.

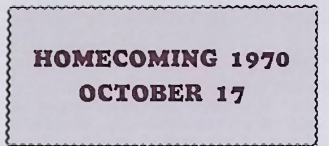
ANDREA PETRASEK is the girls' program director at the YMCA in Wilkes-Barre. She resides at 80 Eley Street, Kingston, Pennsylvania.

THERESA ELLIS is an intelligence research analyst for the National Security Agency in Maryland. She resides at Fountain Green Apartments, 3532 Leslie Way, Laurel, Maryland.

Janice Davenhall, the former JANICE GOODFELLOW, is a teacher in the Branchburg Township School District. She resides with her husband, Ronald, at 70 J.F.K. Boulevard, Apt. 22-L, Somerset, N. J.

'70

DALE RESUE is a student at the University of Pennsylvania. His wife, the former BONITA JEAN RENSA, '69, is a secretary and laboratory assistant at the Hospital of the University of Pennsylvania. They reside at 109 South 43rd Street, Philadelphia.



HOMECOMING 1970
OCTOBER 17

Down The Aisle



'63

JOSEPH WEINKLE was married to Phyllis E. Goodman. Joe is employed as a transportation industry analyst with the Civil Aeronautics Board in Washington, D. C. They reside at 2801 Quebec Street, NW Apt. 633, Washington, D. C.

'65

SANDRA SAUNDERS became the bride of Robert A. Keator. Sandra is employed as a consultant for Princess House, Inc. Her husband is a recruiter for the U. S. Army. They reside at 333 Spruce Avenue, Maple Shade, New Jersey.

'66

ANNETTA LONG became the bride of Charles Cheek. Annetta is currently working towards her Ph.D. in archaeology at the University of Arizona.

DR. PAUL WESELEY was married on March 22, 1970. Paul is an intern at the Long Island College Hospital. Paul and his wife, Maxine, reside at 94 Amity Street, Brooklyn, New York.

'68

MICHAEL J. ROMEIO, JR. was married to Lana Rice. Mike is presently teaching math at Jefferson High School. They reside at 216 Lakeside Avenue, Lake Hopatcong, New Jersey.

VIRGINIA STECKEL became the bride of John Valentine. Virginia is an instructor in maternal-child nursing at Massachusetts General Hospital in Boston. Her husband is presently serving with the Marine Corps.

SHARON STRZELCZYK became the bride of George Robinson, Jr. Sharon is teaching Business Education at the Wallenpaupack High School. They reside at Talfon, Pennsylvania.

'69

BRUCE COMSTOCK and MARILYN MOFFATT were married recently. Bruce is employed as a marketing representative for IBM Corporation, Buffalo, New York. They reside in Cheektowaga, New York.

MARY JEZERSKI became the bride of Bernard Poremba. Mary is an elementary teacher in the Wyoming Valley West School District. Her husband is currently attending Wilkes. They reside at 115 Edison Street, Wilkes-Barre, Pennsylvania.

JOSEPH WIENDL and MARY ANN JANKOWSKI were married recently. Joe is presently serving a two-year military obligation at West Point, New York, where he is assistant wrestling coach at the Military Academy. He also assists with the football and baseball programs. Mary Ann will be teaching in the West Point Elementary School. They reside in Cornwall, New York.

JAYNE WESTAWSKI became the bride of Richard Muzyka. Jayne is employed by the Crestwood School District as a reading instructor. They reside in Virginia Beach.

JUDITH SHENESKY became the bride of Richard Yost. Judy is employed in the bacteriology department of the Allentown General Hospital. They reside at 328 North 16th Street, Allentown, Penna.

'70

SANDRA STREVELL became the bride of James Miller. Sandra will be teaching mathematics in Longview in September. They will reside in Longview, Texas.

GEORGE PAPADEMETRIOU and SIGRID BEHNKE were married recently. Sigrid is employed with the Stanhope Board of Education. Both George and Sigrid will attend the University of Maryland in College Park to complete graduate work.

MARYANN POLOCKO became the bride of James Hovan.

This Bright New World



'51

a son, Piero Phillip, born on May 6, 1970, to the Rev. and Mrs. Willard Prater. Mrs. Prater is the former PHYLLIS DEISHER '54. They reside at R.D. 1, Bellefontaine, Ohio.

'61

a daughter, Kara, born on March 17, 1970, to Dr. and Mrs. Richard Schell. Mrs. Schell is the former TRUDY MURPHY. They reside at 54 Newport Street, Glen Lyon, Pennsylvania.

'62

a daughter, Maura, born on April 6, 1970, to Mr. and Mrs. VITO J. FLORIMONTE. They reside at 1402 Linn Street, State College, Pennsylvania.

a son, Mark, born on May 13, 1970, to Mr. and Mrs. Donald Harris. Mrs. Harris is the former MARION RIPPLE. They reside at 3480 Gila Drive, San Jose, California.

a son, Donald, born on May 1, 1970, to Mr. and Mrs. Donald Hopkins. Mrs. Hopkins is the former MARYANN FOLEY. They reside at R.D. 1, Dallas, Pa.

'63

a daughter, Sarah, born on May 2, 1970, to Mr. and Mrs. STUART LAWSON, JR. They reside at 418 Ridgfield Road, Wilton, Connecticut.

'64

a daughter, Pamela, born on April 22, 1970, to Mr. and Mrs. Edward Turchin. Mrs. Turchin is the former BONNIE LEWIS. They reside at 719 East Federal Street, Allentown, Pennsylvania.

a son, Robert, born on December 24, 1969, to Mr. and Mrs. ROBERT KRESSLY. They reside at 242 Academy Street, Wilkes-Barre, Pennsylvania.

'66

a daughter, Elizabeth, born on November 26, 1969, to Mr. and Mrs. Martin O'Connor. Mrs. O'Connor is the former CAROLE VERCUSKY. They reside at 201 Evergreen Street, Vestal, New York.

a son, Joseph, Jr., born on April 11, 1970, to Mr. and Mrs. JOSEPH CRANE. They reside at 1937 B Mather Way, Elkins Park, Pennsylvania.

'67

a daughter, Rosanne, born on May 28, 1970, to Mr. and Mrs. Albert Kvortek. Mrs. Kvortek is the former MARTHA THOMPSON. They reside at 11 Mansfield Avenue, East Brunswick, New Jersey.

'68

a son, Joseph, born on June 23, 1970, to Mr. and Mrs. Robert Campbell. Mrs. Campbell is the former KATHERINE SMITH. They reside at 13449 Locksley Lane, Silver Spring, Maryland.

a son, Jeffrey, born on May 30, 1970, to Mr. and Mrs. Louis Thibault. Mrs. Thibault is the former LEILANI HALL. They reside at 345 William Street, Piscataway, New Jersey.

a daughter, Laralyn, born on April 15, 1970, to Mr. and Mrs. John A. Doran. Mrs. Doran is the former BERNICE LUCKENBACH. They reside at Skyles Way, Apt. 102, Springfield, Virginia.

In Memoriam

DR. ARNAUD C. MARTS — Wilkes College Trustee

Dr. Arnaud C. Marts, honorary member of the Board of Trustees, former president of Bucknell University, Lewisburg, and of Bucknell Junior College, later to become Wilkes College, died July 10 in New York at the age of 81.

Dr. Marts was president of Bucknell University from 1938 until 1945, and served the previous three years as acting president. During his administration, he was instrumental in acquiring the first three buildings for Bucknell Junior College, and served as junior college president until the appointment of Dr. Farley.

In 1961, he was among the speakers at a testimonial dinner in Wilkes-Barre honoring Dr. Farley. In 1963, on his 75th birthday anniversary, a gift of a \$25,000 scholarship to Wilkes College was made by Marts and Lundy, Inc., New York, in honor of Dr. Marts, then chairman of that firm's board and vice chairman of the Board of Trustees of Wilkes College.

DOUGLAS P. SAKIN, '68 — Gaithersburg, Maryland

Douglas P. Sakin, 23, of Gaithersburg, Maryland, formerly of Wilkes-Barre, was killed on June 27 when the private plane he was piloting crashed into Crystal Lake Reservoir, Bear Creek Township, Pennsylvania.

Doug, a 1964 graduate of GAR High School, who majored in physics at Wilkes College, spent one year as a physics instructor at Rutgers University before joining the Bureau of Standards in Washington, D. C.

He is survived by his parents, Mr. and Mrs. William G. Sakin.

PAUL WALTON, '35 — Pitman, New Jersey

Paul, who received a terminal degree in Chemical Engineering from Bucknell Junior College in 1935, died on November 10, 1969.

After graduation from Wilkes, Paul went on to receive his B.S. degree from Bucknell University in 1937. He was a native of Kingston, Pennsylvania.

MARIE KOPICKI, '37 — Long Island, New York

Marie, a former resident of Forest Hills, Long Island, New York, died on December 8, 1969.

She received her associate degree in Commerce and Finance from Bucknell Junior College in 1937, and then went on to Columbia University where she graduated with a B.S. degree in Business in 1939. Marie had been employed as a secretary for the International Division of Avco Manufacturing Corporation.

(continued from page 11)

to know yourself, be true to yourself, and identify in you these human qualities that you will need to succeed.

The individual in the '70's must be more daring and courageous than the previous generation. He must learn to fail intelligently if he has to in an attempt to find newer and better ways of doing things. He must direct more of his interests and efforts at providing a better future for society. Your society will not be labeled as an "industrialized society." You are entering a world that can only be characterized as a "learning society." In the role of dominance will be the service sectors of our society: education, the professions, government, and non-profit institutions. It will not be, as in the past, the industrial sector. I hope that colleges will adopt the Princeton Plan and that in the last two weeks in October some college students will take an active involvement in our election of public officials. As a nation we have been far too apathetic about our politics and politicians. We must, I believe, vastly improve both if we are to change for the better many of our national political and social problems, because their solutions call for new federal legislation and more federal funds. These will not come about unless our elected representatives in Washington rethink our problems, restructure the government, and reallocate our taxes. What better experience would there be in our politics than an active part in a political election.

In last month's Fortune Magazine there is a very interesting article written by Louis Banks, the Managing Editor of that magazine. He was the recipient of the Nieman Research Fellowship at Harvard and spent last year on campus there. The central theme of his article is that today's graduate, because of the unresolved conflict between science and technology and business,

"is the first generation in American history to graduate into adult life without optimism."

I don't agree with this premise presented by Mr. Banks. In 1792 Edmund Burke said:

"To complain of the age we live, to murmur at the present possessors of power, to lament the past, to conceive extravagant hopes of the future are the common dispositions of the greatest part of mankind."

Certainly, thirty-four years ago, when Eugene and Eleanor Farley came to Wilkes-Barre in the middle of a so-called "Great Depression" to start a college in three rented rooms to provide an education for the sons and daughters of mostly poverty-stricken coal miners, that, too, could have been considered a generation without much hope. If ever there was a living testimonial to how one dedicated man and

woman can shape an institution, and, indeed, a region, its culture, and the lives of the several thousand graduates of Wilkes College, it is in the task performed so brilliantly over more than three decades by our beloved and retiring president. It is the individual, in the last analysis, that shapes our institutions and our nation. In your careers in business there will be no room for the so-called "organization man." What is needed is the non-organization man. Whether or not you can shape the policy of your institutions as well as its operations will depend on you and your commitment and dedication.

There is much written today in the folklore of management about what makes one corporation or business organization, whether profit-making or non-profit, better than its competitors and outstanding in its field. In my judgment, it is not money and the capital it takes to run an enterprise. It is not really the effective and efficient use of time. Nearly all organizations have about equal amounts of money and time. The real determiner of success of an enterprise is the human effort. What do I mean by human effort? Quite simply, I believe that the forces that motivate and drive people in an organization toward its pre-determined objectives are its pride, its spirit, its self-respect, and a sense of real accomplishment in the realization that that organization is using its knowledge and information more successfully than its competitors. Of course, pride, spirit, self-respect, and a sense of accomplishment are only words unless there is a leader who is directing the human effort and managing the resources of the organization. Dr. Eugene S. Farley has built this institution from the three rooms into the vital, strong, growing college it is today and will be tomorrow under the dedicated leadership of our new President Dr. Francis Michelini. And, for the qualities of leadership in both of these men, we take great comfort and pride.

I must confess that last February, when Dr. Farley asked me to talk to you, I was rather surprised. And it is with a real sense of humility that I have approached this task. The events of April and May make February seem a long time ago. At the time he asked me, I said to myself, who made the speech at my graduation ceremonies here in 1951. I confess to you I do not know, and I think that nineteen years from now few, if any of you will remember who spoke to you at your commencement ceremony. And that is really not important.

What is really important, and I hope you will always remember it, is that as you go through life you will do many things in your professional and personal careers. Do them well. You are and always will be a self-directing individual. The freedoms we enjoy as Americans living in a free society began with the individual. It must not end there.

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- 342-218 Arm Chair, Cherry Arms @ 43.50
- 341-214 Side Chair @ 26.25
- 183-214 Boston Rocker @ 34.75

Name

Address

Town Z/C

We are very sorry but, we cannot guarantee Christmas delivery on orders received after November 24, 1967. — (Express is collect from Gardner, Mass.)

KEEP IN TOUCH!

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

1. NAME
(LAST) (FIRST) (MIDDLE)
MAIDEN NAME
Street
City State Zip Code
Telephones: Home Business

2. WILKES DEGREE Curriculum Year Graduated
Withdrawn Transferred to
Degree Date

3. ADVANCED DEGREES Source Date

4. PLACE OF EMPLOYMENT Title
Business Address
Duties

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

6. LAST POSITION HELD: Title Employer

7. PERMANENT REFERENCE ADDRESS
(NAME) (PHONE)
(STREET) (CITY) (STATE) (ZIP CODE)