

# WILKES COLLEGE ALUMNUS

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Volume 9



Number 2



## On The Cover

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# WILKES COLLEGE ALUMNUS

## THE STAFF

EDITOR  
ASSISTANT EDITOR  
SPORTS  
ALUMNI NOTES

Gordon E. Roberts '60  
Kathleen O'Donnell  
Arthur J. Hoover '65  
Felicia Perlick '63

Wilkes College ALUMNUS is published quarterly for the Wilkes College Alumni Association by the Wilkes College Alumni Office, 184 South River Street, Wilkes-Barre, Pennsylvania. Second class mailing privileges have been authorized at Wilkes-Barre, Pennsylvania. Subscription - \$2.00

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## EXPLORATION AND THE PURSUIT OF KNOWLEDGE



The following is the concluding section of an historic address, delivered to a Joint Session of Congress, on February 26, 1962 by LT. COL. JOHN H. GLENN, JR., U.S.M.C. (Reprinted with permission of the American Alumni Council - Leaflet No. 11)

I feel we are on the brink of an era of expansion of knowledge about ourselves and our surroundings that is beyond description or comprehension at this time. Our efforts today are but small building blocks in a huge pyramid.

But questions are sometimes raised regarding the immediate payoffs from our efforts. What benefits are we gaining from the money spent? The real benefits we probably cannot even detail. They are probably not even known to man today.

But exploration and the pursuit of knowledge have always paid dividends in the long run—usually far greater than anything expected at the outset.

Experimenters with common gray mold little dreamed what effect their discovery of penicillin would have.

The story has been told of Disraeli, Prime Minister of England at the time, visiting the laboratory of Faraday, one of the early experimenters with basic electrical principles. After viewing various demonstrations of electrical phenomena, Disraeli asked: "But of what possible use is it?" Faraday replied: "Mr. Prime Minister, what good is a baby?"

That is the stage of development in our program today—in its infancy. And it indicates a much broader potential impact, of course, than even the discovery of electricity did. We are just probing the surface of the greatest advancement in man's knowledge of his surroundings that has ever been made.

There are benefits to science across the board. Any major effort such as this results in research by so many different specialties that it is hard to even envision the benefits that will accrue in many fields.

Knowledge begets knowledge. The more I see, the more impressed I am—not with how much we know—but with how tremendous the areas are that are as yet unexplored.

Exploration, knowledge and achievement are good only insofar as we apply them to our future actions. Progress never stops. We are now on the verge of a new era.

Today, I know that I seem to be standing alone on this great platform—just as I seemed to be alone in the cockpit of the Friendship 7 spacecraft. But I am not.

There were with me then—and with me now—thousands of Americans and many hundreds of citizens of many countries around the world who contributed to this truly great undertaking. On behalf of all these people, I would like to express my and their heartfelt thanks for the honor you have bestowed upon us here today.

We are all proud to have been privileged to be part of this effort, to represent our country as we have. As our knowledge of the universe in which we live increases, may God grant us the wisdom and guidance to use it wisely.

## THE FIRST DINNER-SEMINAR A TRIUMPH AS 182 ALUMNI PACK COMMONS

Dr. Farley Presents "A Chronology of Progress"—  
Predicts Great Future for College



Winter was fast expending itself on a cold, blustering day, March 31, as sharp blasts of wind and pockets of rain into the faces of almost all the alumni who came from far and near to attend the first alumni dinner-seminar in The Commons. They came as guests of Dr. Farley to hear him discuss the progress of the College over the past year and to hear him discuss plans for the future. And they were both proud and proud of their Alma Mater.

The dinner-seminar idea is something that has been discussed for some time by its officers. As the rolls grow steadily, the urge was felt to create some potent, some catalyst—to help unify and strengthen the alumni body. The dinner-seminar is

The March 31 affair was a triumph for the three alumni who signified their intention to appear. With the success of the attempt still ringing, plans are now being made for future assemblies of this nature. As the year arrives, invitations will be extended to all chapters in the hope that, given ample opportunity from greater distances will be able to attend and help to revisit the College and keep it on its steady march of progress.

If the returning alumni expected to hear something special from Dr. Farley, they were not disappointed for at the very outset of his information

# RATION HE PURSUIT NOWLEDGE



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There are benefits to science across the board. Any major effort such as this results in research by so many different specialties that it is hard to even envision the benefits that will accrue in many fields.

Knowledge begets knowledge. The more I see, the more impressed I am — not with how much we know — but with how tremendous the areas are that are as yet unexplored.

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## THE FIRST DINNER-SEMINAR A TRIUMPH AS 182 ALUMNI PACK COMMONS

Winter was fast expending itself on Saturday evening, March 31, as sharp blasts of wind blew swirling pockets of rain into the faces of almost two hundred alumni who came from far and near to attend the first alumni dinner-seminar in The Commons. They came as guests of Dr. Farley to hear him review the progress of the College over the past twenty-five years and to hear him discuss plans for the immediate future. And they were both amazed at this progress and proud of their Alma Mater.

The dinner-seminar idea is something new with the alumni association, although it has been discussed for some time by its officers. With alumni rolls growing steadily, the urge was strong with many alumni to create some potent, cohesive force — some catalyst — to help unify and strengthen the alumni body. The seminar-dinner is the result.

The March 31 affair was a triumph in that all but three alumni who signified their intention to attend failed to appear. With the success of the initial attempt still ringing, plans are now being prepared for future assemblies of this nature. When the time arrives, invitations will be extended to all alumni chapters in the hope that, given ample time, alumni from greater distances will be able to make arrangements to revisit the College and keep in touch with its steady march of progress.

If the returning alumni expected to hear something special from Dr. Farley, they were not disappointed; for at the very outset of his informal talk, he an-

Dr. Farley Presents "A Chronology of Progress" — Predicts Great Future for College



nounced that an anonymous giver had presented the College with \$500,000 for the construction of a Fine Arts Building. Later in the evening, Gordon E. Roberts, executive alumni secretary, amplified the information by stating the new building would be erected on a lot adjacent to Temple Israel, 236 South River Street.

The Fine Arts Building is only one of seven projects proposed for the next five years and based upon the Federal Aid to Education Program. Cost of the projects is listed at \$5,130,000 with Federal Aid totaling \$2,570,000. Of this amount, \$1,702,000 is listed as grants and \$868,000 as loans. College share is shown at \$2,560,000. ("A Chronology of Progress," distributed at the March 31 meeting, is reproduced in toto at the conclusion of this article.)

The total cost of the Fine Arts Building is listed at \$550,000. In reviewing "The Chronology of Progress," Dr. Farley showed the Federal grant to be \$246,000, Federal loan of \$164,000 and \$140,000 as the share of the College. Alfred Groh has already been called in by the President to suggest plans.

On the night of the dinner, Dr. Farley mentioned that hope was high that the Area Redevelopment Administration would approve the application of the College for a Federal grant for a scientific research center, and on April 5, the Federal agency reported this was approved to the extent of \$400,000. The center will be designed to aid in operation and expansion of electrical, electronic and chemical industries already in the area and to attract new and expanding industries at the same time. The College will invest another \$100,000 in the project for equipment. Dr. Farley said it is hoped the Fine Arts Building, Research and Graduate Centers will be constructed and operating within one and one-half years.

Other construction announced was a \$1,100,000 dormitory to be erected on Wright Street, \$280,000 dining hall, and a quarter million volume library. The College's share was listed at \$720,000, with Federal grants totaling \$1,056,000. Of the College's share, \$100,000 was allotted for furnishings and equipment.

Another \$200,000 was listed for land with \$1,000,000 for endowment to provide income to match the six per cent charge on the Federal loan.

In his talk before the alumni, Dr. Farley said, "Only an intelligent and informed people can combat the extremism of communism and fascism. Thanks to a dedicated faculty and a dedicated board of trustees, Wilkes College is nurturing and developing such intelligence in the minds of its students."

He revealed that during the last 10 years Wilkes College trustees had contributed \$2,000,000 and that "today, we can look forward to advancement we dared not envision a few years ago."

Dr. Farley emphasized the fact that while the College is highly selective in accepting students it is not selective enough. He explained that long ago Wilkes could have expanded to a population of 2,000 had not the Admissions Board been highly selective. "Yet," he said, "it is highly probable that we shall be forced to raise our college population to 1,600-1,700 students by 1970."

He pointed out in 1936 less than 5 per cent of high school students matriculated in colleges. Today, this percentage has reached 30.

Reviewing the progress of Wilkes College chronologically, Dr. Farley related when Wilkes was founded in 1933, "there was no college in Wilkes-Barre offering opportunities for self-development to the young people of the area. Instead there was a hopelessness arising from a world-wide depression, accentuated in Wilkes-Barre by the decline of the anthracite industry upon which its prosperity had been based.

"In the years that have passed, the College has joined with others to create a new economy and a new community. With these changes, a new and stronger College has grown."

Day and evening enrollment has grown from 193 in 1933 to 1,608 in 1962. Yet Dr. Farley said selectivity has increased with this growth of enrollment. In 1961, only 38 per cent of the applicants were admitted.

In 1933, there were no buildings, no endowed book value, no plant or plant funds and no other assets. In March, 1962, there are 32 buildings, and endowment book value of \$1,951,532; plant and plant funds of \$5,036,500, and other assets of \$428,189. In other words, the net total of Wilkes College today is \$8,000,000. In 1936 the net total of the College showed a deficit of \$7,000. Since then, friends of Wilkes College showed their willingness to cooperate to the extent of \$5,000,000.

Prior to Dr. Farley's address to the alumni, Rev. Thomas T. Williams, Wilkes College 1956, offered the invocation, after which the meeting got under way with a group of college songs directed by Richard Chapline, music department instructor. Following dinner, Russell H. Williams, '50, advertising manager, Eberhard Faber, Inc.; President of Wilkes College Alumni Association, welcomed the guests. Mr. Roberts, then reviewed activities of the association.



## A Chronology of Progress

When Wilkes was founded in 1933, there was no college in Wilkes-Barre offering opportunities for self-development to the young people of the area. Instead there was a hopelessness arising from a worldwide depression accentuated in Wilkes-Barre by the decline of the anthracite industry upon which its prosperity had been based. In the years that have passed, the College has joined with others to create a new economy — a new community and with these changes, a new and stronger College has grown.

The tables that follow show those developments that have been significant and which can be reported statistically.

### ENROLLMENT

	DAY	EVENING
<b>Bucknell University Junior College</b>		
1933-34 — the year of founding .....	164	29
1936-37 .....	157	175
1941-42 .....	199	156
1946-47 .....	797	235
<b>Wilkes College</b>		
1951-52 .....	596	1179
1956-57 .....	1011	510
1960-61 .....	1137*	486
1961-62 .....	1171	437

\*Selectivity has increased as the enrollment has grown. 38% of the applicants were admitted in September, 1961.

### GROWTH OF TANGIBLE ASSETS

YEAR	BUILDINGS	ENDOWMENT BOOK VALUE	PLANT & PLANT FUNDS	OTHER ASSETS	DEBTS
1933	0	0	0	0	0
1936	0	0	\$ 21,000	0	\$ 28,000
1941	5	0	270,000	0	3,500
1946	8	\$ 150,000	362,000	0	0
1951	16	551,686	1,636,565	\$ 219,733	0
1956	22	1,319,726	2,922,884	217,770	0
1961	31	1,951,532	4,508,500	428,189	0
1962 (Mar.)	32	1,951,532	5,036,500	428,189	0

### PROJECTED GROWTH UNDER THE PROPOSED FEDERAL AID PROGRAM 1962-1967

PROJECT	TOTAL COST	COLLEGE SHARE	FEDERAL SHARE GRANT	LOAN	TOTAL
1. Graduate Center .....	\$ 500,000	\$ 500,000	—	—	—
Research Center .....	400,000	—	\$ 400,000	—	\$ 400,000
2. Dormitory .....	1,100,000	300,000	480,000	\$ 320,000	800,000
3. Dining Hall .....	280,000	70,000	126,000	84,000	210,000
4. Fine Arts Building .....	550,000	140,000	246,000	164,000	410,000
5. Library .....	1,100,000	350,000*	450,000	300,000	750,000
6. Land .....	200,000	200,000	—	—	—
7. Endowment** .....	1,000,000	1,000,000	—	—	—
Totals .....	\$5,130,000	\$2,560,000	\$1,702,000	\$ 868,000	\$2,570,000

\*—Includes \$100,000 for furnishings and equipment.

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1941-42	199	156	355
1946-47	797	235	1032

### Wilkes College

1951-52	596	1179	1775
1956-57	1011	510	1521
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1961-62	1171	437	1608

\*Selectivity has increased as the enrollment has grown. 38% of the applicants were admitted in September, 1961.

### GROWTH OF TANGIBLE ASSETS

YEAR	BUILDINGS	ENDOWMENT BOOK VALUE	PLANT & PLANT FUNDS	OTHER ASSETS	DEBTS	TOTAL (NET)
1933	0	0	0	0	0	0
1936	0	0	\$ 21,000	0	\$ 28,000	\$ -7,000
1941	5	0	270,000	0	3,500	266,500
1946	8	\$ 150,000	362,000	0	0	512,000
1951	16	551,686	1,636,565	\$ 219,733	0	2,407,984
1956	22	1,319,726	2,922,884	217,770	0	4,460,380
1961	31	1,951,532	4,508,500	428,189	0	6,888,221
1962 (Mar.)	32	1,951,532	5,036,500	428,189	0	7,416,221

### PROJECTED GROWTH UNDER THE PROPOSED FEDERAL AID PROGRAM 1962-1967

PROJECT	TOTAL COST	COLLEGE SHARE	FEDERAL SHARE GRANT	LOAN	TOTAL
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# WITH THE CLASSES . . .

'35

WARD W. WHITEBREAD is a Project Leader at Whitmarsh Research Laboratories in Chestnut Hill, Pennsylvania. Mr. and Mrs. Whitebread reside at Box 432, R. D. No. 1, Furlong, Pennsylvania, with their four daughters, Susan, Carol, Linda, and Holly.

THOMAS J. TOOLE has been appointed as vice chairman of the 1962 Crusade of Luzerne County Unit, American Cancer Society.

'37

DONALD P. McHUGH was named vice president of legal matters for the Farm Mutual Insurance Company in Bloomington, Illinois, in November. He is residing at the Coachman Motel, Bloomington, Illinois.

'39

WILLIAM F. DOWDELL, M.D., has a private practice in internal medicine at 6402 Ridge Road, Parma, Ohio.

JOHN J. EMANSKI, JR., is presently a Commander of the Navy, working at the Bureau of Weapons, Navy Department, Washington 25, D. C.

'40

DAVID J. SECUNDA is employed by the American Management Association, Inc., 1515 Broadway, New York 36, New York.

'41

Attorney THOMAS E. BRISLIN has been appointed Chairman for the Wilkes-Barre City Unit of the American Cancer Society, 1962 Crusade. Actively interested in civic matters, he has served as president of the Cerebral Palsy group and president of the Wilkes College Alumni Association. He is also a member of the Toastmaster's Club.

'43

GEORGE I. RIFENDIFER is supervisor of training and accident prevention for the Duquesne Light Company, with whom he has been associated for 14 years. Mr. Rifendifer resides in Cheswick, Pennsylvania, with his wife and four children, Janet, Richard, Nancy, and Beverly.

'45

Dr. Edith J. Levit (EDITHE MILLER), has been appointed assistant director of the National Board of Medical Examiners of the American Medical Association. The functions of this board are conducting examinations for licenses of physicians throughout the country, and administration of examinations to foreign physicians to determine their eligibility for advanced medical study in this country. The appointment was at the annual meeting of the board of directors, which took place in Chicago in February.

Dr. Levit is married to Dr. Samuel M. Levit. They reside at 1910 Spruce Street, Philadelphia, with their two sons.

'47

ALFRED LAVIE, JR., of Silver Spring, Maryland covered from Cape Canaveral the launching of Astronaut John H. Glenn for Mutual Radio Network. He joined Mutual in May, 1961 and was later named news editor with headquarters at Sheraton Park Hotel, Washington. He is heard coast to coast on Mutual outlets at 10:30 each night. Mr. and Mrs. LaVie have three children, Sharon Jean, Kimberly Dawn, and Alfred, 3rd.

'48

MR. and MRS. SHELDON G. TURLEY, (June Williams, Class of '50), are employed as chemists at the Dow Chemical Company's Sales Headquarters in Midland, Michigan.

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# TH THE CLASSES . . .

'35

W. WHITEBREAD is a leader at Whitmarsh Laboratories in Chestnut Hill, Pa. Mr. and Mrs. Whitebread at Box 432, R. D. No. 1, Pennsylvania, with their four children, Susan, Carol, Linda, and

J. TOOLE has been appointed chairman of the 1962 Luzerne County Unit, Cancer Society.

'37

P. MCHUGH was named agent of legal matters for Mutual Insurance Company of Bloomington, Illinois, in No. 1, is residing at the Coach, Bloomington, Illinois.

'39

F. DOWDELL, M.D., has practice in internal medicine Edge Road, Parma, Ohio.

MANSKI, JR., is present commander of the Navy, work-Bureau of Weapons, Navy, Washington 25, D. C.

'40

SECUNDA is employed American Management Association, 1515 Broadway, New York.

'41

THOMAS E. BRISLIN is appointed Chairman for the City Unit of the American Society, 1962 Crusade. He is interested in civic matters, and is president of the City group and president of the College Alumni Association. He is also a member of the Club.

'43

RIFENDIFER is superintendent and accident prevention officer at the Duquesne Light Company, with whom he has been employed for 14 years. Mr. Rifendifer is in Cheswick, Pennsylvania, with his wife and four children, Nancy, and Beverly.

'45

Dr. Edith J. Levit (EDITHE MILLER), has been appointed assistant director of the National Board of Medical Examiners of the American Medical Association. The functions of this board are conducting examinations for licenses of physicians throughout the country, and administration of examinations to foreign physicians to determine their eligibility for advanced medical study in this country.

The appointment was at the annual meeting of the board of directors, which took place in Chicago in February.

Dr. Levit is married to Dr. Samuel M. Levit. They reside at 1910 Spruce Street, Philadelphia, with their two sons.

'47

ALFRED LAVIE, JR., of Silver Spring, Maryland covered from Cape Canaveral the launching of Astronaut John H. Glenn for Mutual Radio Network. He joined Mutual in May, 1961 and was later named news editor with headquarters at Sheraton Park Hotel, Washington. He is heard coast to coast on Mutual outlets at 10:30 each night. Mr. and Mrs. LaVie have three children, Sharon Jean, Kimberly Dawn, and Alfred, 3rd.

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## Wilkes Alumni: A Dynamic Force

Wilkes Alumni have met in many different areas this past year. New York City, Binghamton, N. Y., Newark, N. J., Trenton, N. J., Harrisburg, Penna., Philadelphia, Penna., Scranton, Penna., Wilkes-Barre, Penna., Wilmington, Del., and Miami, Florida are the cities in which alumni of our College gathered to meet and to see each other once again, and to hear about Wilkes from a guest faculty member.

Attendance by alumni is always excellent, and interest in developments now taking place at Wilkes is at an all-time high. Attesting to this was the gathering of one hundred and eighty-five alumni for the first President's Alumni Seminar which was held in March at the College Commons.

These alumni came from throughout the eastern part of the United States to hear Dr. Farley outline the new and dynamic plans of our College. As Dr. Farley pointed out that evening, "Wilkes looks to its alumni now more than ever, for encouragement, for advice, and for financial support . . ." Alumni interest at this meeting may be measured somewhat by the three and one-half hour meeting (actually, a two hour program was planned). Perhaps the most fitting and the most uttered expression by alumni that evening was, "It's so good to come back to Wilkes."

Plans are now underway for the next seminar (next Spring). Your Alumni Association hopes eventually to extend an invitation to every Wilkes alumnus and alumna to these seminars.

Wilkes, through our Alumni Association, has been in *personal* contact with approximately 850 alumni this past year. Homecoming, the President's Alumni Seminar, and extensive Chapter meetings in various cities have brought the developments of the College to its loyal alumni. Won't you plan to take advantage of these activities during the next year.

Future meetings in the previously mentioned Chapter areas and in Washington, D. C., Baltimore, Md., and in the New England area are now being formulated for next year. When you receive notice of a chapter meeting, plan to attend; bring a guest and enjoy the warm fellowship of other Wilkes alumni. Hundreds of Wilkes alumni live in the areas already mentioned. It is always a delightful surprise to discover that so many Wilkes alumni live nearby. Renewal of old friendships, many new friendships, and mutual professional interests result from our chapter meetings.

Our appreciation is extended to Dr. and Mrs. Farley, Dr. Eugene Hammer, Dr. Stanko Vujica, Mr. George Ralston, Mr. Alfred Groh, Dr. Hugo Mailey, Mr. Arthur Hoover, Dr. Daniel Detwiler, Mr. Joseph Kanner, Mr. Welton Farrar, and Miss "Millie" Gittins for giving of their time and efforts to travel and to speak at chapter meetings.

We hope that you have enjoyed the contents and the "new look" of the "Alumnus" during this past year. Only when we hear from you are we able to publish so much information about Wilkes Alumni. Keep in touch, and let us share with other alumni news about you, i.e., graduate work, professional accomplishments, marriage, and, of course, additions to your family, or should we say "future Wilkes alumni."

Plan now to attend HOMECOMING. The dates: OCTOBER 12-13.

### Alumni Urged To Act

The Annual Scholarship Campaign for funds to assist able and deserving students at Wilkes is still in progress.

Wilkes Alumni have a goal of \$12,500 to reach as their part in the annual \$100,000 campaign. As of this report, approximately \$4,000 has been pledged by alumni toward our goal.

Let each of us do his share by supporting this effort to provide scholarship assistance to students who are deserving of it and who, without financial assistance, might not be able to obtain a college education.

Friends of Wilkes have pledged or given outright gifts of \$91,021 toward the over-all goal of \$100,000. This places the success of the campaign directly upon the willingness of Wilkes alumni to contribute toward achieving their goal which if done, will assure the successful completion of this annual appeal.

The Alumni Office has been in direct contact with each alumnus and alumna in an effort to obtain the support which is needed. Reaching our goal is the individual responsibility of some 4,000 Wilkes alumni.

We urge your support now. The smallest of gifts add up, and many of these will undoubtedly assure the success of this annual appeal.

Won't you send your contribution or pledge for this worthwhile effort now!



*Who will go to college—  
What will they find?  
Who will teach them?  
Will they graduate?  
What will college have to  
offer?  
Who will pay—and how?*

# the COLLEGE of TOMORROW

**“W**ILL MY CHILDREN GET INTO COLLEGE?”  
The question haunts most parents. Here is the answer:

Yes . . .

- ▶ If they graduate from high school or preparatory school with something better than a "scrape-by" record.
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- ▶ If America's colleges and universities can find the resources to carry out their plans to meet the huge demand for higher education that is certain to exist in this country for years to come.

The *ifs* surrounding your children and the college of tomorrow are matters of concern to everyone involved—to parents, to children, to alumni and alumnae (whatever their parental status), and to the nation's educators. But resolving them is by no means being left to chance.

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▶ The colleges know the likely cost plans into effect. They know this cost, be it in manpower, will be staggering. But they have already embarked upon finding the means to meet it.

▶ Governments—local, state, and federal—are deeply involved in educational planning. Some parts of the country are far ahead, no region is without its planners and their field.

▶ Public demand—not only for *expanded* higher education, but for *ever-better* higher education—today is more insistent, more ever before. With this growth of public demand about higher education, it is now clear to parents that they themselves must take part in guiding their children's educational planning, making certain that the college of tomorrow is ready, and good, for them.

*This special report is in the form of a guide to parents. But we suspect that every reader, parent or not, will find the story of higher education's future remarkably exciting.*

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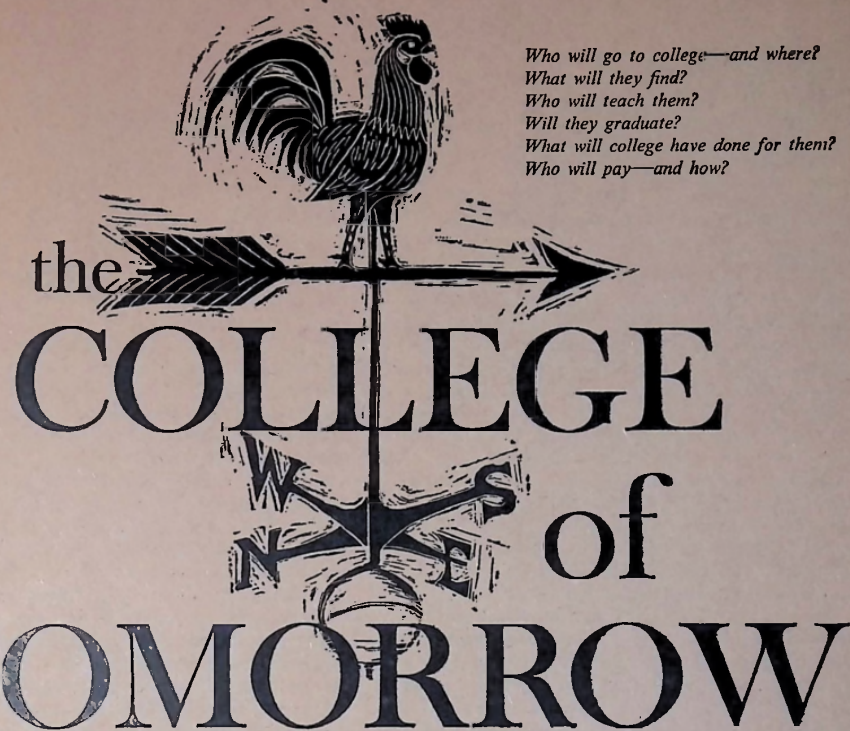
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- ▶ The colleges know the likely cost of putting their plans into effect. They know this cost, both in money and in manpower, will be staggering. But most of them are already embarked upon finding the means of meeting it.
- ▶ Governments—local, state, and federal—are also deeply involved in educational planning and financing. Some parts of the country are far ahead of others. But no region is without its planners and its doers in this field.
- ▶ Public demand—not only for *expanded facilities* for higher education, but for *ever-better quality* in higher education—today is more insistent, more informed than ever before. With this growth of public sophistication about higher education, it is now clear to most intelligent parents that they themselves must take a leading role in guiding their children's educational careers—and in making certain that the college of tomorrow will be ready, and good, for them.

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# Where will your children go to college?

**L**AST FALL, more than one million students enrolled in the freshman classes of U.S. colleges and universities. They came from wealthy families, middle-income families, poor families; from all races, here and abroad; from virtually every religious faith.

Over the next ten years, the number of students will grow enormously. Around 1964 the long-predicted "tidal wave" of young people, born in the postwar era and steadily moving upward through the nation's school systems ever since, will engulf the college campuses. By 1970 the population between the ages of 18 and 21—now around 10.2 million—will have grown to 14.6 million. College enrollment, now less than 4 million, will be at least 6.4 million, and perhaps far more.

The character of the student bodies will also have changed. More than half of the full-time students in the country's four-year colleges are already coming from lower-middle and low income groups. With expanding scholarship, loan, and self-help programs, this trend will continue strong. Non-white college students—who in the past decade have more than doubled in number and now compose about 7 per cent of the total enrollment—will continue to increase. (Non-whites formed 11.4 per cent of the U.S. population in the 1960 census.) The number of married students will grow. The average age of students will continue its recent rise.

The sheer force of this great wave of students is enough to take one's breath away. Against this force, what chance has American higher education to stand strong, to maintain standards, to improve quality, to keep sight of the individual student?

And, as part of the gigantic population swell, what chances have your children?

TO BOTH QUESTIONS, there are some encouraging answers. At the same time, the intelligent parent will not ignore some danger signals.

## FINDING ROOM FOR EVERYBODY

NOT EVERY COLLEGE or university in the country is able to expand its student capacity. A number have concluded that, for one persuasive reason or another, they must maintain their present enrollments. They are not blind to the need of American higher education, in the aggregate, to accommodate more students in the years ahead; indeed,

they are keenly aware of it. But for reasons of finance, of faculty limitations, of space, of philosophy, of function, of geographic location—or of a combination of these and other restrictions—they cannot grow.

Many other institutions, public and private, are expanding their enrollment capacities and will continue to do so:

**Private institutions:** Currently, colleges and universities under independent auspices enroll around 1,500,000 students—some 40 per cent of the U.S. college population. In the future, many privately supported institutions will grow, but slowly in comparison with publicly supported institutions. Thus the total number of students at private institutions will rise, but their percentage of the total college population will become smaller.

**Public institutions:** State and locally supported colleges and universities are expanding their capacity steadily. In the years ahead they will carry by far the heaviest share of America's growing student population.

Despite their growth, many of them are already feeling the strain of the burden. Many state institutions, once committed to accepting any resident with a high-school diploma, are now imposing entrance requirements upon applicants. Others, required by law or long tradition not to turn away any high-school graduate who applies, resort in desperation to a high flunk-out rate in the freshman year in order to whittle down their student bodies to manageable size. In other states, coordinated systems of higher education are being devised to accommodate



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students of differing aptitudes, high-school academic records, and career goals.

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These colleges provide three main services: education for students who will later transfer to four-year colleges or universities (studies show they often do as well as those who go directly from high school to a four-year institution, and sometimes better), terminal training for vocations (more and more important as jobs require higher technical skills), and adult education and community cultural activities.

Evidence of their importance: One out of every four students beginning higher education today does so in a two-year college. By 1975, the ratio is likely to be one in two.

**Branch campuses:** To meet local demands for educational institutions, some state universities have opened branches in population centers distant from their main campuses. The trend is likely to continue. On occasion, however, the "branch campus" concept may conflict with the "community college" concept. In Ohio, for example, proponents of community two-year colleges are currently arguing that locally controlled community institutions are the best answer to the state's college-enrollment problems. But Ohio State University, Ohio University, and Miami University, which operate off-campus centers and whose leaders advocate the establishment of more, say that taxpayers get better value at lower cost from a university-run branch-campus system.

**Coordinated systems:** To meet both present and future demands for higher education, a number of states are attempting to coordinate their existing colleges and universities and to lay long-range plans for developing new ones.

California, a leader in such efforts, has a "master plan" involving not only the three main types of publicly supported institutions—the state university, state colleges, and locally sponsored two-year colleges. Private institutions voluntarily take part in the master planning, also.

With at least 661,000 students expected in their colleges and universities by 1975, Californians have worked out a plan under which every high-school graduate will be eligible to attend a junior college; the top one-third will be eligible for admission to a state college; and the top one-eighth will be eligible to go directly from high school to the University of California. The plan is flexible: students who prove themselves in a junior college, for



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How will you—and they—find it? On the same day in late May of last year, 33,559 letters went out to young people who had applied for admission to the 1961 freshman class in one or more of the schools that compose the Ivy League. Of these letters, 20,248 were rejection notices.

Not all of the 20,248 had been misguided in applying. Admissions officers testify that the quality of the 1961 applicants was higher than ever before, that the competition was therefore intense, and that many applicants who might have been welcomed in other years had been turned away in '61.

Even so, as in years past, a number of the applicants had been the victims of bad advice—from parents, teachers, and friends. Had they applied to other institutions, equally or better suited to their aptitudes and abilities, they would have been accepted gladly, avoiding the bitter disappointment, and the occasional tragedy, of a turndown.

The Ivy League experience can be, and is, repeated at dozens of other colleges and universities every year. Yet, while some institutions are rejecting more applicants than they can accept, others (perhaps better qualified to meet the rejected students' needs) still have open spaces in their freshman classes on registration day.

Educators, both in the colleges and in the secondary schools, are aware of the problems in "marrying" the right students to the right colleges. An intensive effort is under way to relieve them. In the future, you may expect

► Better guidance by high-school counselors, based

# Where will your children go to college?

**L**AST FALL, more than one million students enrolled in the freshman classes of U.S. colleges and universities. They came from wealthy families, middle-income families, poor families; from all races, here and abroad; from virtually every religious faith.

Over the next ten years, the number of students will grow enormously. Around 1964 the long-predicted "tidal wave" of young people, born in the postwar era and steadily moving upward through the nation's school systems ever since, will engulf the college campuses. By 1970 the population between the ages of 18 and 21—now around 10.2 million—will have grown to 14.6 million. College enrollment, now less than 4 million, will be at least 6.4 million, and perhaps far more.

The character of the student bodies will also have changed. More than half of the full-time students in the country's four-year colleges are already coming from lower-middle and low income groups. With expanding scholarship, loan, and self-help programs, this trend will continue strongly. Non-white college students—who in the past decade have more than doubled in number and now compose about 7 per cent of the total enrollment—will continue to increase. (Non-whites formed 11.4 per cent of the U.S. population in the 1960 census.) The number of married students will grow. The average age of students will continue its recent rise.

The sheer force of this great wave of students is enough to take one's breath away. Against this force, what chance has American higher education to stand strong, to maintain standards, to improve quality, to keep sight of the individual student?

And, as part of the gigantic population swell, what chances have your children?

TO BOTH QUESTIONS, there are some encouraging answers. At the same time, the intelligent parent will not ignore some danger signals.

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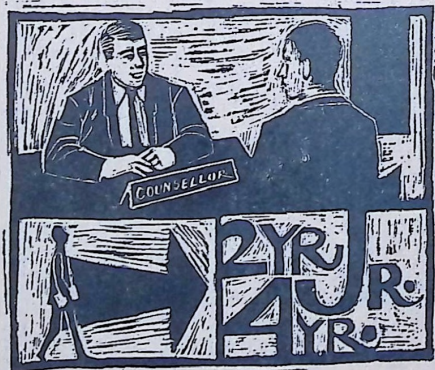
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▶ Better guidance by high-school counselors, based on

improved testing methods and on improved understanding of individual colleges and their offerings.

► Better definitions, by individual colleges and universities, of their philosophies of admission, their criteria for choosing students, their strengths in meeting the needs of certain types of student and their weakness in meeting the needs of others.

► Less parental pressure on their offspring to attend: the college or university that mother or father attended; the college or university that "everybody else's children" are attending; the college or university that enjoys the greatest sports-page prestige, the greatest financial-page prestige, or the greatest society-page prestige in town.

► More awareness that children are different from one another, that colleges are different from one another, and

that a happy match of children and institutions is within the reach of any parent (and student) who takes the pains to pursue it intelligently.

► Exploration—but probably, in the near future, no widespread adoption—of a central clearing-house for college applications, with students stating their choices of colleges in preferential order and colleges similarly listing their choices of students. The "clearing-house" would thereupon match students and institutions according to their preferences.

Despite the likely growth of these practices, applying to college may well continue to be part-chaos, part-panic, part-snobbishness for years to come. But with the aid of enlightened parents and educators, it will be less so, tomorrow, than it is today.

## What will they find in college?

**T**HE COLLEGE OF TOMORROW—the one your children will find when they get in—is likely to differ from the college you knew in *your* days as a student.

The students themselves will be different.

Curricula will be different.

Extracurricular activities will be different, in many respects, from what they were in your day.

The college year, as well as the college day, may be different.

Modes of study will be different.

With one or two conspicuous exceptions, the changes will be for the better. But for better or for worse, changes there will be.

### THE NEW BREED OF STUDENTS

IT WILL COME AS NEWS to no parents that their children are different from themselves.

Academically, they are proving to be more serious than many of their predecessor generations. Too serious, some say. They enter college with an eye already set on the vocation they hope to pursue when they get out; college, to many, is simply the means to that end.

Many students plan to marry as soon as they can afford to, and some even before they can afford to. They want families, homes, a fair amount of leisure, good jobs, security. They dream not of a far-distant future; today's students are impatient to translate their dreams into reality, *soon*.

Like most generalizations, these should be qualified. There will be students who are quite far from the average, and this is as it should be. But with international tensions, recurrent war threats, military-service obligations, and talk of utter destruction of the race, the tendency is for the young to want to cram their lives full of living—with no unnecessary delays, please.

At the moment, there is little likelihood that the urge to pace one's life quickly and seriously will soon pass. This is the tempo the adult world has set for its young, and they will march doubletime to it.

**Economic backgrounds of students** will continue to grow more diverse. In recent years, thanks to scholarships, student loans, and the spectacular growth of public educational institutions, higher education has become less and less the exclusive province of the sons and daughters of the well-to-do. The spread of scholarship and loan programs geared to family income levels will intensify this trend, not only in low-tuition public colleges and universities but in high-tuition private institutions.

**Students from foreign countries** will flock to the U.S. for college education, barring a totally deteriorated international situation. Last year 53,107 foreign students, from 143 countries and political areas, were enrolled in 1,666 American colleges and universities—almost a 10 per cent increase over the year before. Growing numbers of African and Asian students accounted for the rise; the growth is virtually certain to continue. The presence of

such students on U.S. campuses—50 per cent of them are undergraduates—has already contributed to a greater international awareness on the part of American students. The influence is bound to grow.

**Foreign study by U.S. students** is increasing. In 1959-60, the most recent year reported, 15,306 were enrolled in 63 foreign countries, a 12 per cent increase in a period of 12 months. Students traveling abroad during summer vacations add impressive numbers to this total.

### WHAT THEY'LL STUDY

**STUDIES ARE** in the course of change, and the changes will affect your children. A new toughness in academic standards will reflect the great amount of knowledge that must be imparted in the college years.

**In the sciences**, changes are particularly obvious. Every decade, writes Thomas Stelson of Carnegie Tech, 25 per cent of the curriculum must be abandoned, due to obsolescence. J. Robert Oppenheimer puts it another way: nearly everything now known in science, he says, "was not in any book when most of us went to school."

There will be differences in the social sciences and humanities, as well. Language instruction, now getting new emphasis, is an example. The use of language laboratories, with tape recordings and other mechanical devices, is already popular and will spread. Schools once preoccupied almost entirely with science and technology (e.g., colleges of engineering, leading medical schools) have now integrated social and humanistic studies into their curricula, and the trend will spread to other institutions.

**International emphasis** also will grow. The big push will be related to nations and regions outside the Western World. For the first time on a large scale, the involvement

of U.S. higher education will be truly global. This non-Western orientation, says one college president (who is seconded by many others) is "the new frontier in American higher education." For undergraduates, comparative studies in both the social sciences and the humanities are likely to be stressed. The hoped-for result: better understanding of the human experience in all cultures.

**Mechanics of teaching** will improve. "Teaching machines" will be used more and more, as educators assess their value and versatility (see *Who will teach them?* on the following pages). Closed-circuit television will carry a lecturer's voice and closeup views of his demonstrations to hundreds of students simultaneously. TV and microfilm will grow in usefulness as library tools, enabling institutions to duplicate, in small space, the resources of distant libraries and specialized rare-book collections. Tape recordings will put music and drama, performed by masters, on every campus. Computers, already becoming almost commonplace, will be used for more and more study and research purposes.

This availability of resources unheard-of in their parents' day will enable undergraduates to embark on extensive programs of independent study. Under careful faculty guidance, independent study will equip students with research ability, problem-solving techniques, and bibliographic savvy which should be of immense value to them throughout their lives. Many of yesterday's college graduates still don't know how to work creatively in unfamiliar intellectual territory: to pinpoint a problem, formulate intelligent questions, use a library, map a research project. There will be far fewer gaps of this sort in the training of tomorrow's students.

**Great new stress on quality** will be found at all institutions. Impending explosive growth of the college population has put the spotlight, for years, on handling large numbers of students; this has worried educators who feared that *quality* might be lost in a national preoccupation with *quantity*. Big institutions, particularly those with "growth situations," are now putting emphasis on maintaining high academic standards—and even raising them—while handling high enrollments, too. Honors programs, opportunities for undergraduate research, insistence on creditable scholastic achievement are symptomatic of the concern for academic excellence.

It's important to realize that this emphasis on quality will be found not only in four-year colleges and universities, but in two-year institutions, also. "Each [type of institution] shall strive for excellence in its sphere," is how the California master plan for higher education puts it; the same idea is pervading higher education at all levels throughout the nation.

### WHERE'S THE FUN?

**EXTRACURRICULAR ACTIVITY** has been undergoing subtle changes at colleges and universities for years and is likely



to continue doing so. Student apathy toward some activities—political clubs, for example—is lessening. Toward other activities—the light, the frothy—apathy appears to be growing. There is less interest in spectator sports, more interest in participant sports that will be playable for most of a lifetime. Student newspapers, observes the dean of students at a college on the Eastern seaboard, no longer rant about band uniforms, closing hours for fraternity parties, and the need for bigger pep rallies. Sororities are disappearing from the campuses of women's colleges. "Fun festivals" are granted less time and importance by students; at one big midwestern university, for example, the events of May Week—formerly a five-day wingding involving floats, honorary-fraternity initiations, faculty-student baseball, and crowning of the May Queen—are now crammed into one half-day. In spite of the well-publicized antics of a relatively few roof-raisers (e.g., student rioters at several summer resorts last Labor Day, student revelers at Florida resorts during spring-vacation periods), a new seriousness is the keynote of most student activities.

"The faculty and administration are more resistant to these changes than the students are," jokes the president of a women's college in Pittsburgh. "The typical student congress wants to abolish the junior prom; the dean is the

one who feels nostalgic about it: 'That's the one event Mrs. Jones and I looked forward to each year.'"

#### A QUEST FOR ETHICAL VALUES

EDUCATION, more and more educators are saying, "should be much more than the mere retention of subject matter."

Here are three indications of how the thoughts of many educators are running:

"If [the student] enters college and pursues either an intellectual smörgåsbord, intellectual Teutonism, or the cash register," says a midwestern educator, "his education will have advanced very little, if at all. The odds are quite good that he will simply have exchanged one form of barbarism for another . . . Certainly there is no incompatibility between being well-informed and being stupid; such a condition makes the student a danger to himself and society."

Says another observer: "I prophesy that a more serious intention and mood will progressively characterize the campus . . . This means, most of all, commitment to the use of one's learning in fruitful, creative, and noble ways."

"The responsibility of the educated man," says the provost of a state university in New England, "is that he make articulate to himself and to others what he is willing to bet his life on."

## Who will teach them?

**K**NOW THE QUALITY of the teaching that your children can look forward to, and you will know much about the effectiveness of the education they will receive. Teaching, tomorrow as in the past, is the heart of higher education.

It is no secret, by now, that college teaching has been on a plateau of crisis in the U.S. for some years. Much of the problem is traceable to money. Salaries paid to college teachers lagged far behind those paid elsewhere in jobs requiring similarly high talents. While real incomes, as well as dollar incomes, climbed for most other groups of Americans, the real incomes of college professors not merely stood still but dropped noticeably.

The financial pinch became so bad, for some teachers, that despite obvious devotion to their careers and obvious preference for this profession above all others, they had to leave for other jobs. Many bright young people, the sort who ordinarily would be attracted to teaching careers, took one look at the salary scales and decided to make their mark in another field.

Has the situation improved?

Will it be better when your children go to college?

Yes. At the moment, faculty salaries and fringe benefits (on the average) are rising. Since the rise started from an extremely disadvantageous level, however, no one is getting rich in the process. Indeed, on almost every campus the real income in every rank of the faculty is still considerably less than it once was. Nor have faculty salary scales, generally, caught up with the national scales in competitive areas such as business and government.

But the trend is encouraging. If it continues, the financial plight of teachers—and the serious threat to education which it has posed—should be substantially diminished by 1970.

None of this will happen automatically, of course. For evidence, check the appropriations for higher education made at your state legislature's most recent session. If yours was like a number of recent legislatures, it "economized"—and professorial salaries suffered. The support which has enabled many colleges to correct the most glaring salary deficiencies *must continue* until the problem is fully solved. After that, it is essential to make sure that



the quality of our college teaching—a truly crucial element in fashioning the minds and attitudes of your children—is not jeopardized again by a failure to pay its practitioners adequately.

**T**HERE ARE OTHER ANGLES to the question of attracting and retaining a good faculty besides money.

► The better the student body—the more challenging, the more lively its members—the more attractive is the job of teaching it. "Nothing is more certain to make teaching a dreadful task than the feeling that you are dealing with people who have no interest in what you are talking about," says an experienced professor at a small college in the Northwest.

"An appalling number of the students I have known were bright, tested high on their College Boards, and still lacked flair and drive and persistence," says another professor. "I have concluded that much of the difference between them and the students who are 'alive' must be traceable to their homes, their fathers, their mothers. Parents who themselves take the trouble to be interesting—and interested—seem to send us children who are interesting and interested."

► The better the library and laboratory facilities, the more likely is a college to be able to recruit and keep a good faculty. Even small colleges, devoted strictly to undergraduate studies, are finding ways to provide their faculty members with opportunities to do independent reading and research. They find it pays in many ways: the faculty teaches better, is more alert to changes in the subject matter, is less likely to leave for other fields.

► The better the public-opinion climate toward teachers in a community, the more likely is a faculty to be strong. Professors may grumble among themselves about all the invitations they receive to speak to women's clubs and

alumni groups ("When am I supposed to find the time to check my lecture notes?"), but they take heart from the high regard for their profession which such invitations from the community represent.

► Part-time consultant jobs are an attraction to good faculty members. (Conversely, one of the principal checkpoints for many industries seeking new plant sites is, What faculty talent is nearby?) Such jobs provide teachers both with additional income and with enormously useful opportunities to base their classroom teachings on practical, current experience.

**B**UT COLLEGES AND UNIVERSITIES must do more than hold on to their present good teachers and replace those who retire or resign. Over the next few years many institutions must add to their teaching staffs at a prodigious rate, in order to handle the vastly larger numbers of students who are already forming lines in the admissions office.

The ability to be a college teacher is not a skill that can be acquired overnight, or in a year or two. A Ph.D. degree takes at least four years to get, after one has earned his bachelor's degree. More often it takes six or seven years, and sometimes 10 to 15.

In every ten-year period since the turn of the century, as Bernard Berelson of Columbia University has pointed out, the production of doctorates in the U.S. has doubled. But only about 60 per cent of Ph.D.'s today go into academic life, compared with about 80 per cent at the turn of the century. And only 20 per cent wind up teaching undergraduates in liberal arts colleges.

Holders of lower degrees, therefore, will occupy many teaching positions on tomorrow's college faculties.

This is not necessarily bad. A teacher's ability is not always defined by the number of degrees he is entitled to

write after his name. Indeed, said the graduate dean of one great university several years ago, it is high time that "universities have the courage . . . to select men very largely on the quality of work they have done and soft-pedal this matter of degrees."

**I**N SUMMARY, salaries for teachers will be better, larger numbers of able young people will be attracted into the field (but their preparation will take time), and fewer able people will be lured away. In expanding their faculties, some colleges and universities will accept more holders of bachelor's and master's degrees than they have been accustomed to, but this may force them to focus attention on ability rather than to rely as unquestioningly as in the past on the magic of a doctor's degree.

Meanwhile, other developments provide grounds for cautious optimism about the effectiveness of the teaching your children will receive.

#### THE TV SCREEN

TELEVISION, not long ago found only in the lounges of dormitories and student unions, is now an accepted teaching tool on many campuses. Its use will grow. "To report on the use of television in teaching," says Arthur S. Adams, past president of the American Council on Education, "is like trying to catch a galloping horse."

For teaching closeup work in dentistry, surgery, and laboratory sciences, closed-circuit TV is unexcelled. The number of students who can gaze into a patient's gaping mouth while a teacher demonstrates how to fill a cavity is limited; when their place is taken by a TV camera and the students cluster around TV screens, scores can watch—and see more, too.

Television, at large schools, has the additional virtue of extending the effectiveness of a single teacher. Instead of giving the same lecture (replete with the same jokes) three times to students filling the campus's largest hall, a professor can now give it once—and be seen in as many auditoriums and classrooms as are needed to accommodate all registrants in his course. Both the professor and the jokes are fresher, as a result.

How effective is TV? Some carefully controlled studies show that students taught from the fluorescent screen do as well in some types of course (e.g., lectures) as those sitting in the teacher's presence, and sometimes better. But TV standardizes instruction to a degree that is not always desirable. And, reports Henry H. Cassirer of UNESCO, who has analyzed television teaching in the U.S., Canada, Great Britain, France, Italy, Russia, and Japan, students do not want to lose contact with their teachers. They want to be able to ask questions as instruction progresses. Mr. Cassirer found effective, on the other hand, the combination of a central TV lecturer with classroom instructors who prepare students for the lecture and then discuss it with them afterward.

#### TEACHING MACHINES

HOLDING GREAT PROMISE for the improvement of instruction at all levels of schooling, including college, are programs of learning presented through mechanical self-teaching devices, popularly called "teaching machines."

The most widely used machine, invented by Professor Frederick Skinner of Harvard, is a box-like device with



three windows in its top. When the student turns a crank, an item of information, along with a question about it, appears in the lefthand window (A). The student writes his answer to the question on a paper strip exposed in another window (B). The student turns the crank again—and the correct answer appears at window A.

Simultaneously, this action moves the student's answer under a transparent shield covering window C, so that the student can see, but not change, what he has written. If the answer is correct, the student turns another crank, causing the tape to be notched; the machine will by-pass this item when the student goes through the series of questions again. Questions are arranged so that each item builds on previous information the machine has given.

Such self-teaching devices have these advantages:

- ▶ Each student can proceed at his own pace, whereas classroom lectures must be paced to the "average" student—too fast for some, too slow for others. "With a machine," comments a University of Rochester psychologist, "the brighter student could go ahead at a very fast pace."
- ▶ The machine makes examinations and testing a rewarding and learning experience, rather than a punishment. If his answer is correct, the student is rewarded with that knowledge instantly; this reinforces his memory of the right information. If the answer is incorrect, the machine provides the correct answer immediately. In large classes, no teacher can provide such frequent—and individual—rewards and immediate corrections.
- ▶ The machine smooths the ups and downs in the learn-

ing process by removing some external sources of anxieties, such as fear of falling behind.

▶ If a student is having difficulty with a subject, the teacher can check back over his machine tapes and find the exact point at which the student began to go wrong. Correction of the difficulty can be made with precision, not gropingly as is usually necessary in machineless classes.

Not only do the machines give promise of accelerating the learning process; they introduce an individuality to

learning which has previously been unknown. "Where television holds the danger of standardized instruction," said John W. Gardner, president of the Carnegie Corporation of New York, in a report to then-President Eisenhower, "the self-teaching device can individualize instruction in ways not now possible—and the student is always an active participant." Teaching machines are being tested, and used, on a number of college campuses and seem certain to figure prominently in the teaching of your children.

## Will they graduate?

**S**AID AN ADMINISTRATOR at a university in the South not long ago (he was the director of admissions, no less, and he spoke not entirely in jest):

"I'm happy I went to college back when I did, instead of now. Today, the admissions office probably wouldn't let me in. If they did, I doubt that I'd last more than a semester or two."

Getting into college is a problem, nowadays. Staying there, once in, can be even more difficult.

Here are some of the principal reasons why many students fail to finish:

**Academic failure:** For one reason or another—not always connected with a lack of aptitude or potential scholastic ability—many students fail to make the grade. Low entrance requirements, permitting students to enter college without sufficient aptitude or previous preparation, also play a big part. In schools where only a high-school diploma is required for admission, drop-outs and failures during the first two years average (nationally) between 60 and 70 per cent. Normally selective admissions procedures usually cut this rate down to between 20 and 40 per cent. Where admissions are based on keen competition, the attrition rate is 10 per cent or less.

**FUTURE OUTLOOK:** High schools are tightening their academic standards, insisting upon greater effort by students, and teaching the techniques of note-taking, effective studying, and library use. Such measures will inevitably better the chances of students when they reach college. Better testing and counseling programs should help, by guiding less-able students away from institutions where they'll be beyond their depth and into institutions better suited to their abilities and needs. Growing popular acceptance of the two-year college concept will also help, as will the adoption of increasingly selective admissions procedures by four-year colleges and universities.

Parents can help by encouraging activities designed to find the right academic spot for their children; by recog-

nizing their children's strengths and limitations; by creating an atmosphere in which children will be encouraged to read, to study, to develop curiosity, to accept new ideas.

**Poor motivation:** Students drop out of college "not only because they lack ability but because they do not have the motivation for serious study," say persons who have studied the attrition problem. This aspect of students' failure to finish college is attracting attention from educators and administrators both in colleges and in secondary schools.

**FUTURE OUTLOOK:** Extensive research is under way to determine whether motivation can be measured. The "Personal Values Inventory," developed by scholars at Colgate University, is one promising yardstick, providing information about a student's long-range persistence, personal self-control, and deliberateness (as opposed to rashness). Many colleges and universities are participating in the study, in an effort to establish the efficacy of the tests. Thus far, report the Colgate researchers, "the tests have successfully differentiated between over- and under-achievers in every college included in the sample."

Parents can help by their own attitudes toward scholastic achievement and by encouraging their children to





develop independence from adults. "This, coupled with the reflected image that a person acquires from his parents—an image relating to persistence and other traits and values—may have much to do with his orientation toward academic success," the Colgate investigators say.

**Money:** Most parents think they know the cost of sending a child to college. But, a recent survey shows, relatively few of them actually do. The average parent, the survey disclosed, underestimates college costs by roughly 40 per cent. In such a situation, parental savings for college purposes often run out quickly—and, unless the student can fill the gap with scholarship aid, a loan, or earnings from part-time employment, he drops out.

**FUTURE OUTLOOK:** A surprisingly high proportion of financial dropouts are children of middle-income, not low-income, families. If parents would inform themselves fully about current college costs—and reinform themselves periodically, since prices tend to go up—a substantial part of this problem could be solved in the future by realistic family savings programs.

**Other probabilities:** growing federal and state (as well as private) scholarship programs; growing private and governmental loan programs.

**Jobs:** Some students, anxious to strike out on their own, are lured from college by jobs requiring little skill but offering attractive starting salaries. Many such students may have hesitated about going to college in the first place and drop out at the first opportunity.

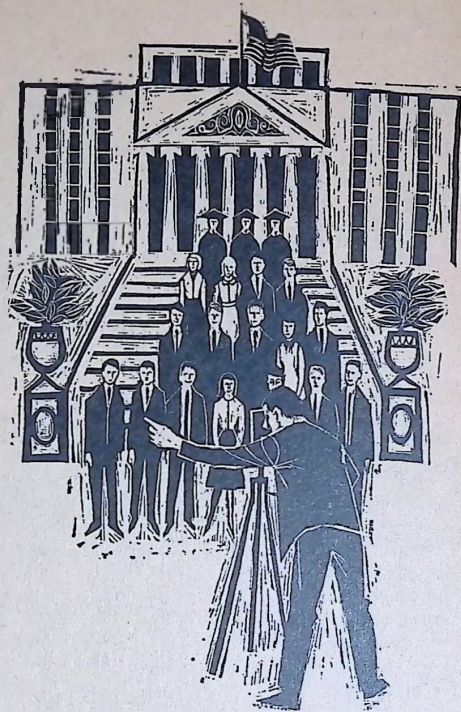
**FUTURE OUTLOOK:** The lure of jobs will always tempt some students, but awareness of the value of completing college—for lifelong financial gain, if for no other reason—is increasing.

**Emotional problems:** Some students find themselves unable to adjust to college life and drop out as a result. Often such problems begin when a student chooses a college that's "wrong" for him. It may accord him too much or too little freedom; its pace may be too swift for him, resulting in frustration, or too slow, resulting in boredom; it may be "too social" or "not social enough."

**FUTURE OUTLOOK:** With expanding and more skillful guidance counseling and psychological testing, more students can expect to be steered to the "right" college environment. This won't entirely eliminate the emotional-maladjustment problem, but it should ease it substantially.

**Marriage:** Many students marry while still in college but fully expect to continue their education. A number do go on (sometimes wives withdraw from college to earn money to pay their husbands' educational expenses). Others have children before graduating and must drop out of college in order to support their family.

**FUTURE OUTLOOK:** The trend toward early marriage shows no signs of abating. Large numbers of parents openly or tacitly encourage children to go steady and to marry at an early age. More and more colleges are provid-



ing living quarters for married undergraduate students. Some even have day-care facilities for students' young children. Attitudes and customs in their "peer groups" will continue to influence young people on the question of marrying early; in some groups, it's frowned upon; in others, it's the thing to do.

**C**OLLEGES AND UNIVERSITIES are deeply interested in finding solutions to the attrition problem in all its aspects. Today, at many institutions, enrollment resembles a pyramid: the freshman class, at the bottom, is big; the sophomore class is smaller, the junior class still smaller, and the senior class a mere fraction of the freshman group. Such pyramids are wasteful, expensive, inefficient. They represent hundreds, sometimes thousands, of personal tragedies: young people who didn't make it.

The goal of the colleges is to change the pyramid into a straight-sided figure, with as many people graduating as enter the freshman class. In the college of tomorrow, the sides will not yet have attained the perfect vertical, but—as a result of improved placement, admissions, and academic practices—they should slope considerably less than they do now.

## What will college have done for them?

**I**F YOUR CHILDREN are like about 33 per cent of today's college graduates, they will not end their formal education when they get their bachelor's degrees. On they'll go—to graduate school, to a professional school, or to an advanced technological institution.

There are good reasons for their continuing:

► In four years, nowadays, one can only begin to scratch the surface of the body of knowledge in his specialty. To teach, or to hold down a high-ranking job in industry or government, graduate study is becoming more and more useful and necessary.

► Automation, in addition to eliminating jobs in unskilled categories, will have an increasingly strong effect on persons holding jobs in middle management and middle technology. Competition for survival will be intense. Many students will decide that one way of competing advantageously is to take as much formal education beyond the baccalaureate as they can get.

► One way in which women can compete successfully with men for high-level positions is to be equipped with a graduate degree when they enter the job market.

► Students heading for school-teaching careers will increasingly be urged to concentrate on substantive studies in their undergraduate years and to take methodology courses in a postgraduate schooling period. The same will be true in many other fields.

► Shortages are developing in some professions, e.g., medicine. Intensive efforts will be made to woo more top undergraduates into professional schools, and opportunities in short-supplied professions will become increasingly attractive.

► "Skills," predicts a Presidential committee, "may become obsolete in our fast-moving industrial society. Sound education provides a basis for adjustment to constant and abrupt change—a base on which new skills may be built." The moral will not be lost on tomorrow's students.

In addition to having such practical motives, tomorrow's students will be influenced by a growing tendency to expose them to graduate-level work while they are still undergraduates. Independent study will give them a taste of the intellectual satisfaction to be derived from learning on their own. Graduate-style seminars, with their stimulating give-and-take of fact and opinion, will exert a strong

appeal. As a result, for able students the distinction between undergraduate and graduate work will become blurred and meaningless. Instead of arbitrary insistence upon learning in two-year or four-year units, there will be more attention paid to the length of time a student requires—and desires—to immerse himself in the specialty that interests him.

**A**ND EVEN with graduate or professional study, education is not likely to end for your children.

Administrators in the field of adult education—or, more accurately, "continuing education"—expect that within a decade the number of students under their wing will exceed the number of undergraduates in American colleges and universities.

"Continuing education," says Paul A. McGhee, dean of New York University's Division of General Education (where annually some 17,000 persons enroll in around 1,200 non-credit courses) "is primarily the education of the already educated." The more education you have, the more you are likely to want. Since more and more people will go to college, it follows that more and more people will seek knowledge throughout their lives.

We are, say adult-education leaders, departing from the old notion that one works to live. In this day of automation and urbanization, a new concept is emerging: "time," not "work," is the paramount factor in people's lives. Leisure takes on a new meaning: along with golf, boating,



and partying, it now includes study. And he who forsakes gardening for studying is less and less likely to be regarded as the neighborhood oddball.

Certain to vanish are the last vestiges of the stigma that has long attached to "night school." Although the concept of night school as a place for educating only the illiterate has changed, many who have studied at night—either for credit or for fun and intellectual stimulation—have felt out of step, somehow. But such views are obsolescent and soon will be obsolete.

Thus far, American colleges and universities—with notable exceptions—have not led the way in providing continuing education for their alumni. Most alumni have been forced to rely on local boards of education and other civic and social groups to provide lectures, classes, discussion groups. These have been inadequate, and institutions of higher education can be expected to assume unprecedented roles in the continuing-education field.

Alumni and alumnae are certain to demand that they take such leadership. Wrote Clarence B. Randall in *The New York Times Magazine*: "At institution after institution there has come into being an organized and articulate group of devoted graduates who earnestly believe . . . that the college still has much to offer them."

When colleges and universities respond on a large scale to the growing demand for continuing education, the variety of courses is likely to be enormous. Already, in institutions where continuing education is an accepted role, the range is from space technology to existentialism to funeral direction. (When the University of California offered non-credit courses in the first-named subject to engineers and physicists, the combined enrollment reached 4,643.) "From the world of astronauts, to the highest of ivory towers, to six feet under," is how one wag has described the phenomenon.

his career abroad in such places as Rio de Janeiro, Dakar, Beirut, Leopoldville, Sydney, Melbourne, or Toronto."

► They'll have an awareness of unanswered questions, to an extent that their parents probably did not have. Principles that once were regarded (and taught) as incontrovertible fact are now regarded (and taught) as subject to constant alteration, thanks to the frequent toppling of long-held ideas in today's explosive sciences and technologies. Says one observer: "My student generation, if it looked at the world, didn't know it was 'loaded'. Today's student has no such ignorance."

► They'll possess a broad-based liberal education, but in their jobs many of them are likely to specialize more narrowly than did their elders. "It is a rare bird today who knows all about contemporary physics and all about modern mathematics," said one of the world's most distinguished scientists not long ago, "and if he exists, I



haven't found him. Because of the rapid growth of science it has become impossible for one man to master any large part of it; therefore, we have the necessity of specialization."

► Your daughters are likely to be impatient with the prospect of devoting their lives solely to unskilled labor as housewives. Not only will more of tomorrow's women graduates embark upon careers when they receive their diplomas, but more of them will keep up their contacts with vocational interests even during their period of child-rearing. And even before the children are grown, more of them will return to the working force, either as paid employees or as highly skilled volunteers.

**D**EPENDING UPON THEIR OWN OUTLOOK, parents of tomorrow's graduates will find some of the prospects good, some of them deplorable. In essence, however, the likely trends of tomorrow are only continuations of trends that are clearly established today, and moving inexorably.

## Who will pay—and how?

**W**ILL YOU BE ABLE to afford a college education for your children? The tuition? The travel expense? The room rent? The board?

In addition:

Will you be able to pay considerably more than is written on the price-tags for these items?

The stark truth is that you—or somebody—must pay, if your children are to go to college and get an education as good as the education you received.

**H**ERE is where colleges and universities get their money:

From taxes paid to governments at all levels: city, state, and federal. Governments now appropriate an estimated \$2.9 billion in support of higher education every year. By 1970 government support will have grown to roughly \$4 billion.

From private gifts and grants. These now provide nearly \$1 billion annually. By 1970 they must provide about \$2.019 billion. Here is where this money is likely to come from:

Alumni	\$ 505,000,000 (25%)
Non-alumni individuals	505,000,000 (25%)
Business corporations	505,000,000 (25%)
Foundations	262,000,000 (13%)
Religious denominations	242,000,000 (12%)
Total voluntary support, 1970	\$2,019,000,000

From endowment earnings. These now provide around \$210 million a year. By 1970 endowment will produce around \$333 million a year.

From tuition and fees. These now provide around \$1.2 billion (about 21 per cent of college and university funds). By 1970 they must produce about \$2.1 billion (about 23.5 per cent of all funds).

From other sources. Miscellaneous income now provides around \$410 million annually. By 1970 the figure is expected to be around \$585 million.

These estimates, made by the independent Council for Financial Aid to Education\*, are based on the "best available" estimates of the expected growth in enrollment in America's colleges and universities: from slightly less than 4 million this year to about 6.4 million in the

\*To whose research staff the editors are indebted for most of the financial projections cited in this section of their report. CFAE statisticians, using and comparing three methods of projection, built their estimates on available hard figures and carefully reasoned assumptions about the future.

academic year 1969-70. The total income that the colleges and universities will require in 1970 to handle this enrollment will be on the order of \$9 billion—compared with the \$5.6 billion that they received and spent in 1959-60.

### WHO PAYS?

VIRTUALLY EVERY SOURCE of funds, of course—however it is labeled—boils down to you. Some of the money, you pay directly: tuition, fees, gifts to the colleges and universities that you support. Other funds pass, in a sense, through channels—your church, the several levels of government to which you pay taxes, the business corporations with which you deal or in which you own stock. But, in the last analysis, individual persons are the source of them all.

Hence, if you wished to reduce your support of higher education, you could do so. Conversely (as is presumably the case with most enlightened parents and with most college alumni and alumnae), if you wished to increase it, you could do that, also—with your vote and your check-book. As is clearly evident in the figures above, it is essential that you substantially increase both your direct and your indirect support of higher education between now and 1970, if tomorrow's colleges and universities are to give your children the education that you would wish for them.

### THE MONEY YOU'LL NEED

SINCE IT REQUIRES long-range planning and long-range voluntary saving, for most families the most difficult part of financing their children's education is paying the direct costs: tuition, fees, room, board, travel expenses.

These costs vary widely from institution to institution. At government-subsidized colleges and universities, for



example, tuition fees for state residents may be non-existent or quite low. At community colleges, located within commuting distance of their students' homes, room and board expenses may consist only of what parents are already paying for housing and food. At independent (non-governmental) colleges and universities, the costs may be considerably higher.

In 1960-61, here is what the *average* male student spent at the *average* institution of higher education, including junior colleges, in each of the two categories (public and private):

	Public Institutions	Private Institutions
Tuition .....	\$179	\$ 676
Board .....	383	404
Room .....	187	216
Total .....	\$749	\$1,296

These, of course, are "hard-core" costs only, representing only part of the expense. The *average* annual bill for an unmarried student is around \$1,550. This conservative figure, provided by the Survey Research Center at the University of Michigan for the U.S. Office of Education, does not include such items as clothing. And, as we have attempted to stress by italicizing the word "*average*" wherever it appears, the bill can be considerably higher, as well as somewhat lower. At a private college for women (which is likely to get relatively little money from other sources and must therefore depend heavily upon tuition income) the hard-core costs alone may now run as high as \$2,600 per year.

Every parent must remember that costs will inevitably rise, not fall, in the years ahead. In 1970, according to one estimate, the cost of four years at the *average* state university will be \$5,800; at the *average* private college, \$11,684.

#### HOW TO AFFORD IT?

SUCH SUMS represent a healthy part of most families' resources. Hard-core costs alone equal, at public institutions, about 13 per cent of the average American family's annual income; at private institutions, about 23 per cent of average annual income.

How do families afford it? How can *you* afford it?

Here is how the typical family pays the current average bill of \$1,550 per year:

Parents contribute .....	\$950
Scholarships defray .....	130
The student earns .....	360
Other sources yield .....	110

Nearly half of all parents begin saving money for their children's college education well before their children are ready to enroll. Fourteen per cent report that they borrow money to help meet college costs. Some 27 per cent take on extra work, to earn more money. One in five mothers does additional work in order to help out.

Financing the education of one's children is obviously,

for many families, a scramble—a piecing-together of many sources of funds.

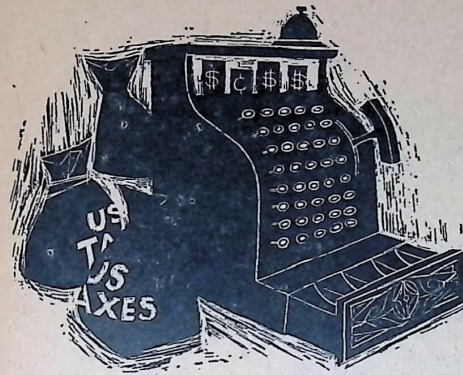
Is such scrambling necessary? The question can be answered only on a family-by-family basis. But these generalizations do seem valid:

► Many parents *think* they are putting aside enough money to pay most of the costs of sending their children to college. But most parents seriously underestimate what these costs will be. The only solution: Keep posted, by checking college costs periodically. What was true of college costs yesterday (and even of the figures in this report, as nearly current as they are) is not necessarily true of college costs today. It will be even less true of college costs tomorrow.

► If they knew what college costs really were, and what they are likely to be in the years when their children are likely to enroll, many parents *could* save enough money. They would start saving earlier and more persistently. They would gear their family budgets to the need. They would revise their savings programs from time to time, as they obtained new information about cost changes.

► Many parents count on scholarships to pay their children's way. For upper-middle-income families, this reliance can be disastrous. By far the greatest number of scholarships are now awarded on the basis of financial need, largely determined by level of family income. (Colleges and other scholarship sources are seriously concerned about the fact, indicated by several studies, that at least 100,000 of the country's high-school graduates each year are unable to attend college, primarily for financial reasons.) Upper-middle-income families are among those most seriously affected by the sudden realization that they have failed to save enough for their children's education.

► Loan programs make sense. Since going to college sometimes costs as much as buying a house (which most families finance through long-term borrowing), long-term



repayment of college costs, by students or their parents, strikes many people as highly logical.

Loans can be obtained from government and from private bankers. Just last spring, the most ambitious private loan program yet developed was put into operation: United Student Aid Funds, Inc., is the backer, with headquarters at 420 Lexington Avenue, New York 17, N.Y. It is raising sufficient capital to underwrite a reserve fund to endorse \$500 million worth of long-term, low-interest bank loans to students. Affiliated state committees, established by citizen groups, will act as the direct contact agencies for students.

In the 1957-58 academic year, loans for educational purposes totaled only \$115 million. Last year they totaled an estimated \$430 million. By comparison, scholarships from all sources last year amounted to only \$160 million.

#### IS THE COST TOO HIGH?

HIGH AS THEY SEEM, tuition rates are bargains, in this sense: They do not begin to pay the cost of providing a college education.

On the national average, colleges and universities must receive between three and four additional dollars for every one dollar that they collect from students, in order to provide their services. At public institutions, the ratio of non-tuition money to tuition money is greater than the average: the states typically spend more than \$700 for every student enrolled.

Even the gross cost of higher education is low, when put in perspective. In terms of America's total production of goods and services, the proportion of the gross national product spent for higher education is only 1.3 per cent, according to government statistics.

To put salaries and physical plant on a sound footing, colleges must spend more money, in relation to the gross national product, than they have been spending in the past. Before they can spend it, they must get it. From what sources?

Using the current and the 1970 figures that were cited earlier, tuition will probably have to carry, on the average, about 2 per cent more of the share of total educational costs than it now carries. Governmental support, although increasing by about a billion dollars, will actually carry about 7 per cent less of the total cost than it now does. Endowment income's share will remain about the same as at present. Revenues in the category of "other sources" can be expected to decline by about .8 per cent, in terms of their share of the total load. Private gifts and grants—from alumni, non-alumni individuals, businesses and unions, philanthropic foundations, and religious denominations—must carry about 6 per cent more of the total cost in 1970, if higher education is not to founder.

Alumnae and alumni, to whom colleges and universities must look for an estimated 25 per cent (\$505 million) of such gifts: please note.

#### CAN COLLEGES BE MORE EFFICIENT?

INDUSTRIAL COST ACCOUNTANTS—and, not infrequently, other business men—sometimes tear their hair over the "inefficiencies" they see in higher education. Physical facilities—classrooms, for example—are in use for only part of the 24-hour day, and sometimes they stand idle for three months in summertime. Teachers "work"—*i.e.*, actually stand in the front of their classes—for only a fraction of industry's 40-hour week. (The hours devoted to preparation and research, without which a teacher would soon become a purveyor of dangerously outdated misinformation, don't show on formal teaching schedules and are thus sometimes overlooked by persons making a judgment in terms of business efficiency.) Some courses are given for only a handful of students. (What a waste of space and personnel, some cost analysts say.)

A few of these "inefficiencies" are capable of being curbed, at least partially. The use of physical facilities is being increased at some institutions through the provision of night lectures and lab courses. Summer schools and year-round schedules are raising the rate of plant utilization. But not all schools are so situated that they can avail themselves of even these economies.

The president of the Rochester (N.Y.) Chamber of Commerce observed not long ago:

"The heart of the matter is simply this: To a great extent, the very thing which is often referred to as the 'inefficient' or 'unbusinesslike' phase of a liberal arts college's operation is really but an accurate reflection of its true essential nature . . . [American business and industry] have to understand that much of liberal education which is urgently worth saving cannot be justified on a dollars-and-cents basis."

In short, although educators have as much of an obligation as anyone else to use money wisely, you just can't run a college like a railroad. Your children would be cheated, if anybody tried.

# In sum:

WHEN YOUR CHILDREN go to college, what will college be like? Their college will, in short, be ready for them. Its teaching staff will be competent and complete. Its courses will be good and, as you would wish them to be, demanding of the best talents that your children possess. Its physical facilities will surpass those you knew in your college years. The opportunities it will offer your children will be limitless.

If.

That is the important word.

Between now and 1970 (a date that the editors arbitrarily selected for most of their projections, although the date for your children may come sooner or it may come later), much must be done to build the strength of America's colleges and universities. For, between now and 1970, they will be carrying an increasingly heavy load in behalf of the nation.

They will need more money—considerably more than is now available to them—and they will need to obtain much of it from you.

They will need, as always, the understanding by thoughtful portions of the citizenry (particularly their own alumni and alumnae) of the subtleties, the sensitiveness, the fine balances of freedom and responsibility without which the mechanism of higher education cannot function.

They will need, if they are to be of highest service to your children, the best aid which you are capable of giving as a parent: the preparation of your children to value things of the mind, to know the joy of meeting and overcoming obstacles, and to develop their own personal independence.

Your children are members of the most promising American generation. (Every new generation, properly, is so regarded.) To help them realize their promise is a job to which the colleges and universities are dedicated. It is their supreme function. It is the job to which you, as parent, are also dedicated. It is *your* supreme function.

With your efforts and the efforts of the college of tomorrow, your children's future can be brilliant. If.



## "The College of Tomorrow"

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council. Copyright © 1962 by Editorial Projects for Education, Inc., 1707 N Street, N.W., Washington 6, D.C. All rights reserved; no part of this supplement may be reproduced without express permission of the editors. Printed in U.S.A.

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Alumni Executive Committee

First row (l to r): Dr. Carl Urbanski, William B. Griffith, Mrs. Anita Janerich, Donald Honeywell, Russell H. Williams and Clayton Bloomberg. Second row: Roger Cease, Attorney Eugene Roth, Jay Olexy, Margaret Churchill, Raymond Litman and Gordon E. Roberts. Third row: William P. Lloyd, Faith Edwards, Attorney Harry Hiscox, Mrs. Harry Hiscox, Mrs. C. V. Stein, C. V. Stein. Fourth row: Ronald Tremayne, Attorney Joseph J. Savitz, and John Q. Mask.



Harrisburg Chapter Meeting

Seated (l to r): Roberta Russell Rakes, Ann Litman, Ray Litman, Mr. George Ralston, Guest Speaker, George Watson, Norma Linthicum, Joan Shoemaker Beers. Standing (l to r): Gene Rakes, Gene Bradley, Ira Roden, Dotty Roden, Betsy Hoeschele, Gordon Roberts, Kay O'Donnell, Helen Hudock, Dr. George Hudock, Jean Steele Iba, Nancy Batcheler Juris, Carl Juris, Ann Levin, Paul Levin and Paul Beers.



Wilkes-Barre Chapter

Above, in Wilkes Commons, first row, left to right: Dr. Stanko Vujica, M. Lloyd Davies, Ahmad Kazimi, Clayton Bloomberg, Dr. Carl Urbanski, Philip Amico, William Michaels, George Murdock. Second row, Anita Janerich, secretary; Joanne Yurchak, Margaret Morris, Jessie Roderick, Margaret Lawlor, Ruth Shiffman, Geraldine Kolotelo, Mildred Gittins, Patricia Belsky. Third row, Gordon E. Roberts, executive secretary; Dr. Frank Gazda, John H. Doran, Russell H. Williams, president; Attorney Eugene Roth, treasurer; Edward Gustitus, Attorney Gifford Cappellini, Raymond Mechak, Donald Stein, Alfred S. Groh.



## Art Fair

May 17 and 18 brought to the campus the annual Art Fair sponsored by the Art Club. This is the second year for the event and it complemented nicely the annual Wyoming Valley Fine Arts Fiesta which is gaining nation-wide publicity. Conyngham Hall Annex, setting for the Art Fair, saw a steady stream of visitors numbering almost 1,000 who viewed the exhibits occupying the two floors of the hall. Water colors, fashion drawing, sculpture, typography, batik, copper enameling, pastels, figure drawing, ceramics, oils, pottery, printing, tempera and encaustic painting comprised the exhibit. The Art Fair was climaxed with an Artists and Models Ball.



## CUE AND CURTAIN CONCLUDES SEASON WITH SMASH HIT

Chase Theater was the scene each evening from May 1-5 of overflowing audiences which came to see Wilkes Cue and Curtain perform superbly Henrik Ibsen's "An Enemy of the People."

"A spontaneous overflow of powerful emotions" does not begin to describe adequately the standing ovations given members of the cast for their outstanding performances. According to "Al" Groh, Director of the Theater, there has never been such immediate audience reaction to any play given previously at Wilkes.

Cue and Curtain reached new heights with this play which is an adaptation by Arthur Miller. The Theater at Wilkes, under the expert direction of Mr. Groh, is providing intellectual stimulus to students, to faculty, and to friends of the College.

Ibsen's "An Enemy of the People" concerns Kirsten Springs, a town on the Norwegian seacoast, and its inhabitants. The town and its people profit greatly from the attraction of the "springs," the mineral waters, so called, of the area. Dr. Stockmann, played by David Fendrick, discovers that the waters are poisonous, and advises a halt to the tourist trade which visits Kirsten Springs annually to bathe in

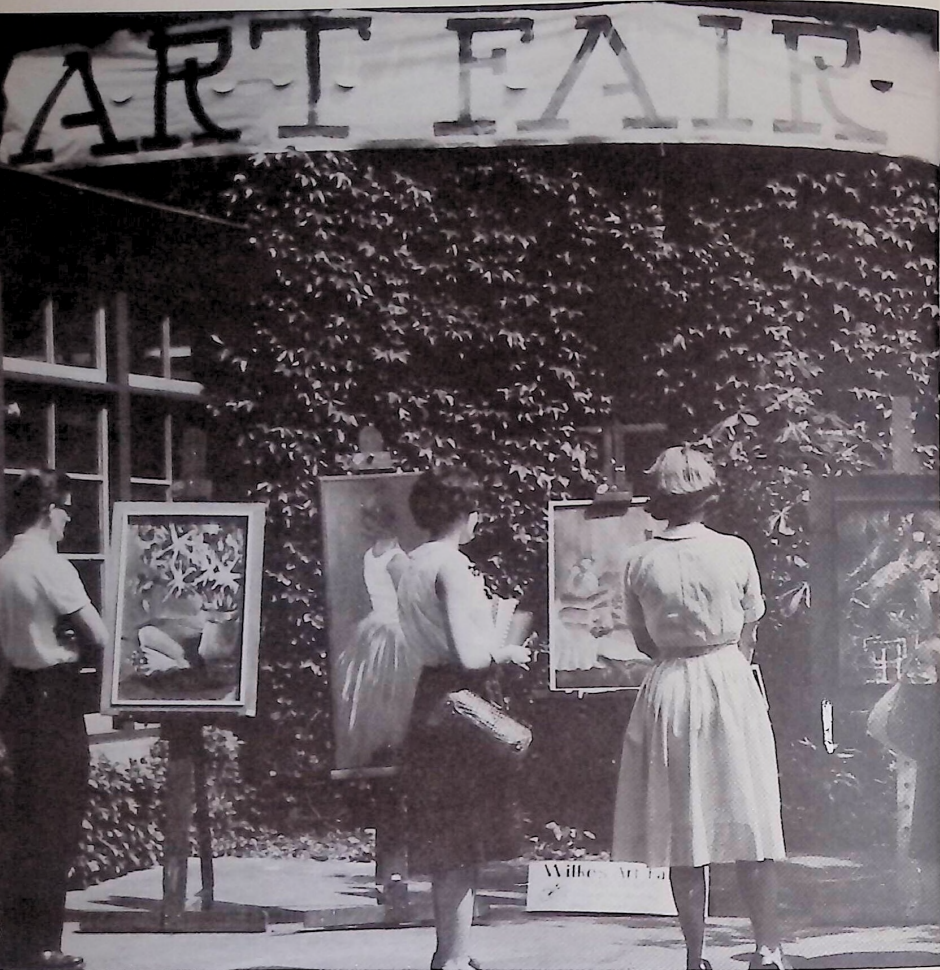
its "miraculous" waters. The resulting clash of interests between the individual and society follows. Dr. Stockmann, ostracized by his friends, concludes the drama in a scene with his wife and children: "You are fighting for the truth, and that's why you're alone. And that makes you strong — we're the strongest people in the world . . . and the strong must learn to be lonely."

Recently Cue and Curtain held its annual awards program. Awards were presented by Dr. William Edgerton, English Department Chairman, to the following students for outstanding performances during the past year: Best actor, David Fendrick, for his role as Dr. Stockmann in "An Enemy of the People"; Best actress, Sieglinde Vallot, as Elvira in "Blithe Spirit"; Best supporting actor, Marc Hirshman, as the mayor in "An Enemy of the People"; Best supporting actress, Joan Pitney, as grandma in "The American Dream."

J. Paul Thomas, '51, President of Theater Alumni, presented the annual "Theater Alumni Award" to Marc Hirshman for his portrayal of Mayor Stockmann in Ibsen's "An Enemy of the People."

Dr. Beverly Canning, Associate Professor of Speech and Drama, Hood College, Frederick, Maryland, was the guest speaker at the annual awards program. Dr. Canning reviewed several current non-musical Broadway dramas. Among them were the English plays: "A Passage to India"; "The Aspern Papers"; and "A Man for All Seasons." American plays reviewed briefly by Dr. Canning were: "Gideon"; "Gift of Time"; "The Night of the Iguana"; and "Purlie Victorious."

Dr. Canning concluded her remarks by stating that "the theater is not deteriorating . . . it (drama) is the chief contributor to our cultural heritage."



## Art Fair

May 17 and 18 brought to the campus the annual Art Fair sponsored by the Art Club. This is the second year for the event and it complemented nicely the annual Wyoming Valley Fine Arts Fiesta which is gaining nation-wide publicity. Conyngham Hall Annex, setting for the Art Fair, saw a steady stream of visitors numbering almost 1,000 who viewed the exhibits occupying the two floors of the hall. Water colors, fashion drawing, sculpture, typography, batik, copper enameling, pastels, figure drawing, ceramics, oils, pottery, printing, tempera and encaustic painting comprised the exhibit. The Art Fair was climaxed with an Artists and Models Ball.



## CUE AND CURTAIN CONCLUDES SEASON WITH SMASH HIT

Chase Theater was the scene each evening from May 1-5 of overflowing audiences which came to see Wilkes Cue and Curtain perform superbly Henrik Ibsen's "An Enemy of the People."

"A spontaneous overflow of powerful emotions" does not begin to describe adequately the standing ovations given members of the cast for their outstanding performances. According to "Al" Groh, Director of the Theater, there has never been such immediate audience reaction to any play given previously at Wilkes.

Cue and Curtain reached new heights with this play which is an adaptation by Arthur Miller. The Theater at Wilkes, under the expert direction of Mr. Groh, is providing intellectual stimulus to students, to faculty, and to friends of the College.

Ibsen's "An Enemy of the People" concerns Kirsten Springs, a town on the Norwegian seacoast, and its inhabitants. The town and its people profit greatly from the attraction of the "springs," the mineral waters, so called, of the area. Dr. Stockmann, played by David Fendrick, discovers that the waters are poisonous, and advises a halt to the tourist trade which visits Kirsten Springs annually to bathe in

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ANDREW HOURIGAN



MRS. HERVEY AHLBORN

Attorney Andrew Hourigan, Jr., has accepted an invitation to serve on the Wilkes College Board of Trustees. The last issue of the *Alumnus* should have carried the announcement, but due to copy pressure, it was held over until the Spring issue.

Mr. Hourigan, senior partner in the law firm of Hourigan, Kluger and Spohrer, is well known to residents of Greater Wilkes-Barre both for his activities with the Chamber and its industrial corporations; and numerous civic organizations throughout the area. Last year he served as general chairman of the Greater Wilkes-Barre Industrial Fund Campaign which through support by business, labor and industry and the community successfully reached \$1,720,000.

Co-founder of the Wyoming Valley United Fund, Mr. Hourigan has served as president of the Fund, 1958-60; chairman of the Planning Council 1955-58; and campaign chairman in 1954. Presently he is a director of Wyoming Valley United Fund, Pennsylvania United Fund, Council for Mentally Retarded, Mercy Hospital and Miners National Bank of Wilkes-Barre.

A graduate of Wyoming Seminary, Princeton University and the University of Pennsylvania Law School, Mr. Hourigan resides at 1720 Wyoming Avenue, Forty Fort with his wife, the former Annette Beasley of Baltimore, and children Kathleen, Andrew III and Annette.

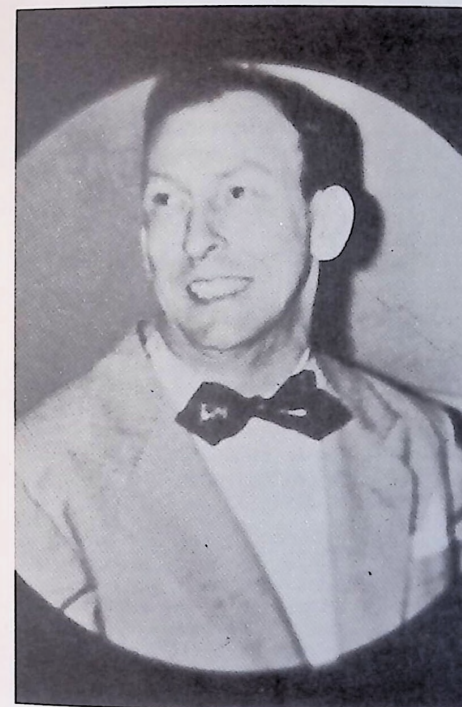
Effective July 1, Mrs. Hervey Ahlborn, currently finishing her term as Dean of Women at Keystone Junior College, will become the new Dean of Women at Wilkes. She will occupy the post now held by Mrs. Gertrude Doane, who returned to the College to fill this interim appointment. Dr. Farley made the announcement May 9.

Although a resident of Wilkes-Barre for many years, Mrs. Ahlborn was born in Altoona and graduated from Altoona High School to attend the Madeira School, Washington, D. C. In 1928, she was graduated from Mt. Holyoke College with an A. B. degree in Zoology.

An active participant in various community activities in Greater Wilkes-Barre, she served as Executive Secretary of the Luzerne County Medical Society from 1957 to 1959. She then joined the staff of Keystone Junior College in her present capacity.

A widow, she has two children — one, a married son in Oakland, California; the other, a daughter who teaches at Annie Wright Seminary, Tacoma, Washington.

Mrs. Ahlborn's professional affiliations include the Pennsylvania Association of Women Dean Counsellors, National Association of Women Dean Counsellors, and sustaining membership in the Junior League.



JACK P. KARN

Jack P. Karn, '39, is a fellow who keeps so busy he doesn't have time to think about being handicapped — really is!

Most of all, he is keenly aware of the problem of cerebral palsy — for he himself is cerebral palsied — he has pointed the way for many other handicapped persons to stop feeling sorry for themselves and do something.

Scholar, licensed theatrical agent, foreign film distributor and magazine writer, Jack's latest success is in playwriting. The United Cerebral Palsy headquarters in New York City has recently published rave notices in its official publication, "Crusader," about Karn's first play, "Appearance Counts," which is designed to show good grooming in palsied teen-agers and adults.

Jack has been one of the most deeply motivated and active members of the local UCP organization. He was instrumental in organizing the affiliate's adult group in 1955 and has been active in its activities until 1958. A charter member of the board of directors of Wyoming Valley's UCP, he has served as legislative chairman and as second vice president of the affiliate and chairman of the Development Committee.

Educated by private tutors as a child, the dynamic Jack shelved such instruction to enter the workforce at Wilkes-Barre Business School — and despite his handicap, he came a fine typist and stenographer. That was the case for this man who has been an inspiration to many who are handicapped. He then enrolled here at Wilkes College where he earned a lasting reputation as a sound actor, director of the theater and a skilled writer. His "Appearance Counts" is still remembered as "really something." From 1942 to 1948 he was a keyman on the staff of the Wilkes College Thespians.

In 1948 he opened an office in Simon Long Street and became the city's first foreign film exhibitor. He is also licensed by the state as a theatrical agent. He has also organized the well-remembered "Cinema Club" and a film appreciation group.

His work with UCP would keep any man busy, but Jack also finds time to be active with the Wilkes College Alumni Association, Little Theater, Fox Hill Country Club, and Wilkes-Barre Junior League. Jack resides at 372 South River Street, Wilkes-Barre.

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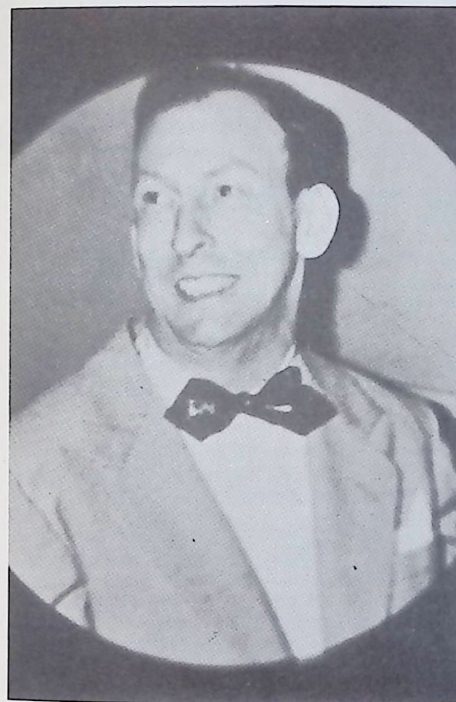
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HOURIGAN



HERVEY AHLBORN



JACK P. KARN



PAUL P. ZAVADA has been notified by the Pennsylvania State Board of Examiners of Public Accountants that he has successfully passed the examination for Certified Public Accountants. Now residing at R722 Hazle Street, Ashley, the new CPA is married and has a son, David. He is presently employed by Joseph H. Williams, CPA, with offices in the Blue Cross Building, Wilkes-Barre.

GEORGE H. BATTERSON is an advertising and sales promotion manager for UARCO Incorporated, Barrington, Illinois.

WILBUR J. SMILES is an Industrial Engineer for Jones and Laughlin Steel Corporation, Aliquippa Works, Aliquippa, Pennsylvania.

### '57

RAYMOND G. SABA received a Master of Science degree in physics from Penn State in January.

CHARLES W. ROBINSON is working as an accountant for Raymond International Construction Company in Saigon, Viet Nam.

LARRY D. AMDUR is a division manager for Suburban Directory Publishers, Inc., Washington, D. C.

WILLIAM J. JACOBSON is a supervisor of Scheduling at Okonite Company, North Brunswick, New Jersey. He supervises and improves the Production Control function in the areas of machine loading and machine assignment.

JOHN S. UCZEN has been appointed organist and music director of St. Patrick's Church and Academy, Syracuse, New York. He is married and has three children.

R. DAVID SLIMAK is Technical Advisor of Air Products and Chemicals, Inc., Los Angeles, California. He is advisor for the U.S.A.F. aircraft and missile cryogenic systems. He is married and has a daughter, Cheryl.

RAYMOND J. FALCHEK is a field engineer for the Micro Switch Division of Minneapolis-Honeywell Regulator Company, Philadelphia.

Mrs. Harry W. Ennis, (GWEN JONES), of Somerville, New Jersey,

has recorded songs for an album released March 1962 by *Folkways Records* entitled "More Learning as We Play," musical activities for exceptional children, selected and arranged by Winifred E. Stiles and David R. Singlend. This album is "an aid in developing an expansive beginning music program for retarded children or young normal children with mental ages of from three to eight years." Mrs. Ennis is a former music teacher in the Plainfield, New Jersey elementary public schools.

JAMES E. MARK of Menlo Park, California, is a research associate at Stanford University in Stanford, California. He is presently doing research in Polymer Physical Chemistry.

### '58

ANDREW SHAW, JR. has been appointed executive secretary of the Lehigh Valley Branch of the Pennsylvania Economy League, Inc. The Economy League is a statewide non-profit, non-partisan organization which does research aimed at producing efficient management in state and local government throughout the state. The Lehigh Valley branch has offices at 635 Main Street, Bethlehem.

RICHARD S. WYDOSKI of Swoyerville received a Master of Science degree in zoology in January from Penn State.

RONALD D. TREMAYNE of Scranton is a data processing sales representative for I.B.M. in Scranton. He is married and has a daughter, Kathy Lynn.

HARRY L. MOYLE was promoted to assistant cashier at Miners National Bank, Mountaintop Branch.

Rev. GEORGE R. RICHARDS was ordained into the priesthood of the Episcopal Church in Bethlehem. He is rector of St. James Church, Free-land-Drifton, and St. Paul's Church, White Haven, Pennsylvania.

THOMAS A. YAHARA of Edwarsville received a B.S. degree in Mechanical Engineering from Penn State in January.

LEE W. ECKERT is a service foreman for Bell Telephone in Lancaster. Mr. and Mrs. Eckert, the former NANCY WILKINS, Class of '59,

make their home at 122 Atkins Avenue, Lancaster, Pennsylvania with their son, Paul.

Mrs. Paul Earl, (MERRIE JONES), is a teacher in the elementary schools of Bellevue, New Jersey.

JOSEPH W. OLIVER of 104 Woodland Avenue, Medina, New York is a teacher and football coach at Medina Central Schools, Medina. Joe is married to the former JOAN TIERNEY, Class of '59, and has a son, Thomas.

Mrs. Oscar Knight, Jr., (NANCY CASTERLIN), is a research assistant, preparing bibliographies from chemical abstracts, physical abstracts, etc., and is also the chemical librarian at Baltimore Gas and Electric Company, Baltimore.

WILLIAM I. J. WILLIAMS is Assistant Superintendent and Business Administrator in the Verona, New Jersey schools. Mr. and Mrs. Williams, the former PATRICIA STOUT, Class of '56, make their home at 38 Brentwood Drive, Verona with their sons, David and William.

### '59

EDWARD J. BOLTZ, former assistant vice president at the Miners National Bank, was promoted to vice president in December.

PAUL EARL is teaching mathematics in the Bellevue New Jersey Senior High School.

FRED MALKEMES, JR. teaches English in Bergenfield High School, Bergenfield, New Jersey.

RODGER LEWIS has accepted a position with the Montrose Consolidated School Board, Montrose, Pennsylvania, as the new guidance counselor at the High School. He began his work in March, devoting his full time to the guidance program. Prior to his present position, he had been a teacher at Plymouth Junior High School.

DAVID E. WASSERSTROM has been named chief clerk of the "Moot Court" at Dickinson Law School for the moot court finals for law students recently. Members of the court are selected for high academic standing and demonstrated competence in court

### '59 (cont'd)

procedure. The program is a part of the law school's Student Bar Association Spring Weekend.

CARROLL DAVENPORT has been winning honors with his high school bands and color guards. He taught music at the Guilford School in New York for two years where his band won two awards. He is now Assistant Music Supervisor for the Sherburne School District and also at Edmenston, where he has the Junior Band and Color Guard. His Color Guard, in a seven Color Guard competition, won first prize in January and have now been invited to participate in State competition at Soldiers and Sailors War Memorial Auditorium in Syracuse. His Drum and Bugle Corp has won first prizes and will now compete, along with 30 or 40 other bands and color guards, in the Sherburne Band Festival.

JACOB B. ARMILLEI is Chairman of the Audio-Visual Aids Department of the Bergenfield Senior High School, Bergenfield, New Jersey. His duties include director of audio-visual aids materials and equipment, including closed-circuit television operation. He is also equipment co-ordinator for the school system.

LEONARD P. MAJIKAS is executive director of Family Service of Columbia County, Bloomsburg, Pennsylvania. He is married and has a son, Mark.

RICHARD E. EDWARDS of 207 Berbro Avenue, Upper Darby, Pennsylvania is a Senior Finaldial Analyst at the Philadelphia National Bank, in charge of analyzing credits of finance companies.

CHARLES S. BUTLER is a Procurement Coordinator for Vertol Division, the Boeing Company, Morton, Pennsylvania. Mr. and Mrs. Butler reside at 3030 Surrey Lane, Concord Square, Chester, Pennsylvania with their two daughters, Cynthia Ann and Constance Elizabeth.

Mrs. Charles Young, (ANN T. DIXON), is a housewife, residing with her husband, a Navy Lieutenant, in Yokosuka, Japan.

Mrs. Pershing Casella, (MARY LOUISE SPINELLI), is a teacher in the Binghamton School System, Binghamton, New York.

ELLEN KEMP is teaching fifth grade in East Islip, Long Island, Schools.

FREDERICK J. ROBERTS is a researcher studying recruitment and retention problems involving professional personnel employed by the City of New York government for Brookings Institution Manpower Study.

### '60

BERNARD JOHNS is a mathematics instructor at the University of Scranton.

Mrs. Joseph Olexy (JEAN SHOFFRANKO), is teaching English in Brick Township Schools, New Jersey.

AGESINO PRIMATIC is Director of Concert Band and music instructor at G.A.R. High School, Wilkes-Barre.

EDWIN A. MATTHEWS of 4817 Fourth Avenue, Oxon Hill, Maryland is a mathematics teacher and audio-visual aids coordinator at Oxon Hill Junior High School, Washington, D.C.

WILLIAM G. MAXWELL is a biology teacher at Dundee Central School, Dundee, New York.

CYNTHIA ANN DYSLESKI is a senior in the Engineering School of the University of Miami.

THOMAS D. EVANS is teaching English in the seventh and eighth grades at the Montrose Consolidated School, Montrose, Pennsylvania.

DONALD E. STEIN of Wapwallopen is a Retail Specialist for Atlantic Refining Company. Miners National Bank Building, Wilkes-Barre.

ROBERT C. AMBROSE is a Systems Analyst for Burroughs Corporation, Scranton. Mr. and Mrs. Ambrose and children Robert and Brenda reside at 285 Hazle Avenue, Wilkes-Barre.

ANNE CURLEY is an Advertising Copywriter at Fowler, Dick and Walker in Binghamton, New York.

HOWARD L. ALLI noted to Merchants the Vineland, New Jersey, Roebuck and Mrs. Allen, (I SHER), Class of '59, to 742 West Earl, New Jersey.

KATHRYN J. M. Shickshinny was chief student in her grade the School of Medicine Geisinger Medical. The award is determined by students. She recalled that she had been chief of Clinical Pathology, Indiana.

ROBERT T. BENGRAMMER working for I.B.M. Corporate Space Center, Green

CAROLYN R. HOING English in 1 School, Parsippany,

Mrs. David Skib ANN FUSHEK), fifth grade in Dowe Texas.

FAITH E. EDWARDS administrative Secretary national Commission Student Association. The Association is approximately 4000 leges and universities of 1,350,000 International Commission the foreign student expresses to them policies and philosophies these ideas which to all French-speaking sides translating, administrative Secretary national Commission

ROBERT L. CHEVONICAL Aide at Bell oratories, Murray F

LOUISE C. HISCI science and mathematics Township Public lock, New Jersey.

ADA has been notified  
lvania State Board of  
ublic Accountants that  
ully passed the exami-  
fied Public Account-  
siding at R722 Hazle  
the new CPA is mar-  
a son, David. He is  
loyed by Joseph H.  
A, with offices in the  
ilding, Wilkes-Barre.

BATTERSON is an  
l sales promotion man-  
CO Incorporated, Bar-  
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MILES is an Industrial  
ones and Laughlin Steel  
Aliquippa Works, Ali-  
lvania.

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ROBINSON is work-  
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Construction Company  
t Nam.

MDUR is a division  
urban Directory Pub-  
ashington, D. C.

JACOBSON is a super-  
ulating at Okonite Com-  
runswick, New Jersey.  
and improves the Pro-  
l function in the areas  
loading and machine

EN has been appointed  
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ren.

LIMAK is Technical  
Products and Chem-  
s Angeles, California.  
or the U.S.A.F. aircraft  
rogenic systems. He is  
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FALCHEK is a field  
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JAMES E. MARK of Menlo Park,  
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Economy League is a statewide non-  
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RICHARD S. WYDOSKI of Swoyer-  
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son, Thomas.

Mrs. Oscar Knight, Jr., (NANCY  
CASTERLIN), is a research assist-  
ant, preparing bibliographies from  
chemical abstracts, physical ab-  
stracts, etc., and is also the chemical  
librarian at Baltimore Gas and Elec-  
tric Company, Baltimore.

WILLIAM I. J. WILLIAMS is As-  
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JACOB B. ARMILLEI is Chairman  
of the Audio-Visual Aids Department  
of the Bergenfield Senior High School,  
Bergenfield, New Jersey. His duties  
include director of audio-visual aids  
materials and equipment, including  
closed-circuit television operation. He  
is also equipment co-ordinator for the  
school system.

LEONARD P. MAJIKAS is execu-  
tive director of Family Service of  
Columbia County, Bloomsburg, Penn-  
sylvania. He is married and has a  
son, Mark.

RICHARD E. EDWARDS of 207  
Berbro Avenue, Upper Darby, Penn-  
sylvania is a Senior Finaldial Analyst  
at the Philadelphia National Bank,  
in charge of analyzing credits of fi-  
nance companies.

CHARLES S. BUTLER is a Procure-  
ment Coordinator for Vertol Division,  
the Boeing Company, Morton, Penn-  
sylvania. Mr. and Mrs. Butler re-  
side at 3030 Surrey Lane, Concord  
Square, Chester, Pennsylvania with  
their two daughters, Cynthia Ann and  
Constance Elizabeth.

Mrs. Charles Young, (ANN T.  
DIXON), is a housewife, residing  
with her husband, a Navy Lieutenant,  
in Yokosuka, Japan.

Mrs. Pershing Casella, (MARY  
LOUISE SPINELLI), is a teacher  
in the Binghamton School System,  
Binghamton, New York.

ELLEN KEMP is teaching fifth  
grade in East Islip, Long Island,  
Schools.

FREDERICK J. ROBERTS is a re-  
searcher studying recruitment and  
retention problems involving profes-  
sional personnel employed by the  
City of New York government for  
Brookings Institution Manpower  
Study.

'60  
BERNARD JOHNS is a mathematics  
instructor at the University of Scrant-  
on.

Mrs. Joseph Olexy (JEAN SHO-  
FRANKO), is teaching English in  
Brick Township Schools, New Jersey.

AGESINO PRIMATIC is Director  
of Concert Band and music instructor  
at G.A.R. High School, Wilkes-Barre.

EDWIN A. MATTHEWS of 4817  
Fourth Avenue, Oxon Hill, Maryland  
is a mathematics teacher and audio-  
visual aids coordinator at Oxon Hill  
Junior High School, Washington, D.C.

WILLIAM G. MAXWELL is a bi-  
ology teacher at Dundee Central  
School, Dundee, New York.

CYNTHIA ANN DYSLESKI is a  
senior in the Engineering School of  
the University of Miami.

THOMAS D. EVANS is teaching  
English in the seventh and eighth  
grades at the Montrose Consolidated  
School, Montrose, Pennsylvania.

DONALD E. STEIN of Wapwallopen  
is a Retail Specialist for Atlantic Re-  
fining Company, Miners National  
Bank Building, Wilkes-Barre.

ROBERT C. AMBROSE is a Sys-  
tems Analyst for Burroughs Corpora-  
tion, Scranton. Mr. and Mrs. Am-  
brose and children Robert and Brenda  
reside at 285 Hazle Avenue, Wilkes-  
Barre.

ANNE CURLEY is an Advertising  
Copywriter at Fowler, Dick and  
Walker in Binghamton, New York.

HOWARD L. ALLEN has been pro-  
moted to Merchandise Manager in  
the Vineland, New Jersey store of  
Sears, Roebuck and Company. Mr.  
and Mrs. Allen, (DEBORAH DEI-  
SHER), Class of '58, recently moved  
to 742 West Earl Drive, Vineland,  
New Jersey.

KATHRYN J. McDANIELS of  
Shickshinny was chosen the outstand-  
ing student in her graduating class at  
the School of Medical Technology,  
Geisinger Medical Center, Danville.  
The award is determined by fellow  
students. She recently received word  
that she had been certified as a medi-  
cal technologist by the American So-  
ciety of Clinical Pathologists at Mur-  
ray, Indiana.

ROBERT T. BENESKI is a Pro-  
grammer working on Project Mercury  
for I.B.M. Corporation at Goddard  
Space Center, Greenbelt, Maryland.

CAROLYN R. HOWELLS is teach-  
ing English in Parsippany High  
School, Parsippany, New Jersey.

Mrs. David Skibbs, (PATRICIA  
ANN FUSHEK), is teaching the  
fifth grade in Dowell School, ElPaso,  
Texas.

FAITH E. EDWARDS is an Ad-  
ministrative Secretary for the Inter-  
national Commission, U. S. National  
Student Association, Philadelphia.  
The Association is a confederation of  
approximately 400 member U.S. col-  
leges and universities with an enroll-  
ment of 1,350,000 students. The  
International Commission deals with  
the foreign student associations and  
expresses to them American student  
policies and philosophies. Faith trans-  
lates these ideas which are then sent  
to all French-speaking countries. Be-  
sides translating, she is the Admini-  
strative Secretary responsible for all  
secretarial work leaving the Inter-  
national Commission.

'61  
ROBERT L. CHEW is Senior Tech-  
nical Aide at Bell Telephone Lab-  
oratories, Murray Hill, New Jersey.

LOUISE C. HISCHAK is teaching  
science and mathematics at Washing-  
ton Township Public School, Gren-  
lock, New Jersey.

'61 (cont'd)

CHRISTOPHER H. LOESCH, JR. has successfully taken the test necessary to become a registered Certified Public Accountant. The test, a uniform one given simultaneously throughout the country, is comprised of five sections and requires a testing period of 2½ days. It has been noted that it is not uncommon for a graduate to try his luck at the test but that very few took the five sections in one 2½ day sitting. Most accountants take the sections individually and spread them out over a period of time. Thus, he has the top achievement in the field of accounting within one year of his graduation, a feat not accomplished by many accountants.

HERBERT M. KLINE was recently commissioned an officer in the U. S. Naval Reserve at exercises held at the USN Officer Candidate School, Newport, Rhode Island.

JOSEPH OLEXY is teaching English in Brick High School, Brick Township, New Jersey.

ROBERT S. EVANS has been assigned to Headquarters and Headquarters Company of the 3rd Army Garrison Post at Fort George G. Meade, Maryland for on-the-job-training in finance.

RAYMOND S. LITMAN is Assistant Credit Manager in the Harrisburg store of Sears, Roebuck and Company. Ray is the newly elected President of the Harrisburg Chapter of the Wilkes Alumni Association.

LOIS J. SCHWARTZ is a private secretary for the manager of Photocell Engineering and Manufacturing at R.C.A., Crestwood Industrial Park, Mountaintop, Pennsylvania.

Second Lt. BRUCE D. WHAITE has entered United States Air Force pilot training at Williams A.F.B., Arizona. He will fly T-37 and T-33 jets during the year-long flying training course. He also will receive special academic and military training and will be awarded the silver wings of a pilot upon graduation.

Mrs. Benjamin Levy, (SANDRA UNGAR), is teaching fourth grade in the Dover Public Schools, Dover, New Jersey.

MARVIN ANTINNES is teaching English at Meyers High School, Wilkes-Barre, where he has also been named to the coaching staff.

FLORA F. LOPKO of Swoyerville, Pennsylvania, was married recently to Raymond Ohannes of Detroit, Michigan. Until the time of her marriage, the bride was employed by the Department of Interior, Washington, as a scientific illustrator for the geological survey. The couple is residing at 661 Merton Road, Detroit, Mich.

### Down The Aisle . . .

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JULIAN GOLDSTEIN was married on November 19 to Miss Sandra Simon at the Dunes Motel, Miami Beach, Florida. The couple is presently making their home at 234 Sidonia Avenue, Coral Gables, Fla.

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RODION J. RUSSIN was married on January 20 to Miss Jane E. Holloway in Cleveland, Ohio, where Rodion is a practicing attorney. Mr. and Mrs. Russin are residing at 11820 South Lane Drive, Lakewood, Ohio.

'56

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'57

ELNORA METROKA was married on January 27 to Nick Rusnak. The couple is residing at 3425 Cromwell Place, San Diego 16, California.

BARBARA ANN RITTER of Forty Fort became the bride on October 23 of Edwin J. Brush in Augsburg, Germany. Prior to her marriage, Barbara was employed as a secretary at the Kingston Branch of the First National Bank of Wilkes-Barre. The couple is presently residing at 131 South Maple Avenue, Kingston, Pa.

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### This Bright New World

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'49

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a son, Bruce Leslie, to Mr. and Mrs. James Richardson, 180 Wolverine, Staten Island, New York on June 6, 1961. Mrs. Richardson is the former JEANNETTE R. PERRINS, Class of '56.

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### In Memoriam

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The young physician, a native of Nanticoke, was clinical director at Retreat State Hospital and was an associate in the department of psychiatry at Wilkes-Barre General Hospital, prior to April, 1960, when he assumed the duties of neuropsychiatrist at Harrisburg Polyclinic Hospital.

He was graduated from Jefferson Medical College in 1952 with undergraduate preparation at University of Pittsburgh, Bucknell Junior College, and Wilkes. Dr. Owens served his internship at Germantown Hospital, Philadelphia, and had residencies in neurology at Jefferson Medical College and in psychiatry at Norris-town State Hospital.

Surviving are his father, Thomas E. Owens,

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'59

a daughter to Mr. and Mrs. Donald Bolton, 137 Meadowcrest, Trucksville, Pennsylvania, on March 4.

a son, Richard James, to Mr. and Mrs. Richard Edwards of Upper Darby, Pennsylvania, on January 4, 1962.

a daughter to Mr. and Mrs. Daniel Motill, Apartment G-21, Bucknell Village, Lewisburg, Pennsylvania, on February 27.

a son, Paul, to Mr. and Mrs. Paul Earl, Belleview, New Jersey, on May 25, 1961. Mrs. Earl is the former MERRIE JONES, '58.

a son to Mr. and Mrs. Myron Suseck of 33 Castleton, Somerset, New Jersey.

'60

a son, William James, to Mr. and Mrs. William J. Michaels of 8 Meyers Lane, Kingston, on March 12.

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Mr. R. B. Jordan  
 186 Mill Street  
 Parsons, Pennsylvania

## What's Your Line!

THE CLASS NEWS that you have been reading has come from this questionnaire. There will continue to be class notes as long as you continue to send this back to us with information concerning you and your eventful lives — without it we are lost.

1. Name .....  
LAST FIRST MIDDLE

Maiden Name .....

Street ..... City ..... State .....

Telephones: Home ..... Business .....

2. Wilkes Degree ..... Curriculum ..... Year Graduated .....

Withdrew ..... Transferred to ..... Degree ..... Date .....

3. Advanced Degrees ..... Source ..... Date .....

.....

.....

4. Place of Employment ..... Title .....

Business Address .....

Duties .....

.....

5. Married  Single

Spouse (Name) ..... Wilkes graduate? .....

Children: Name ..... Date of Birth .....

.....

.....

.....

6. Last Position Held: Title ..... Employer .....

7. Permanent Reference Address .....

(NAME) (PHONE)

(STREET) (CITY) (STATE)