

SPRING-SUMMER

Volume 9

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No. 6



WILKES
COLLEGE
ALUMNUS

ON THE COVER . . .

The spacious and beautiful Weckesser Home on South Franklin, the most recent acquisition of the College, adds to the expanding growth of the College campus.



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EDITORIAL

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So it is with Wilkes. We, its alumni, are an inseparable and permanent part of the life of the College. The College trusts to benefit from each of us, for it continues to look upon us as its living experiences. Undoubtedly the problems of our everyday lives leave insufficient time to contemplate this relationship. It is in the quietness of thoughtful reflection that we realize the College is each of us and each of us is the College.

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BACCALAUREATE ADDRESS



by DR. FRANCIS J. MICHELINI,
Dean of Administrative Affairs and
Professor of Biology, currently on
leave with the National Science
Foundation, Washington, D. C.

It is indeed a pleasure to return to Wilkes as a participant in these exercises that mark the culmination of your years of undergraduate education. It is especially appropriate that this segment of your commencement activities should be attended primarily by the parents of our graduates. Tomorrow evening's ceremonies will be more formal, and attended by a larger number of friends and relatives, but tonight is devoted to sharing more intimately this happy occasion with your families. This is most appropriate, for each of you is aware of the love and sacrifice every parent has made to bring you to this point in your life. This is true of me as well as you, and I would like to publicly acknowledge this debt by presenting to you one to whom I owe so much for the love, guidance and encouragement throughout my life — my mother.

During my initial thinking about a topic for my address this evening, I decided to find out exactly what "Baccalaureate" meant. It is one of those words that one accepts intuitively — and as usual — my intuition was wrong. I found that it was, as I expected, "a sermon delivered to a graduating class at commencement," but what threw me was *sermon*. When I looked this up, I found it defined as "a lecture on one's conduct or duty, hence, an *annoying harangue*." I couldn't believe that you graduates who know me as Wilkes College's cherry-pie-eating champion (retired), watermelon-eating champion (retired), and donkey basketball low scorer (retired), would expect from me an "annoying harangue." Instead, I will try to develop more of what I hope will be perspective rather than annoyance through my address tonight.

A professor invited to give the baccalaureate address at Yale started his address by saying he realized they had worked hard for four years to get to this point and that he didn't want to bore them with a long speech. Instead, he would simply take YALE and briefly examine each letter. He then took "Y" and developed the theme of *Youth* for 45 minutes; "A" and discussed *Allegiance* for another 45 minutes; then on to "L" for *Law* for another 45 minutes. As he was proceeding into "E" he noticed a student kneeling in the aisle with his hands clasped. The speaker looked, hesitated in his speech, then said, "Son, is anything the matter?"

Boy said, "No, not really, I'm just thanking God I'm not graduating from the Massachusetts Institute of Technology."

This sufficiently impressed me, as jokes usually do, that I thought about a similar approach; expansion on WILKES — not, I hasten to add, at 45 minutes per letter.

No great problem was presented in finding a word that would convey a significant meaning for *W*. One of the first proofs for the existence of God, as I recall it from one of my courses in Theology many years ago, is the "Nature and Order that exists in the Universe." To a biologist the current understanding of this proof is a wondrous thing. I chose the word *Wonder*, because I think one of the most misunderstood relationships in the world today is the relationship between science and religion. I say misunderstood because today science has produced a deeper insight into this first proof of God than any other sphere of human activity.

Man can be quite an egomaniac when it comes to God — seems strange doesn't it — but in a society where almost everyone tacitly acknowledges that he cannot understand a computer; that he really doesn't know why his car goes (except that if it doesn't when he turns the key, he calls the AAA); that he cannot understand, and doesn't claim to, the elements in a mob that produce riots and hysteria — yet despite all the things he does *not* know he *DOES* presume to know all about God! In science, one does *not* presume that he knows the answers or completely understands the workings of nature. One of the reasons Western civilization has progressed so fantastically is because we make the assumption that one *can* understand if one makes the attempt and phrases a question of nature that will produce a meaningful answer. In many instances the apparent atheist who said about the thunderstorm and lightning, about sickness and disease, "I do not believe this was caused by God or Gods but has some understandable physical reason or cause" — was expressing a belief of an order in the universe that bespoke a greater, more *meaningful* God, than the ones being ruled out in order to initiate the inquiry. The current understanding of the various biological and physical phenomena that enable us to discuss such things as:

1. controlled atomic fission and fusion to produce power
2. precise orbital position of a Venus probe
3. utilization of a laser beam to surgically reattach the retina of the eye
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and consider them susceptible to our understanding is truly a fantastic affirmation of this first proof of God — the belief in the existence of order in the universe. Without the tacit assumption that such order exists, the scientist would have no cause to expect a logical answer to his questions, no reason to expect that he can extend his results reasonably to predict a new situation and problem. In one of his recent addresses, Dr. Waterman, Director of the National Science Foundation, said, "Perhaps one hopeful aspect of our times is that some part, at least, of the energy and ingenuity that for centuries have been dissipated in wars is being channeled into the conquest of space and other major scientific undertakings.

"Perhaps we have come full circle; for science, which in the beginning was known as natural philosophy, has in the ensuing centuries opened so many doors and asked so many questions that it must once more link hands with philosophy to help us find the answers."

In my alphabet of Wilkes, therefore, I want to put into some meaningful perspective the Wonders that you will experience and contribute to in your lifetime — the wonder of an understanding of nature that flows into the mainstream of a more fundamental understanding of God. All of your human activity exists within this frame of reference of an orderly universe subject to fundamental laws that we as men can yet only glimpse.

I seemed one of the easiest letters in the Wilkes alphabet to develop. Intelligence, Ignorance — certainly we could gain much from a brief concern about what constitutes intelligence — the sorry fact that an intelligent person, when swayed by emotion — with a mind closed by bigotry or a false image — can be more abysmally ignorant than the moron — but this didn't seem quite what I felt I wanted to say. The selection of a theme for *I* came from a Wilkes graduate of 1958 and is expressed by the word *Individual*.

On Memorial Day — when all pay homage to the men and women who gave their lives to preserve our country — we drove out to Arlington National Cemetery. Neil Dadurka is buried there, and we went to visit his grave. It takes a very unusual person not to respond to the deeply peaceful spirituality of those grounds. I thought a great deal about

Neil and it seemed especially appropriate that the he gave through his death should be a part of this. Neil was not an unusual Wilkes student; true, a fine wrestler, with a singleness of purpose when that enabled him consistently to overcome a supponent. He was an outstanding individual performer in football, he was a real team player who blended individual efforts with those of others. He was typical that he had an occasional academic problem. He loved and became a Marine jet pilot. Again in his jet training he overcame personal shortcomings by fighting harder, working harder. Finally this chapter of his life ended in a flame-out over the Los Angeles suburbs. He made a split-second decision to be made — whether to save himself but run the risk of his plane crashing into a populated area or to stay with it and guide it to a rural area at the time of this opportunity to survive. He stayed with it — out beyond the suburbs — crash-landed and died from crash injuries. What do I feel he stands for? Neil was an individual — he had the problems every human being has, and he solved them as we all do — an effort of his own resources and with work.

Wilkes for individual — what each of us is and not every daily effort; an individual in our judgments, individuals in our opinions; individuals in every serious democratic society such as ours is dedicated to where the individuals right to speak freely, to reason and to arrive at independent judgment must be maintained. Yet at the moment of decision the deciding factor was not rooted in his freedom as an individual. It was the highest order of human achievement; the mental recognition of a responsibility above that of a concern for others. When the chips are down, the characteristic of the individual that carries the meaning for us. Certainly a great deal of your life decisions will be based on individual concerns and actions. In addition to this, however, must be the awareness of even higher concern we as individuals must have. Certainly this concern for others is fundamental to Judeo-Christian traditions. Among Pope John's readings was this, "My son, in proportion as you care for yourself, so will you be able to enter into me. The College would not be here were it not for the individuals in our community who go beyond concern of self and work for others. Participation in community United Fund drives — yes — even in alumni activities — less spectacular but no less meaningful affirmations of a higher order of human activity by the individual. Dadurka demonstrated the extremes of these responsibilities that we all have, the responsibility to do full justice to our individual capabilities, yet ever aware of a higher concern for others. You cannot be less heroic in your efforts to fulfill yourselves as contributing members of society.

For *L* I selected *Loyalty*. I think we are all aware of being loyal to something — loyal to our country, friends — loyal to our school, etc. But as you arrive at a point in your careers it might be well to re-examine your loyalties and what they mean.

Certainly we relate loyalty to patriotism, a willingness to fight and die for our country. Are we equally ready to relate loyalty and patriotism to a willingness to engage in exercising our responsibilities as citizens? Does this loyalty extend to filling out an honest tax return or exercising our voting franchise?

We are loyal to the ideal of family responsibility, willing to sacrifice for our children so that they can have an education; but, are we willing to be active in community activity necessary to keep others aware of the need for new schools, better teachers, good textbooks?

These may seem like digressions from my theme, but they are gaining a new perspective on some of the elements of increasing importance in your lives, your loyalty, your major significance. Each of us must develop certain loyalties. These may be to an ideal, a person, a project, or both.

(Continued)

BACCALAUREATE ADDRESS



FRANCIS J. MICHELINI,
Administrative Affairs and
Biology, currently on
staff at the National Science
Foundation, Washington, D. C.

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(Continued on Page 9)



COMMENCEMENT ADDRESS

by ADMIRAL
ALBERT G. MUMMA,
U. S. N. Retired,
Vice-President, group
Executive of the Board
of the Worthington
Corporation.

Ladies and gentlemen of the Graduating Class, President and Honored Guests!

It gives me particular pleasure to be here to-day at this commencement exercise — first, because of my great friendship and respect for your Trustee and former Commanding Officer of mine, Admiral Harold R. Stark. I note with satisfaction the position that the Harold R. Stark Science Hall occupies on this campus and in the plans for the future of this institution.

My second reason for my pleasure in talking to you stems from the recognition that this college is a young, vigorous and growing institution.

Let me go back more than a century to 1845. Secretary of the Navy, George Bancroft had succeeded in convincing the Congress that we needed a Naval Academy for the training of engineers for the Navy. The line officers of the Navy were then abundantly trained as midshipmen before the mast in the school of hard knocks and bitter experience, but the demands of technology brought on by the adoption of steam in the Navy were so great that a shore-side school was finally established for the training of these engineers. The Military Academy at West Point already existed with a civil engineering bias in addition to the military training of officers for the Army. By 1880 the stature of these two schools had attained such recognition that twelve graduates, six from each academy, were loaned to several institutions for the purpose of fostering engineering curricula in these schools. Among these were Dr. Albert A. Michaelson of Speed of Light fame, and Dr. W. F. Durand who, between them, were responsible for the engineering excellence at CALTECH, Cornell and Stanford. Dr. Durand was a founding member of the National Advisory Committee for Aeronautics and, until his death only a few years ago, was dean of all American engineers. During these years, prior to 1900, the Navy sent its officers to Europe for post graduate education after completing the course at the Naval Academy, but in 1901 it was felt that sufficient stature had been achieved at MIT and their post graduate training was transferred to that institution.

I chart this background merely to indicate the extremely close link that your Navy has had with the development of engineering and scientific education as well as its intense interest in research and industrial development.

Prior to World War II this nation was still considered a somewhat backward nation from a scientific viewpoint though we had achieved great industrial progress. During this war, as is usually the case, tremendous research and development effort was stimulated by the sense of urgency and necessity for survival.

An example was the development of the atomic bomb by the Manhattan project. In this case top military and scientific personnel were brought together for one preeminent

purpose, to attempt to overcome a two-year lead that German scientists had achieved in creating a chain reaction by nuclear fission. There were three most promising methods of achieving this result. The first two, different methods of separation of U235 from U238, were the thermal diffusion process and the electro magnetic process. The third, was the production of a newly discovered fissionable material, plutonium, through its manufacture in a nuclear reactor. The big lesson that came from this project was the urgency put a new dimension on the saving of time. Hence, all three projects were pursued simultaneously. And it is to the everlasting credit of the scientists, engineers, and technicians on each that all three were successful. Had they been attacked individually in series no one can say how disastrous or far reaching a failure might have been.

This project, therefore, was an object lesson to all of us working in all fields of science and engineering that the one irreplaceable and most precious ingredient of research is TIME.

Today we see a large national effort in research and development and a great clamoring for scientists and Ph.D.'s. Ladies and gentlemen, we need engineers and technicians, and skilled machinists, and good draftsmen with great urgency and in some industries the need for the latter groups is far greater.

There has grown up in the United States, in addition to the other class problems of race, creed and color, a sort of educational snobbery in which a scientist looks down at a lower plane of engineers and they are in turn somewhat sorry for a lower class of technicians. This is a luxury of attitude that we cannot afford. We need all levels and a completely cooperating team of scientists, engineers and technicians to make the maximum contribution in the shortest possible time. Today in laboratories we find Ph.D.'s doing work that can easily be done by engineers and technicians. This dilutes the efficiency of his scientific efforts and wastes time.

Today approximately half of the competent high school graduates attend college and approximately half of them drop out before receiving a degree. We also see the paradox where some of the more brilliant graduates are snapped up by industry and are paid so handsomely that they lose their motivation for going on to a Ph.D. Sometimes this paradox leaves the graduate door open to second and third best students who then become the Ph.D.'s with a less creative overall result.

We also find that many of those in college who are interested in engineering but are unable to excel in that field choose to graduate with a liberal arts degree and ignore engineering thereafter. Then there is the young high school graduate who should go to college but can't afford it, who is given insufficient opportunity to attend on scholarship or other financial grants.

All of these are a waste of technical manpower. Our goal should be the maximum utilization of each person's own ability to make a contribution at the level that he is best capable of achieving and making a satisfying living. We all know that recognition is one of the greatest incentives and satisfactions of human endeavor. Let us make these results commensurate with the degree of achievement at each level of contribution and let us not measure a technician or engineer by a scientific standard of creativity.

Every single one of us has a major contribution to make and if each one of us is trained to the maximum of our capability we should then find satisfaction in working at that level and our reward should be the satisfaction and recognition of a job well done.

I therefore plead with each one of you to take a tolerant and understanding view not only of the niche which you will make for yourselves but in your attitude towards those associated with you at either higher or lower educational levels. Though education in itself is a worthwhile goal it is not in itself the end, and is only of value in proportion to the efficiency with which we utilize it.

Ladies and gentlemen, one final emphasis again on the vital importance of Time. Once gone it is irretrievable. Use it wisely now.

A CHALLENGE TO EACH OF US.

The Annual Wilkes College Alumni Campaign for scholarship funds for able and needy students is currently underway. The College depends on the support of all alumni in its effort to provide financial assistance to students who qualify on the basis of ability and need.

Co-Chairmen of this year's campaign are Elmo Clemente '42 and Leonard Mulcahy '58. As of July 12 a total of \$6,904.91 has been pledged by Wilkes Alumni. One indication of support of the College is our individual response to this most important program. Each of us is asked to *participate*, to do something, no matter how small the gift. *Participation* is the key to the success of this year's alumni efforts. Won't you respond to this appeal as an alumnus of Wilkes.

Our efforts as individuals are doubtless help to provide the funds necessary for a scholarship program, and they indicate to financial aid that we, the products of an interesting and are committed to the educational program of our College, to do what we can as an indication of our

As an individual your help is needed and your help is significant.

If you have sent your contribution please accept our thanks; if you have not do so as soon as possible.

Pictured below are alumni of the Wilkes College Scranton areas who recently "kicked off" the annual alumni appeal at a dinner at the Hotel Sterling.



Seated, left to right: George Murdock, Donald Stein, Robert Evans, Paul Klein, Gwen Gould, Hugh Hughes, Jr., Dr. Frank Gazda, Matilda Mansilla, Ronald Tremayne, Robert Pitel, Russell Williams, President, Alumni Association, Dr. Daniel Detwiler, principal speaker, Walter Mohr, College Director of Development, Anita Janerich, secretary, Atty. Gifford Cappellini, Arthur Hoover, Atty. Thomas Brislin, Donald Kersteen, Larry Amdur, Max Greenwald, Atty.

Eugene Roth, Daniel Falkowitz, Mildred Donnell, Jesse Roderick, Conrad Wagner, Edward Cologie. Standing: Rev. Earl Roberts, Leonard Mulcahy, Co-Chairman, '63 C Roberts, Alumni Secretary, Nancy Dambanski.

COMMENCEMENT ADDRESS

by ADMIRAL
ALBERT G. MUMMA,
U. S. N. Retired,
Vice-President, group
Executive of the Board
of the Worthington
Corporation.

lemen of the Graduating Class, President
uests!

ticular pleasure to be here to-day at this
exercise — first, because of my great friend-
for your Trustee and former Commanding
Admiral Harold R. Stark. I note with satis-
faction that the Harold R. Stark Science Hall
campus and in the plans for the future of

on for my pleasure in talking to you stems
from the fact that this college is a young, vigorous
institution.

more than a century to 1845. Secretary of
George Bancroft had succeeded in convincing
that we needed a Naval Academy for the
officers of the Navy. The line officers of the
Navy were so great that a shore-side school
was established for the training of these engineers.
The Academy at West Point already existed with
a bias in addition to the military training
of the Army. By 1880 the stature of these two
institutions had reached such recognition that twelve graduates,
from both academies, were loaned to several institutions
of engineering education in these
years were Dr. Albert A. Michaelson of
the Army, and Dr. W. F. Durand who, between
1880 and 1890, was responsible for the engineering excellence at
Massachusetts Institute of Technology and Stanford. Dr. Durand was a found-
ing member of the National Advisory Committee for Aero-
nautics. His death only a few years ago, was a great
loss to the engineers. During these years, prior to
1914, the officers of the Navy, who were completing the course at the Naval Academy,
were not given the same recognition as those who were trained at that
institution.

background merely to indicate the extremely
important part our Navy has had with the development of
scientific education as well as its intense
contribution to the industrial development.

World War II this nation was still considered a
backward nation from a scientific viewpoint
and had not achieved great industrial progress. During
the war, usually the case, tremendous research and
development was stimulated by the sense of urgency
for our survival.

the development of the atomic bomb by
this project. In this case top military and scien-
tific were brought together for one preeminent

purpose, to attempt to overcome a two-year lead that Ger-
man scientists had achieved in creating a chain reaction by
nuclear fission. There were three most promising methods
of achieving this result. The first two, different methods
of separation of U235 from U238, were the thermal diffu-
sion process and the electro magnetic process. The third,
was the production of a newly discovered fissionable ma-
terial, plutonium, through its manufacture in a nuclear re-
actor. The big lesson that came from this project was the
urgency put a new dimension on the saving of time. Hence,
all three projects were pursued simultaneously. And it is
to the everlasting credit of the scientists, engineers, and
technicians on each that all three were successful. Had
they been attacked individually in series no one can say
how disastrous or far reaching a failure might have been.

This project, therefore, was an object lesson to all of us
working in all fields of science and engineering that the one
irretrievable and most precious ingredient of research is
TIME.

Today we see a large national effort in research and de-
velopment and a great clamoring for scientists and Ph.D.'s.
Ladies and gentlemen, we need engineers and technicians,
and skilled machinists, and good draftsmen with great ur-
gency and in some industries the need for the latter groups
is far greater.

There has grown up in the United States, in addition to
the other class problems of race, creed and color, a sort of
educational snobbery in which a scientist looks down at a
lower plane of engineers and they are in turn somewhat
sorry for a lower class of technicians. This is a luxury of
attitude that we cannot afford. We need all levels and a
completely cooperating team of scientists, engineers and
technicians to make the maximum contribution in the short-
est possible time. Today in laboratories we find Ph.D.'s
doing work that can easily be done by engineers and tech-
nicians. This dilutes the efficiency of his scientific efforts
and wastes time.

Today approximately half of the competent high school
graduates attend college and approximately half of them
drop out before receiving a degree. We also see the paradox
where some of the more brilliant graduates are snapped up
by industry and are paid so handsomely that they lose their
motivation for going on to a Ph.D. Sometimes this paradox
leaves the graduate door open to second and third best stu-
dents who then become the Ph.D.'s with a less creative over-
all result.

We also find that many of those in college who are inter-
ested in engineering but are unable to excel in that field
choose to graduate with a liberal arts degree and ignore en-
gineering thereafter. Then there is the young high school
graduate who should go to college but can't afford it, who
is given insufficient opportunity to attend on scholarship
or other financial grants.

All of these are a waste of technical manpower. Our goal
should be the maximum utilization of each person's own
ability to make a contribution at the level that he is best
capable of achieving and making a satisfying living. We
all know that recognition is one of the greatest incentives
and satisfactions of human endeavor. Let us make these
results commensurate with the degree of achievement at
each level of contribution and let us not measure a tech-
nician or engineer by a scientific standard of creativity.

Every single one of us has a major contribution to make
and if each one of us is trained to the maximum of our cap-
ability we should then find satisfaction in working at that
level and our reward should be the satisfaction and recog-
nition of a job well done.

I therefore plead with each one of you to take a tolerant
and understanding view not only of the niche which you
will make for yourselves but in your attitude towards those
associated with you at either higher or lower educational
levels. Though education in itself is a worthwhile goal it
is not in itself the end, and is only of value in proportion
to the efficiency with which we utilize it.

Ladies and gentlemen, one final emphasis again on the
vital importance of Time. Once gone it is irretrievable. Use
it wisely now.

A CHALLENGE TO EACH OF US . . .

The Annual Wilkes College Alumni Campaign for
scholarship funds for able and needy students is cur-
rently underway. The College depends on the sup-
port of all alumni in its effort to provide financial
assistance to students who qualify on the basis of
ability and need.

Co-Chairmen of this year's campaign are Elmo Clem-
ente '42 and Leonard Mulcahy '58. As of July 12 a
total of \$6,904.91 has been pledged by Wilkes Alumni.
One indication of support of the College is our indi-
vidual response to this most important program. Each
of us is asked to participate, to do something, no mat-
ter how small the gift. Participation is the key to the
success of this year's alumni efforts. Won't you re-
spond to this appeal as an alumnus of Wilkes.

Our efforts as individuals are doubly effective: they
help to provide the funds necessary for the scholar-
ship program, and they indicate to other sources of
financial aid that we, the products of our Alma Mater,
are interested and are committed to the higher edu-
cational program of our College, that we are doing
what we can as an indication of our loyalty to Wilkes.

As an individual your help is needed. As an individual
your help is significant.

If you have sent your contribution to the College,
please accept our thanks; if you have not, won't you
do so as soon as possible.

Pictured below are alumni of the Wilkes-Barre and
Scranton areas who recently "kicked-off" this year's
annual alumni appeal at a dinner-meeting in the
Hotel Sterling.



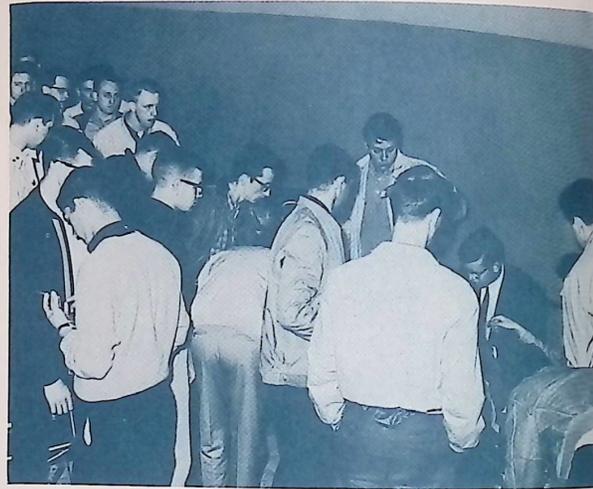
Seated, left to right: George Murdock, Donald Stein, Robert
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Frank Gazda, Matilda Mansilla, Ronald Tremayne, Robert
Pitel, Russell Williams, President, Alumni Association, Dr.
Daniel Detwiler, principal speaker, Walter Mohr, College
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Gifford Cappellini, Arthur Hoover, Atty. Thomas Brislin,
Donald Kersteen, Larry Amdur, Max Greenwald, Atty.

Eugene Roth, Daniel Falkowitz, Mildred Gittins, Kay O'-
Donnell, Jesse Roderick, Conrad Wagner, Frank Riofski,
Edward Cologie. Standing: Rev. Earl Kohl, Atty. Joseph
Savitz, Leonard Mulcahy, Co-Chairman, '63 Campaign,
Elmo Clemente, Co-Chairman, '63 Campaign, Gordon
Roberts, Alumni Secretary, Nancy Davies, Dr. Carl Ur-
banski.

Class of 1963 Fund Established

The recent graduating class of 1963 established a significant tradition at the College with the creation of the Class of 1963 Fund. Recognizing the future financial needs of the College, and aware of the fact that such needs are only fulfilled when individuals assume personal responsibility for their fulfillment, members of this year's senior class since an initial meeting in May have pledged \$2,118.00 to establish this Fund. At the senior luncheon prior to Commencement, the class decided to increase the initial sum of \$2,118.00 by adding to it the class memorial fund which totals \$1,482.00. Thus a Fund of \$3,600.00 has been established for the College by our most recent alumni, members of the Class of 1963.

Desiring that the participation by all members of the Class in creating this Fund would highlight what each person can help to accomplish, the officers and trustees of the Class of 1963 are hopeful that this effort will encourage all other alumni to participate in the annual alumni campaign now in progress.



Pictured at left are members of the Class of 1963 whose fine leadership was instrumental in establishing the Class of 1963 Fund.

Left to right: Harvey Rosen, Student Government Representative; Gerald Berk, President of the Inter-Dormitory Council; Conrad Wagner, Treasurer, Class of 1963; Gerald Moffatt, Student Government Representative; Gerald Mohn, Vice-President, Class of 1963; and Brent O'Connell, President, Class of 1963.

Other pictures show members of the Class of 1963 subscribing to the fund through individual participation.

The Sixteenth Annual Commencement

WILKES
COLLEGE

The Class
of 1963

Graduates

BACHELOR OF ARTS

Magna Cum Laude

Bonnie Ruth Jenkins

Cum Laude

Marshall Ellis Brooks
Bernard Hershel Cohen

Robert John Ainsworth
Dolores Ann Amir
Alberta Annette Barbini
Mary Frances Barone
Robert Barovich
Richard John Bender
Sandra Egen Bennington
*Florence Louise Billings
Robert Phillip Bomboy
Jeanette Marie Bucholtz
Charles John Cherundolo
Robert Francis Cherundolo
Elaine Adams Collier
George Edward Dale
*Margaret Jean Davis
Carolyn Dale Draper
Myron Joseph Evanich
David Roos Fendrick
Barbara Anne Figarsky
Mariellen Daw Fine
*Warren Peter Greenberg
Thomas Mark Halsted
Howard Eugene Hockenbury
Peter J. Hometchko
Thomas Theodore Hrynkiw
D. Craig Huddy
James Leo Jackiewicz
Anne Cameron Jamieson
Rosalie Marie Kockauskas
Mary Ruth Curtis Kleinginna
Stuart Wellington Lawson
Sheila Miller

Jan Ann McMahon

Edward John Wilk

William Michael Miller
Ronald Paul Mischak
Jerry Allen Mohn
*John Anthony Moore
Beverly Mae Munson
Nancy Amelia Palazzolo
Linda Jane Palka
Steven Lewis Panken
David Craig Peters
Stephen Edward Phillips
John Joseph Pikulski, III
*Ralph Bernard Pinsky
Mary Jane Prischak
Mary Barbara Regalia
Regina Ruth Ritzie
Harvey Israel Rosen
Sheila Beverly Rosenthal
Robert Anthony Ruggiero
Thomas Maron Saba
Rudolf Leopold Schanfeld
John Francis Sheehan, Jr.
John Barry Shevchuk
*Nicholas Andrew Siecko
Rowena Simms
Barbara Susan Soyka
Peter Bernard Strojny
Anis M. Symmons
Victor Eugene Turcoski
Patricia Ann VanScoy
Conrad Robert Wagner
Michael Winslow
Gloria Marie Zaludek

BACHELOR OF SCIENCE IN EDUCATION

Cum Laude

Christine Biologawicz
Patricia Ann Rossi

Richard Ales

*Leslie Nichols Andres
Paul James Argenio
Robert John Barno
Merle Susan Benisch
Richard John Blisick
Edward Benjamin Bogdon
Eleanor Doris Brehm
Eleanor Phillips Button
Antonette Marie Chiarelli
William Robert Close
Alice Marguerite Cole
Marilyn Jo Craze
Fred Robert Crouse
*Meredith Davies
*Anthony Leonard Dysleski
Robert Glenn Fleming
Kenneth Gordon Frantz
Joseph Gregory Fudjack
Joseph Kenneth Gay
Joseph Anthony Gelli
Ronelle Gomba
Robert Ernest Herman
John Richard Hughes
*Lynne Stockton Hundley
David Peter Huray
*Maurice Robert Hurley
Mary Celine Hurley
Mary Alice Iganitis
Norman Daniel James
Charles Eugene Johns
Edward Thomas Kay
*Barbara Marie Kotsull
Elaine Ann Kozemczak
Robert Charles Kundreskas
Sanna Judy Lang
Louise Mary Leonard
Anne Frances Ligeti
Anne Marie Lloyd
Donald Dayton Long
Jeanie Catherine Mattern

Christine Helen Wentz
Elaine H. Wisbart

William Thomas Meneley
Rita Elizabeth Minelli
Roy John Morgan
Elizabeth Ann Morgis
Fred L. Mountjoy, Jr.
Eleanor Elizabeth Nielsen
Marilyn Theresa Obara
Brent James O'Connell
Romaine Marie Olziński
Raymond Joseph Ozeloski
Paul M. Pietroski
Barbara Ann Pileggi
Sandra Marie Potapczyk
Carol Joan Rhines
Lorraine Marie Rome
Patricia Adelle Ropetski
Richard Thomas Rowlands
G. Elizabeth Schafer
*William Aron Schiel, Jr.
Myra Faith Schwartz
Arlene T. Silwiski
Gloria H. Silverman
Claire Merriam Handler Silverstein
Roberta Beth Slotnick
Robert Donald Smith
Ronald John Socash
William Fulmer Space
*Mollie Brown Willis
Elaine Ann Szychowski
Geraldine M. Tarantini
Beverly Joann Traher
John Edwin Tredinnick
Myrna Weinberg
Robert Clifford Williams
*Mollie Brown Willis
Jane Schooley Woolbert
Sylvia Marie Yurkon
William Jerome Zajkowski
Gerard Joseph Zezza, Jr.
Ruthann Joan Zionce

BACHELOR OF SCIENCE IN CHEMISTRY

Magna Cum Laude

Robert Armando Sallavanti

Alvin Arthur Sci

Cum Laude

Joseph William Rakshys, Jr.

Robert Louis Bugianesi
Peter Anthony Eckert
Paul Michael Emmert
Arthur Clarke Hettlinger
Joseph Walter Krisky

Kenneth Charles P
Donald Andrew M
Joseph Anthony S
Irene Theresa Szu
Daniel Zeroka

BACHELOR OF SCIENCE IN COMMERCE AND I

Magna Cum Laude

Martin William Schultz

Cum Laude

Paul George Deeb
William Albert Steadle

Charles John Weir

Willard Samuel Achuff
John Stephen Adams
Nicholas Lawrence Alessandro
George John Barrett
Paul Angelo Battisti
Theodore Robert Begun
Jeremiah Ezra Berk
Thomas Edward Cotcoran
Andrew Bernard Costic, Jr.
Thomas Patrick Cowell
*Morgan Richard Davis
John Delinsky
Herman Herbert Feissner, III
Hayden K. Ferrance
*Paul Edward Gavel
Erwin Frederick Guetig
George Turner Guzo
Nelson LeRoy Hartwigsen
Harold Forest Hartz
*Adolf Lawrence Herskovitz
Harold John Kisler
William Herbert Klein
Jerome John Kulesa
Peter Paul Kundra, III
Mark Sanford Levey

David Robert Mei
Gerald Andrew M
James Anthony M
James Leroy Passc
Alex Pawlenok
Thomas Penhale,
Kenneth Nicholas
Alice Evangeline I
Harold Rubin
Michael Alexander
Austin Thomas S
Joseph George Sal
Michael Stuart Sci
John Francis Seal
Ronald John Sebe
Stephen George S
Richard Olanjanjo
Philip Harris Sieg
Robert Samuel Sn
Richard Raymond
Walter John Sola
Robert Michael St
Thomas Joseph T
James Winston W
Joseph Weinkle

BACHELOR OF SCIENCE IN NURSING EDUCATION

Magna Cum Laude

Janice MacDonald Hastie

Joan Ruth Albrecht
*Marsha Lynn Case
Jane Ethel Downin
Margaret Elizabeth Harding
Joseph M. Kashefski
Ruthanne Macri

Kyriaki Nanou
*Victoria Pokladov
Judith Geer Spita
Dorothy M. Trax
*Janice Ann Troy
Janice Helen Wyl

BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY

Phyllis T. Cackowski

Myrna L. Fischman

Terminal Division

ENGINEERING

Ronald Scott Adams
Richard Henry Allardyce
Louis Charles Costanzo
Richard Charles Derhammer
Louis Martin Florimonte
Michael James Fasko
Jeffrey Frederick Fritzen
Ronald Michael Gamble
Leonard Michael Insalaco

Philip Martin Joh
Sheldon Israel Ne
John Joseph Ocel
John J. Pregmon
Edward John Risi
Thomas Joseph E
Nicholas Smoliga
Jack Dale Stauffe
Harry H. West, J

COMMERCE AND FINANCE

Rosalie Marie Borkowski

*Degr

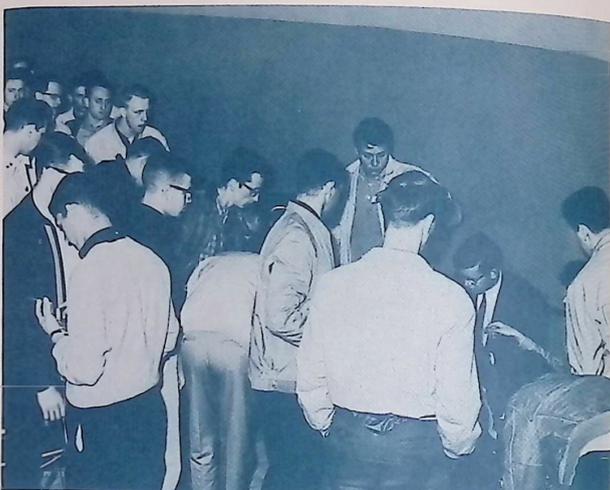


Recipients of awards at Commencement, left to right, Brent Barbara Regalia, Bonnie Ruth Jenkins, Gloria Marie Zaludek, Sheldon William Fulmer Space. Gerald Andrew Moffatt was absent when See Story in Final Senior Activities (page 14).

Class of 1963 Fund Established

Graduating class of 1963 established tradition at the College with the Class of 1963 Fund. Recognizing financial needs of the College, the fact that such needs are only met if individuals assume personal responsibility for their fulfillment, members of the Class of 1963 since an initial meeting pledged \$2,118.00 to establish the fund. At the senior luncheon prior to commencement, the class decided to increase the fund to \$2,118.00 by adding to it the amount of \$1,482.00. The total fund which totals \$3,600.00 has been established by our most recent alumni, the Class of 1963.

The participation by all members of the Class of 1963 in creating this Fund would help to accomplish the purpose of the trustees of the Class of 1963. It is hoped that this effort will encourage all members to participate in the annual fund drive now in progress.



Pictured at left are members of the Class of 1963 whose fine leadership was instrumental in establishing the Class of 1963 Fund.

Left to right: Harvey Rosen, Student Government Representative; Gerald Berk, President of the Inter-Dormitory Council; Conrad Wagner, Treasurer, Class of 1963; Gerald Moffatt, Student Government Representative; Gerald Mohn, Vice-President, Class of 1963; and Brent O'Connell, President, Class of 1963.

Other pictures show members of the Class of 1963 subscribing to the fund through individual participation.

The Sixteenth Annual Commencement

WILKES COLLEGE

The Class of 1963

Graduates

BACHELOR OF ARTS

Magna Cum Laude
Bonnie Ruth Jenkins
Cum Laude
Marshall Ellis Brooks
Bernard Hershel Cohen

Robert John Ainsworth
Delores Ann Amir
Alberta Annette Barbini
Mary Frances Barone
Robert Barovich
Richard John Bender
Sandra Egen Bennington
*Florence Louise Billings
Robert Phillip Bombay
Jeanette Marie Bucholtz
Charles John Cherundolo
Robert Francis Cherundolo
Elaine Adams Collier
George Edward Dale
*Margaret Jean Davis
Carolyn Dale Draper
Myron Joseph Ewanich
David Roos Fendrick
Barbara Anne Figarsky
Mariellen Daw Fine
*Warren Peter Giesberg
Thomas Mark Halsted
Howard Eugene Hockenbury
Peter J. Homelicko
Thomas Theodore Hrynkiw
D. Craig Huddly
James Leo Jackiewicz
Anne Cameron Jamieson
Russlie Marie Kackaukas
Mary Ruth Curtis Kleinginna
Stuart Wellington Lawson
Sheila Miller

BACHELOR OF SCIENCE IN EDUCATION

Cum Laude
Christine Biologawicz
Patricia Ann Rossi

Richard Ales
*Leslie Nichols Andres
Paul James Argemo
Robert John Barno
Merle Susan Benisch
Richard John Blisick
Edward Benjamin Boydon
Eleanor Doris Brehm
Eleanor Phillips Button
Antoinette Marie Chiarelli
William Robert Close
Alice Marguerite Cole
Marilyn Jo Crazie
Fred Robert Crouse
*Mercedith Davies
*Anthony Leonard Dysleski
Robert Glenn Fleming
Kenneth Gordon Franz
Joseph Gregory Fordjack
Joseph Kenneth Gay
Joseph Anthony Gelli
Romelle Gomba
Robert Ernest Herman
John Richard Hughes
*Lynne Stockton Hundley
David Peter Huray
*Maurice Robert Hurley
Mary Celine Hurley
Mary Alice Isganitis
Norman Daniel James
Charles Eugene Johns
Edward Thomas Kay
*Barbara Marie Kotsull
Elaine Ann Kozemchuk
Robert Charles Kundreskas
Sonia Judy Lang
Louise Mary Leonard
Anne Frances Ligeti
Anne Marie Lloyd
Donald Dayton Long
Jeanne Catherine Mattern

Jean Ann McMahon

Edward John Wilk

William Michael Miller
Ronald Paul Mischak
Jerry Allen Mohr
*John Anthony Moore
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Linda Jane Palka
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David Craig Peters
Stephen Edward Phillips
John Joseph Pikulski, III
*Ralph Benard Pinsky
Mary Jane Priselak
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Regina Ruth Ritzie
Harvey Israel Rosen
Sheila Beverly Rosenthal
Robert Anthony Ruggiero
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John Barry Shevchuk
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Rowena Simms
Barbara Susan Soyka
Peter Bernard Strajny
Ania M. Symmons
Victor Eugene Turoski
Patricia Ann VanStoey
Conrad Robert Wagner
Michael Winslow
Gloria Marie Zaludek

BACHELOR OF SCIENCE IN CHEMISTRY

Magna Cum Laude
Robert Armando Sallavanti
Cum Laude
Joseph William Rakshys, Jr.
Robert Louis Bugianesi
Peter Anthony Eckert
Paul Michael Emmert
Arthur Clarke Hettinger
Joseph Walter Krisky

Alan Arthur Schneider

Kenneth Charles Krupinski
Donald Andrew Matthey
Joseph Anthony Strelanski
Irene Theresa Szulinski
Daniel Zeroka

BACHELOR OF SCIENCE IN COMMERCE AND FINANCE

Magna Cum Laude
Martin William Schultz

Cum Laude
Paul George Deeb
William Albert Steadle

Charles John Weiss

Willard Samuel Achuff
John Stephen Adams
Nicholas Lawrence Alesandro
George John Barrett
Paul Angelo Battisti
Theodore Robert Begun
Jeremiah Ezra Berk
Thomas Edward Coeran
Andrew Bernard Costie, Jr.
Thomas Patrick Cowell
*Morgan Richard Davis
John Delinsky
Herman Herbert Feissner, III
Hayden R. Ferrance
*Paul Edward Gavell
Erwin Frederick Guetig
George Turner Guzo
Nelson LeRoy Hartwigsen
Harold Forest Hartz
*Adolf Lawrence Herskovitz
Harold John Kistler
William Herbert Klein
Jerome John Kulesa
Peter Paul Kundra, III
Mark Sanford Levey

David Robert Meinger
Gerald Andrew Moffatt
James Anthony Musto, Jr.
*James Leroy Passon
Alex Pawlenok
Thomas Penhale, Jr.
Kenneth Nicholas Perlake
Alice Evangeline Powell
Harold Rubin
Michael Alexander Russin
Austin Thomas Sabetta
Joseph George Sakelarios
Michael Stuart Schwefel
John Francis Scott
Ronald John Sebolka
Stephen George Selige
Richard Olszanjo Shoyinka
Philip Harris Siegel
Robert Samuel Smulowitz
Richard Raymond Snopkowski
Walter John Sols
Robert Michael Susky
Thomas Joseph Tomalis
James Winston Walters
Joseph Weinkle

BACHELOR OF SCIENCE IN NURSING EDUCATION

Magna Cum Laude
Janice MacDonald Hastie

Jean Ruth Albrecht
*Marsha Lynn Case
Jane Ethel Downing
Margaret Elizabeth Harding
Joseph M. Kashefski
Ruthanne Macri

Kyriaki Nanou
*Victoria Pokladowski
Judith Geer Spitalo
Dorothy M. Trax
*Janice Ann Troy
Janice Helen Wylam

BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY

Phyllis T. Cackowski

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ENGINEERING

Ronald Scott Adams
Richard Henry Allardyce
Louis Charles Costanzo
Richard Charles Derhammer
Louis Martin Florimonte
Michael James Fosko
Jeffrey Frederick Fritzen
Ronald Michael Gamble
Leonard Michael Insalaco

Phillip Martin Johnson
Sheldon Israel Newman
John Joseph Occhiato
John J. Fregman
Edward John Rishko
Thomas Joseph E. Shivel
Nicholas Smoliga
Jack Dale Stauffer
Harry H. West, Jr.

COMMERCE AND FINANCE

Russlie Marie Borkowski

*Degree in absentia



Recipients of awards at Commencement, left to right, Brent O'Connell, Mary Barbara Regalis, Bonnie Ruth Jenkins, Gloria Marie Zaludek, Sheldon Israel Newman, William Fuller Space, Gerald Andrew Moffatt was absent when photo was taken. See Story in Final Senior Activities (page 14).

NATIONAL SCIENCE FOUNDATION GRANTS AWARDED TO WILKES ALUMNI

Ferris, Heltzel, Klein and Earl pursuing Advanced Degrees



JAMES FERRIS



EDWARD HELTZEL



PAUL KLEIN



PAUL EARL

National Science Foundation grants have been awarded to four Wilkes College alumni for advanced studies in the fields of science and mathematics. Recipients of N. S. F. grants are: James Ferris, '56; Edward Heltzel, '58; Paul Klein, '60; and Paul Earl, '60.

Heltzel, Ferris and Klein are members of the faculty of Kingston High School, Kingston, Pennsylvania, while Earl is a faculty member of the Belleville High School, Belleville, New Jersey.

Awarded the B.S. degree from Wilkes in 1958 and the M.S. from Temple University in 1960, Edward Heltzel will study under his second annual N. S. F. grant at Reed College, Portland, Oregon.

James Ferris received his B.S. degree from Wilkes in 1956. In 1958 Bucknell University awarded him the M.S. degree. Ferris' N. S. F. grant covers studies in science at Simmons College, Boston, Massachusetts.

Awarded the B.S. degree from Wilkes in 1960, Paul Klein will receive the M.S. degree from the University of Scranton in 1964. Klein's National Science Foundation grant is for advanced studies in mathematics at Lafayette University, Easton, Pennsylvania.

Paul J. Earl, B.S. Wilkes, 1959, is the recipient of an N. S. F. grant for the 1963-64 academic year. Earl will pursue graduate studies toward the M.S. degree at Rutgers University, New Brunswick, New Jersey.

(Continued from Page 3)

Conspicuous by his absence here tonight is one whose loyalty to an ideal has contributed so much to your presence here. Dr. Farley's loyalty to an ideal resulted in a dedication that is increasingly rare in our society. It is a loyalty that ignored material advancement for the more meaningful fulfillment of an ideal — a commitment to the education of youth. The ideals you will probably live by have been forged to a large extent by your family and your education. In that sense Wilkes will forever be a part of you and your life that you cannot erase. I hope that the ideals developed here will bring you pride in your own performance through life and that the examples provided by the members of our faculty and administration, and especially Dr. Farley, will influence your loyalties. A conscious dedication to this element in life will bring rewards of a significance that will never need measurement. Examine your loyalties in this perspective and make them instruments for determining what your achievements in life should be.

For K I have chosen the obvious; *Knowledge*.

You have all been participating in a 16-year process of education and many of you will be continuing even further. Ours is one of the few civilizations in history in which such a learning experience is considered an appropriate human right. As a biologist it has always intrigued me what conflicts can develop as a result of our increased understanding of ourselves and the natural world. People react to this new knowledge in a variety of ways. One very characteristic response is, "Don't bother me with the facts, my mind is made up." We all know, of course, of the so-called "explosion" of knowledge that is occurring in our time. This use of the word explosion is unfortunate — for this intimates subsidence after the initial burst. This is not the case. Our knowledge will continue to expand at an increasing rate in all areas of human activity. My association with the National Science Foundation has made me increasingly aware of this activity in the sciences, but there is now developing considerable activity in the area of the humanities. Recently a Commission of the Humanities was formed that will, I feel sure, stimulate a surge of new activity in knowledge and understanding in this area.

What do we do when this new knowledge shakes some of our firmly entrenched beliefs? How do we respond to new information giving greater insight into the nature of man? Do we pass laws against the dissemination of these new ideas if they affront us? Do we censor our libraries to "protect" the young impressionable minds of our youth?

Maybe my biologist's background is intruding too much here, but it has served to make me aware of one thing; man is irrevocably a member of the animal kingdom. If we are to consider him "Godlike" it cannot be in the physical sense. It is indeed most logical that the ability of man to think, to learn, to understand his intellect and free will are the characteristics that set him apart and distinguish him from the rest of the animal kingdom, that truly make him a creature of God. An appreciation of this opens the door to a new insight to knowledge and our attitudes toward it. If this intellectual capability is vested in us by God — a refusal to use this capacity by closing our minds to the fruits of its use becomes a very serious moral issue. It's like saying "Thanks God for making me different from the beasts of the forest, for making me capable of a truer understanding of your greatness — but who needs it? I'm happy — I don't want to use this ability — and even more — I don't want to permit anyone else to use it. Burn the book! Ban that idea!"

Is this really a morally sound response? I think all of us must recognize the moral obligation to utilize these God-given powers of understanding — to strive constantly to know truth — in all areas of human activity. Truth can only result from increased knowledge and can never be complete. Our greatest sin as children of God would be to ignore this responsibility to use our minds to our maximum ability.

I felt that *Equality* is the for E in this period of our r ened in this respect by the in Washington. Unquestion sive issue politically, but m moral issue. This will not b response, but only by the i basic issues posed by a so documents and words, but i think it is incumbent upon meaning of equality — dete sistent with them. Certainl equality now being waged in of the international envirom their children will live. We problems. As President K "In these moments of tragic on the educated men and w the temptations of prejudic the values of freedom and pend."

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Look back and you will se Nation's growth, of its succ spiritual belief in liberty an you will see no substitute hope to see our civilization

NATIONAL SCIENCE FOUNDATION GRANTS AWARDED TO WILKES ALUMNI

Ferris, Heltzel, Klein and Earl pursuing Advanced Degrees



JAMES FERRIS



EDWARD HELTZEL



PAUL KLEIN



PAUL EARL

National Science Foundation grants have been awarded to four Wilkes College alumni for advanced studies in the fields of science and mathematics. Recipients of N. S. F. grants are: James Ferris, '56; Edward Heltzel, '58; Paul Klein, '60; and Paul Earl, '60.

Heltzel, Ferris and Klein are members of the faculty of Kingston High School, Kingston, Pennsylvania, while Earl is a faculty member of the Belleville High School, Belleville, New Jersey.

Awarded the B.S. degree from Wilkes in 1958 and the M.S. from Temple University in 1960, Edward Heltzel will study under his second annual N. S. F. grant at Reed College, Portland, Oregon.

James Ferris received his B.S. degree from Wilkes in 1956. In 1958 Bucknell University awarded him the M.S. degree. Ferris' N. S. F. grant covers studies in science at Simmons College, Boston, Massachusetts.

Awarded the B.S. degree from Wilkes in 1960, Paul Klein will receive the M.S. degree from the University of Scranton in 1964. Klein's National Science Foundation grant is for advanced studies in mathematics at Lafayette University, Easton, Pennsylvania.

Paul J. Earl, B.S. Wilkes, 1959, is the recipient of an N. S. F. grant for the 1963-64 academic year. Earl will pursue graduate studies toward the M.S. degree at Rutgers University, New Brunswick, New Jersey.

(Continued from Page 3)

Conspicuous by his absence here tonight is one whose loyalty to an ideal has contributed so much to your presence here. Dr. Farley's loyalty to an ideal resulted in a dedication that is increasingly rare in our society. It is a loyalty that ignored material advancement for the more meaningful fulfillment of an ideal — a commitment to the education of youth. The ideals you will probably live by have been forged to a large extent by your family and your education. In that sense Wilkes will forever be a part of you and your life that you cannot erase. I hope that the ideals developed here will bring you pride in your own performance through life and that the examples provided by the members of our faculty and administration, and especially Dr. Farley, will influence your loyalties. A conscious dedication to this element in life will bring rewards of a significance that will never need measurement. Examine your loyalties in this perspective and make them instruments for determining what your achievements in life should be.

For K I have chosen the obvious; *Knowledge*.

You have all been participating in a 16-year process of education and many of you will be continuing even further. Ours is one of the few civilizations in history in which such a learning experience is considered an appropriate human right. As a biologist it has always intrigued me what conflicts can develop as a result of our increased understanding of ourselves and the natural world. People react to this new knowledge in a variety of ways. One very characteristic response is, "Don't bother me with the facts, my mind is made up." We all know, of course, of the so-called "explosion" of knowledge that is occurring in our time. This use of the word explosion is unfortunate — for this intimates subsidence after the initial burst. This is not the case. Our knowledge will continue to expand at an increasing rate in all areas of human activity. My association with the National Science Foundation has made me increasingly aware of this activity in the sciences, but there is now developing considerable activity in the area of the humanities. Recently a Commission of the Humanities was formed that will, I feel sure, stimulate a surge of new activity in knowledge and understanding in this area.

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I felt that *Equality* is the only word which is appropriate for E in this period of our nation's history. I may be influenced in this respect by the proximity of the problem while in Washington. Unquestionably, this is a potentially explosive issue politically, but more significantly it is basically a moral issue. This will not be resolved by laws, force, token response, but only by the individual who will examine the basic issues posed by a society that offers equality in its documents and words, but does not grant it in practice. I think it is incumbent upon each of you to examine the meaning of equality — determine your values and act consistent with them. Certainly the outcome of the battle for equality now being waged in America will affect the nature of the international environment in which our children and their children will live. We *must* find a solution to these problems. As President Kennedy so bluntly stated it — "In these moments of tragic disorder, a special burden rests on the educated men and women of our country — to reject the temptations of prejudice and violence, and to reaffirm the values of freedom and law on which our society depends."

This area of human rights and human dignity is one in which you bear a major responsibility. I only hope to leave you with a recognition of the role you must play in the solution of these problems.

As a baccalaureate address I have tried to develop our alphabet of WILKES with an emphasis on the spiritual perspective we must develop in all of our human activities. It might seem appropriate for me to select *science* for our last alphabet letter, but I prefer *spiritual*.

We have gone from improving our national lot as wilderness settlers, to territorial expansion and acquisition of additional natural resources, to improvement by production and development of a complex, but comparatively wealthy society.

Our next great challenge is the development of the individual, not as a regimented automation, but as an individual with many capabilities. This is an era of attainment characterized by development of our brainpower. Real progress is that which will give the greatest numbers of people beneficial control over their future. In our efforts to continue our progress we must utilize this resource of the human mind as effectively as possible. This is the great challenge to the educator and it must be met. Through all this educational effort though we must remember that facts, inventiveness and possession of knowledge are good, but unprincipled and unguided use of the "power of knowledge," could be ruthless.

There must be guidelines for us to follow. Guidelines based on intangible principles have gone a long way toward making this country what it is today. Such words as "ideals, standards, religion, pride and patriotism," recur in any expression of those principles. These are all *spiritual* words. Are they old-fashioned, outmoded for these modern times? Aren't people "square" who talk about spiritual beliefs? Isn't this rather a time to live it up, look for kicks, grab a buck, live for the day?

There's only one way I know of to answer these questions. It is by looking back to chart the rise and fall of other civilizations. And when you do that you find that spiritual ideals — far from being impractical — are the very "stuff" of survival. Every great society which came into being and long endured, did so on the basis of convictions and beliefs so strong that they lifted individuals clear out of themselves and caused them to live — and die — for some aim or purpose nobler and better than themselves.

Look back and you will see that the whole fabric of this Nation's growth, of its success and its glory, was woven of spiritual belief in liberty and in justice. Look forward and you will see no substitute for these spiritual values if we hope to see our civilization survive and prosper.

THE USE OF THE LANGUAGE LABORATORY



by Dr. Cees J. Frijters
ASSOCIATE PROFESSOR OF
FOREIGN LANGUAGES
WILKES COLLEGE

The obvious advantage of a language laboratory is the much more active and effective participation of the individual student in the learning process.

The teacher's voice reaches the student's ear directly, without any distracting noises in the classroom and from the outside world. The student, sitting in a fenced-off area, headphones on, can not be distracted: he is 'all ear'.

Language is a means of communication. The learning process, therefore, requires not only practice of the ear, but also practice of the vocal organs. Whereas in the traditional classroom a student spends most of his time in listening to someone else perform, in the language laboratory all students at the same time are actively engaged with the subject matter. Speaking into his microphone the student hears instantaneously his response through his headphones. Meanwhile, he is recording both the master tape and his own responses, which enables him to compare his pronunciation with the instructor's. He is freed from the fear of embarrassment and ridicule. He does not hear the mistakes of others. The teacher can communicate with him individually and help him.

Because of this direct contact with the sound source, because of the forced concentration, and because of the self-controlled speech practice, a language laboratory surpasses any other type of language teaching.

The disadvantages of a language lab are obvious, too. There is a human side to the animals that

we are. The contact with the foreign language through the electronic and electro-mechanical media is a more or less unnatural one. Speaking is communicating, and gestures and facial expressions may not be essential. They play, however, an integral part in the communication process. It may be true that when listening to the radio and speaking over the telephone, we are content with the same minimum contact. Nevertheless, the contact between teacher and student in class is richer and more natural.

Another disadvantage is the 'immobility' of such a 'perpetuum mobile' as a tape. The student, caught up in the constant motion of that teaching wheel, may feel the strain of the monotony of the pronunciation drills. Textbooks may hardly leave room for any sidetrips, but students feel traditional instruction to be more flexible and less boring than a continuously demanding master-tape.

Because of the disadvantages just mentioned, and because of the fact that we are tied to our handbooks, many language teachers consider a language laboratory to be no more than a useful complement to regular classroom instructions.

In elementary classes students can listen to a record, preferably a song with clear and simple lyrics, which can be recited by a native speaker and then, sentence by sentence, repeated by the students. In the more advanced classes they can listen to choirs with orchestras, to operas and plays. Since the purpose here is to get to know at the same time the culture of the country, the language of which they are learning, such records might also be played in a regular classroom, because the direct contact between sound source and ear is not necessary and the human contact is more desirable. A dictation may be given for exam or test purposes. A passage which is being read in the classroom, can be recorded and played back; many texts today are tape-recorded.

Newly published textbooks usually come with a set of tapes which includes exercises such as dialogues, drill patterns, pronunciation drills. Since not every school has access to a language lab, the publishers stress the point

that the book can very well be used without using the tapes. However, once one has decided to use a modern textbook, one also wants all the audio-lingual advantages it provides. And if a teacher wants to include in his program the other useful and more enjoyable applications of the lab mentioned above, then he will feel the need for an additional hour. If he is limited to three class hours, either his course can only be less comprehensive, or the lab will usually stay empty, or the 'speed' factor will affect the quality of his teaching more than it already does.

As long as we look at a language laboratory as a complement to 'regular' instruction, we will feel the need for a complementary hour to cover the same material. But here as in any other field of technology, mechanization should lead to an accelerating and time-saving process. Unfortunately, manufacturers have been concerned with the development of machines more than educators with the development of materials for use. Whereas in the computer field specific software is supplied with the hardware by the manufacturers, language laboratories are delivered without any programs, and most of the publishers either adapted their textbooks to the use of tapes, or developed tapes to fit their textbooks.

These textbooks and in general our elementary language teaching are based on the conversational approach, on the learning of so-called patterns. In fact, they are rather sentence drills, a few thousand out of the millions possible. Learning a sentence means memorizing a sentence. For the student not gifted with a photographic memory or a memory for a sound stretch, it means hours of hammering the sentence into his head. Grammar is not excluded, but the accent is so much on practice that the student with the best memory has the best chance. Conversations may illustrate the grammatical points discussed in the lesson, but they 'illustrate' also grammar which will be discussed in subsequent lessons. The student is expected to retain these structures or difficult expressions subconsciously. I would believe in such a natural language learning process, if the learner would live in the speech community, as any child learning its native language does. But for

a situation in which a student speaks his native language while learning one or two other languages, this approach seems very unrealistic. Once the student has finished his college education, it is only in exceptional cases that he keeps in close contact with the foreign language. The result is that all 'patterns' learned with so much hard-ship are forgotten. The only thing retained is whatever insight into that language has been achieved. In practice this proves to be so little that a survey showed that with 7 or 8 years since graduation almost two-thirds of the Ph.D. holders in Psychology had not read a single article or book in the language they supposedly mastered, and about 70% had made no spoken use of the language.

Among the comments of those who experimented with tapes as an aid to foreign language teaching, the following negative remarks are found: the learning task is broken into a relatively large number of small steps; this fragmentation makes it difficult to obtain a larger or overall view of the complex interrelations that exist in an organized structure; what is achieved by the drills is more practice than understanding; they do not make any demands on the student's intellectual capabilities and analytical sense; students like to figure things out; the drills, therefore, become boring; the imitation is dull as is the learning by heart.

Briefly, our textbooks, with or without tapes, show an amazing lack of organization. They are based on practice, on frequency of occurrence, on use in everyday life, and for the rest as unorganized as conversation is. The subject matter is not organized, from a linguistic point of view. In one and the same lesson a diversity of grammatical problems may be presented, whereas related problems are kept separate. With these textbooks and recorded drills we enter a language laboratory. No wonder that the pros and cons of a language lab are still subject to extensive discussion.

Extreme organization is exactly the basic requirement for programming the devices of the new, audio-lingual technology.

What we need, to obtain quality instruction, is a system to go along with the hardware, a new technology in the field of foreign language teaching based on the application of audio-lingual equipment, programmed learning and modern linguistics.

Programmed learning is a method applying self-instructional devices which provide the learner with a sequence of problems that require some action on the part of the student at every step of the program, and which take him from a low to a high level of proficiency in a given subject matter; the self-instructional device must also provide immediate confirmation about

the correctness of the learner's effort. We program computers by storing a set of instructions. The machine then performs the miracle; an output which goes far beyond the input. In the language laboratory there is also an input. However, the output is no more than a distribution of the input over, for example, 25 booths. If the input is a song, then the result is no more than the same song heard in 25 booths. The term 'programmed learning' can hardly be applied. It is different when students are exposed to carefully prepared drills, put on tape, adapted to the level of grammar covered. But thinking about the term 'programmed learning' and about mechanization in general, one comes to the conclusion, that in language teaching we stand only at the beginning of a rapidly expanding process. Mechanization can only be applied effectively and successfully where we deal with organized systems.

Modern linguistics states that a language is a systematic structure. And a grammar of a language is supposed to describe this systematic structure. Although the linguist has increasingly concerned himself with semantics on a scientific basis, his major concern is the grammar of a language. In language teaching the area of the living language is usually reserved for the traditional language teacher. When linguistics as such is not a part of the curriculum, the linguist will usually teach one or more languages on an elementary basis depending on his specialization within the field.

The encounter between the traditional language teacher and the linguist is often a difficult one. The former is a specialist in the field of literature, the latter is not. The latter is a specialist in linguistics, the former is not, but he has been teaching grammar for years. And practice very often seems to be more important than theory. It is true that using a second language requires more than knowing the structure of that language. But it is true, too, that if we swear by habit for habit's sake we may acquire quite a few bad habits once we are left on our own, because we have forgotten how to behave.

The linguist covers only part of the area of language instruction but he covers exactly that part of the language that presents itself as an organized system and that, therefore, lends itself to 'mechanization'. Thus a language laboratory, used as a self-instructional device, belongs first of all in the domain of the linguist.

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It is my opinion that proper use of the language lab will reduce all disadvantages and problems to a minimum and will bring out the enormous advantages it has to offer.

The "immobility" of the tape is no longer a disadvantage, since the tape is primarily used for only that part of

the language which is immobile, insofar as the grammar of a language can be called immobile. I am working on a method which is a rigorous program requiring 45 minutes a week of full concentration. *It cannot be considered merely an aid to language instruction; it is the backbone of the instruction itself.* It deals only with grammar; only grammar will be applied and tested following strictly the grammatical outline. Whether a sentence is used in conversation, whether it has or will ever be used at all, is a matter of indifference as far as the method itself is concerned. If a student's creativity leads to a sentence like this: "The table crossed the meadow when the light was blue." I will be fully satisfied — and have fun — because the sentence is grammatically perfect. Because the method deals only with grammar and not with semantics, it is not hindered by the many idiomatic expressions nor by the large variety of contextual differences, and can proceed rapidly.

A language tape may then require full concentration since the student is, with all his senses, actively engaged with the subject matter; but there will be no need for an additional hour (aside from the question of whether or not expanded language instruction would be desirable any way, with or without lab, because of a re-evaluation of the importance of language learning). Furthermore, language learning will become much more attractive because it will make demands on our minds rather than on our memories while on the other hand more time will be available for literature.

After the one hour in the language lab, two hours are left for reading and for other activities in the classroom or in the laboratory as mentioned in the beginning. In the advanced classes these two hours will primarily be devoted to literature which can be discussed in the foreign language. It is during these two hours that the student will see the rigid outline learned in the lab come to life; he will learn idiomatic expressions and differences of meaning due to context; in other words, he will experience the living language. Here, too, he will no longer primarily learn by heart, but practice what he has learned. Instead of learning conversation sentences, soon forgotten because of lack of practice, he will read literature, the contents of which will not easily be forgotten. The grammatical knowledge which one has achieved in the language lab and which one has seen applied in literature guarantees a longer-lasting knowledge of the foreign language than the traditional method. *So this approach will allow us to be concerned with the role language learning is assuming in international competition and, at the same time, to open up an inner world for a deep and lasting personal enrichment.*

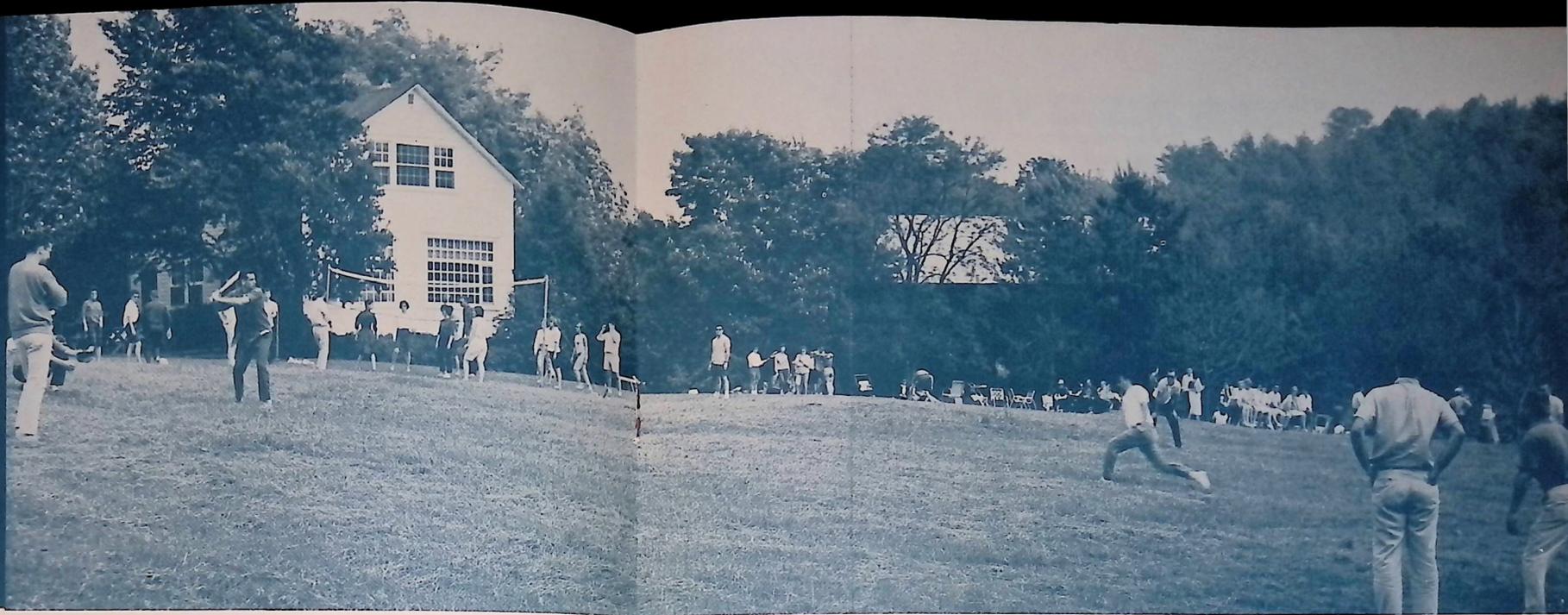
ANNUAL SENIOR PICNIC

Rolling farmlands, warming sunshine, cooling breezes, and the aroma of tantalizing grilled food were brought together on June 8, almost altogether pre-arranged, as it were, at the Beaumont, Pennsylvania farm of Dr. and Mrs. Farley, the scene of the annual picnic, this year honoring the Class of 1963.

Dr. Farley, who is convalescing from a recent illness, greeted many of the seniors earlier in the afternoon.

Seniors and friends joined with members of the College Administration to enjoy an ideal summer day of relaxation and fellowship. Chief chefs Dean George Ralston and Director of Admissions John Whitby managed capably to satisfy the appetites of all present with tasty food straight from the grill of the open fireplace.

Softball, volleyball, quaits, and badminton kept most of the seniors busy throughout the afternoon. Others preferred either to relax in the sunshine or to enjoy the cooling shade of nearby trees.



FINAL SENIOR ACTIVITIES

Graduation activities for the Class of 1963 were ushered in with the Senior Class Dinner in the Hotel Sterling's Crystal Ballroom. Seniors and guests gathered with members of the faculty and administration for the traditional program. Dr. Daniel Detwiler was the principal speaker and conveyed to the Class a special message from Dr. Farley. This year's affair was the first which Dr. Farley has missed in his many years as President of the College.

Additional brief remarks were made by Dean of Men, George Ralston, Dean of Women, Margaret Alhborn, Advisors to the Class of 1963, Dr. Eugene Hammer and Mr. Robert Capin, and Alumni Secretary, Gordon Roberts. Toastmaster was Robert Space who also presented the Class Officers. Brent O'Connell, President, responded briefly for this group. Dancing immediately followed the conclusion of the formal program.



Seated at the speaker's table, left to right: Brent O'Connell, Pres., Class of '63; Mrs. O'Connell, Bonnie Muchler, Robert Space, Toastmaster; Dean George Ralston, Mrs. Ralston, Rosalie Kackauskas, Sect., Class of '63; Standing: Dr. Eugene Hammer, Class Advisor; Mrs. Hammer, Mrs. Detwiler, Dr. Daniel Detwiler, principal speaker; Gerald Moffatt, Mrs. Robert Capin, Mr. Robert Capin, Class Advisor; Dean Margaret Alhborn, Gordon Roberts, Alumni Secretary.



Dr. and Mrs. Farley are shown greeting seniors at the annual senior picnic held at the Farley's farm. Left to right: Gerald Moffatt, Rosalie Kackauskas, Mrs. Farley, Dr. Farley, James Walters, and Brent O'Connell.



SENIOR LUNCHEON — FINAL CLASS MEETING

After a long morning of rehearsal for baccalaureate and commencement, seniors gathered for a luncheon and final class meeting on the lawns of Chase Hall. Election of permanent class officers and trustees highlighted the meeting. Elected permanent officials of the Class of 1963 were: Brent O'Connell, President; Gerald Mohn, Vice President; Rosalie Kackauskas, Secretary; Conrad Wagner, Treasurer. Trustees: Gerald Berk, James Walters, Gerald Moffatt, John Adams, and Nicholas Alesandro.

The Class officially placed its Memorial Fund totaling \$1,482.00 in the Class of 1963 Fund which it established early May. Total of this Fund is currently \$3,600.00. (See Class of 1963 story)

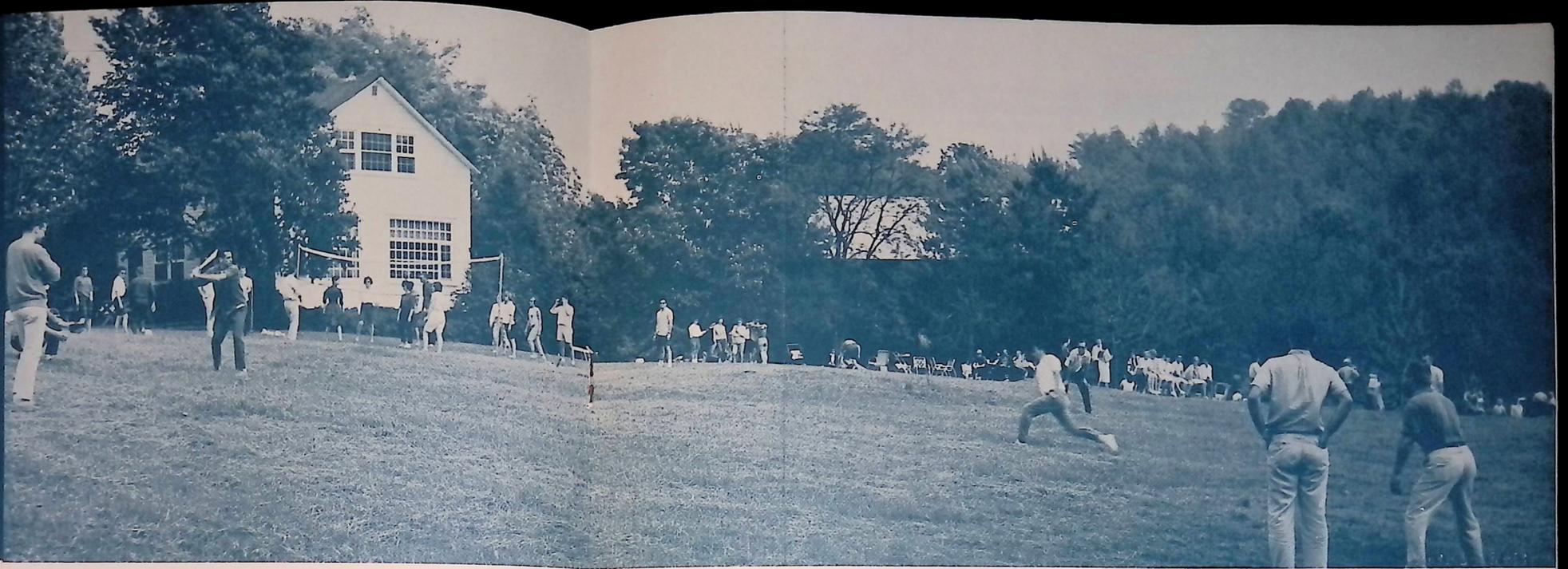
ANNUAL SENIOR PICNIC

farmlands, warming sunshine, cool breezes, and the aroma of tantalizing food were brought together on June 1st altogether pre-arranged, as it was at the Beaumont, Pennsylvania farm owned by Mrs. Farley, the scene of the annual picnic, this year honoring the Class of 1963.

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Students and friends joined with members of the College Administration to enjoy an ideal day of relaxation and fellowship. The picnic was presided over by the Dean, Dean George Ralston and Director of Admissions John Whitby managed to satisfy the appetites of all present with a variety of food straight from the grill of the farm.

Activities such as volleyball, quarts, and badminton kept the seniors busy throughout the day. Others preferred either to relax in the sunshine or to enjoy the cooling shade of the trees.



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Final activities for the Class of 1963 were ushered in with the Senior Class Dinner at the Hotel Sterling's Crystal Ballroom. Seniors and guests gathered with members of the faculty and administration for the traditional program. Dr. Daniel Detwiler was the speaker and conveyed to the Class a special message from Dr. Farley. This year's was the first which Dr. Farley has missed in his many years as President of the College. Additional brief remarks were made by Dean of Men, George Ralston, Dean of Women, Alhborn, Advisors to the Class of 1963, Dr. Eugene Hammer and Mr. Robert Capin, Alumni Secretary, Gordon Roberts. Toastmaster was Robert Space who also acted as the Class Officers. Brent O'Connell, President, responded briefly for this group. The program immediately followed the conclusion of the formal program.



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The College Gymnasium was the scene Sunday, June 9 of the annual Baccalaureate program. Dr. Francis Michelini, Professor of Biology and currently concluding a year's leave of absence with the National Science Foundation, addressed the seniors and their relatives and friends on "The Alphabet of Wilkes."



Seniors received their Bachelor degrees on Monday evening, June 10, in the College Gymnasium. Degrees were conferred by Dr. Daniel Detwiler in the absence of Dr. Eugene Farley. Dr. Detwiler is the Chairman of the Division of Natural Sciences at the College. The principal speaker was Admiral Albert G. Mumma, U.S.N. Ret.

Individual seniors who received awards at Commencement were: Mary Barbara Regalis, Biological Research Award; Bonnie Ruth Jenkins, Dean's Scholarship Award, Award in the Humanities and Social Sciences; Gloria Marie Zaludek, L. J. Van Laey's Journalism Award; Sheldon Israel-Newman, Medal in Engineering; William Fulmer Space, United States Marine Corp Commission as Second Lieutenant; Alan Schneider, Chemistry Award; Robert Armando, Dean's Scholarship Award; Nicholas Lawrence Alesandro, Award of the Pennsylvania Institute of Public Accountants; Gerald Andrew Moffatt, the Dobson Medal in Accounting; Brent O'Connell, Outstanding Graduate of the Year Award.

Following Commencement, Seniors and guests along with members of the faculty and administration convened in the spacious Dorian Room of the Host Motel for the annual alumni dance in honor of the Class of 1963.



Photographed, at right, in front of Chase Hall are Bonnie Ruth Jenkins and Brent O'Connell, recipients of the Outstanding Graduate of the Year Awards. Left to right: Gordon E. Roberts, Executive Alumni Secretary; Brent O'Connell, Bonnie Ruth Jenkins, Russell Williams, President of the Alumni Association, who presented the Awards at Commencement.

Baccalaureate principals, left to right: Rev. Dr. Jule Ayers, invocation and benediction, Dr. Arnaud Marts, Vice Chairman, Board of Trustees; Dr. Francis Michelini, Baccalaureate speaker; Dr. Daniel Detwiler, Chairman, Division of Natural Sciences.



ALEMBIC IN LIMBO: A COLLEGE DI

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Quo Animo ("By what mind, with what intent" — hereafter Q.): Driving a car or shaving or falling asleep, haven't I heard you somewhere before?

Alter Idem ("Second self" — hereafter A.): I have many disguises: conscience, inspiration, *élan vital*, the inner check, Monday morning quarterback, the brass-tack salesman, echo, the private I. You are asking my help?

Q. What can you tell me about the general use of higher education? Please observe that I emphasize the adjectives.

A. Something — just possibly. I have lived in three different college towns.

Q. A man might live in Camembert, and not know how to make cheese.

A. I spent four years in a college.

Q. And then?

A. I hung around for another forty just to see what I had got out of — pardon me — derived from it.

Q. You have steeped yourself in Alma Mater? You must reek of the place!

A. I am unaware of that. Apart from accurate estimates of my true vocation, I have been taken for a chess player, an orchardist, a reporter at large, a patent lawyer, print collector, past president of a narrow-gauge railroad, editor of a defunct quarterly, and a dealer in movable type. It is only in Greek and German restaurants that I am sometimes called professor.

Q. You know you are not a professor.

A. In extended argument, some of my friends will say that I missed my calling, though not by much. No: I am a lifelong student. Do you remember what James Bryant Conant said in 1936, at the time of the Harvard Tercentenary? "He who enters a university walks on hallowed ground."

Q. But a college or university surely is not life.

A. Perhaps. But at least it is a stage; and on the stage, says Thornton Wilder, "it is always now." The only difference is that on Broadway or in London you have the same actors in different dramas; in college you have successive actors in the same dramas. Take your choice.

Q. All right; you have taken yours. Am I correct in suspecting that you are puzzled by the current popular image of the college? We all know what that is: the passport to a better job — where "better" is an unrequited comparative; a package deal of contacts-that-will-help-me-in-later-life, organized or spectator sports, bull sessions, desultory reading, dates unlimited, freedom of supervision, and the technical mastery of an early warning system against the examiners' attack. College is also a place to go back to, a football team, a target for stray criticism, a box of dreams in camphor, an experiment in architecture, a prestige name to boast of, an annual-giving fund.

ABOUT THE AUTHOR:

Poet, essayist, editor, painter, and alumni fund-raiser, David McCord recently retired from the Harvard Fund Council, which he had served as executive director since 1925. Counting his undergraduate years (he was graduated in 1921), he has been associated with Harvard for 45 years; and the accompanying article is a distillation of his beliefs about a college and the relation of its graduates to it.

Mr. McCord has written 20 books of poetry, light verse, and essays and has edited four others, among which is the well-known anthology, *What Cheer*. His second volume of verse for children, *Take Sky*, has just recently appeared. In his university career Mr. McCord also was editor of the *Harvard Alumni Bulletin*, 1940-46; Phi Beta Kappa poet at Harvard, Tufts, and William and Mary; lecturer on many campuses; Fellow of the American Academy of Arts and Sciences; and recipient in 1956 of the first honorary Doctorate of Humane Letters ever conferred by Harvard. Before it all began, Mr. McCord is proud to have it known, he was graduated from Lincoln High School in Portland, Oregon.

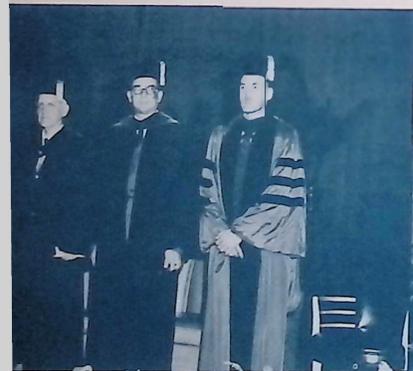
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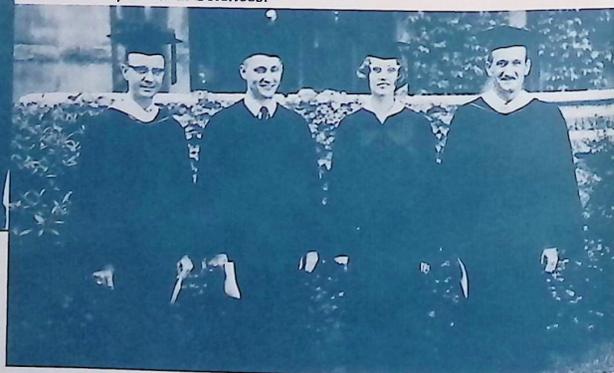
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ALEMBIC IN LIMBO: A COLLEGE DIALOGUE

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By David McCord

Q. *Quo Animo* ("By what mind, with what intent" — hereafter *Q.*): Driving a car or shaving or falling asleep, haven't I heard you somewhere before?

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A. This isn't everyman's indictment, even among the young.

Q. I called it the popular image: largely in the minds of the unacquainted.

A. "All music (I am quoting Whitman) is what awakes in you when you are reminded by the instruments." When the mind awakes, the student — and then only — has a right to be so-called. He has found himself.

Q. Has it ever crossed your mind that a Maine guide's license — not to be come by lightly — is in one respect worth more than the A. B. degree? It is, in fair part, a guarantee against getting lost. The A. B. guarantees nothing. . . .

A. Think that through. Anyone who does not commit himself to being lost in college will never know what he's really there for. And what is he, may I ask you, if not for the joy of discovery?

I take the red lance of the westering sun

And break my shield upon it; who shall say

I am not victor?

only that wound

Heals not, and that I fall again.

Something to tilt against: something to win from or win in, and lose to and win from or in again. It matters not whether the light breaks through in poetry, linguistics, acoustical theory, choral composition, Sanscrit, engineering, steroids, heavy water, or mycology. Call it revelation, if you like. It may tremble in the turn of phrase on a teacher's tongue; it may lie hidden in an oil or water color hanging in the college museum; it may settle as yellow substance at the bottom of a test tube, or break forth in a single chord of Palestrina. G. M. Trevelyan has spoken of "the poetry of handling old Mss. which every researcher feels." Harlow Shapley, the astronomer, has said that on opening a book on mathematics he

was sometimes moved by the same emotions he had when he entered a great cathedral. Some day (and I regret to predict it) there will be a monitor station, with a dean in charge, in every college in the land: a light will flash, and Freshman X will be credited with his awakening. "Three years, Mr. Y, and I must inform you that as yet your light has not come on." But enough of that! To be young and in college, if only the young and in college knew it, is looking up at the night sky, mobile under scattered clouds, when no two stars are of one constellation. Now and then the heavens will open wide; but oftener not. Consider Mr. Frost's poem, "Lost in Heaven," from which I draw my star-talk:

Let's let my heavenly lostness
overwhelm me.

Q. That seems an elaborate metaphor for one who frequently quotes Ellis, what? "Be clear, be clear, be not too clear." In the popular image, of course, there is no room for footnotes like the one that Christopher Morley's father, Professor of Mathematics at the Hopkins, appended to a tough examination paper he had set. "If an exact answer does not suggest itself, an inspired guess will not be without value." To the image makers, college is . . .

A. Colleges, if we adhere to the pre-fab image of so many young matriculants, would feed the dream direct to the computers. But this will never be, make no mistake; for somewhere on some campus there is always coming up an Emerson, Webster, Brandeis, Millikan, Jane Addams, Thurber, Cather, Cushing, Carson, Salk, De Voto, or Marquand who find exactly what they need, flourish often in creative loneliness or at variance with tradition. In the renewal of achievement, they will mend the leaks in the true legend of what a college is. And please to note here that the legend is always better than the popular image, just as in poetry the metaphor is stronger than the simile. Observe with pleasure that the legend is always of the college. Longfellow of Bowdoin, for example.

Q. We are not forgetting (a) that the awakening process frequently occurs at the grade-school level; (b) that for many remarkable individuals college was and remains outside their ken: witness Franklin, Whitman, Mark Twain, Winslow Homer, Edison, Burbank, Hemingway.

A. We are not forgetting that to the early-awakened the college is a paradise. For the writer and the artist it helps provide an intelligent, widening

audience. As to inventors: it is unlikely in the future that the great ones will not be trained in universities or technical institutes. It is quite a day's journey to the frontier of science.

Q. You will grant that in spite of inflation, internecine war over who gets whom among the teaching giants, and the magnified problem of balance between the humanities and the sciences—our colleges survive as islands of light across the nation. The young ones struggle toward accreditation; the old ones to keep their place, or better the peck order in achievement and endowment. At the same time they are beginning to function as the cultural centers of their communities and sometimes (as in particular with certain state universities) of their states. They are the new patrons of the arts — and of the sciences, too; on the air and on the screen and on the public platform. Faculty, students, facilities — all are variously involved.

A. But still the tragic failure of our colleges involves the average alumnus—and I am using the masculine by grammatical convention. He is like a three-stage rocket: the first takes him up through the twelve grades into college, the second takes him through college and even through graduate school; but the third one frequently fails to ignite, or flames out before he goes into orbit. "All the little time I have been away from painting (wrote Edward Lear in 1859, when he was 47) goes in Greek . . . I am almost thanking God that I was never educated, for it seems to me that 999 of those who are so, expensively and laboriously, have lost all before they arrive at my age — and remain like Swift's Stulbruggs — cut and dry for life, making no use of their earlier-gained treasures: whereas, I seem to be on the threshold of knowledge."

Q. Well . . .

A. Let me say it for you. The average men or women of thirty-five, graduated from college, many of them having sensed the landfall or having seen the beacon; well aware of benefits — of doors that opened, of books that pointed on toward other books, of speculation premising delight — can only say with Coleridge: "My imagination lies like a cold snuff on the circular rim of a brass candlestick." If they learned to haunt old bookstores, did they continue the habit until they had put together a self-selected library of two or three volumes? Very few of them. Do you think they really know and value and reexamine the heart of a dozen great books? I strongly doubt it. Do they read twelve worthwhile books a year?

I doubt that, too — more strongly. When they learn that Johnny can neither read nor write, do they ever stop to listen to the sound of their own speech? read the letters which they themselves have written? think before they parrot back clichés that figure like I'm telling you? Have they acquired a modest judgment respecting prints or water colors, etchings, aquatints, or wood engravings? In most cases, no. Do their homes and offices reflect in taste what a hundred dollars or so a year for fifteen years would gratify? Make a mental check of the next ten of each you visit. Music I except because the stereo mind was likely developed independent of the college years; and this is the one art truly catholic in our time. As for the drama, I cannot even guess. It is surely strong in the colleges, and the stock companies (freshly stocked) are witness to that strength. I am minded, rather, of Dorothy Parker's account of a Benchley-Ross exchange in the *New Yorker* office. "On one of Mr. Benchley's manuscripts Ross wrote in the margin opposite 'Andromache,' 'Who he?' Mr. Benchley wrote back, 'You keep out of this.'" Perhaps I should have kept out of this dialogue.

Q. Not at all. Someone may shift Mr. Benchley's "Who he?" to plain "Who? Me?" Someone who thinks that the ethos of college is still with him; who is rusting on his undergraduate laurels for whatever they were worth; who has neither found the time nor taken the trouble to form an exemplary taste for anything — in anything. You remember what a character in *H. M. Pulham, Esquire* said? "On leaving college (twenty-five years ago) I started Gibbon's *Decline and Fall of the Roman Empire* and Nicolay and Hay's *Lincoln*. I am still working on them in my spare time." Amusing, yes; but sadder than amusing — and pathetic in its sadness.

A. The prevailing notion is that one passes through college on the way up-toward success, achievement, or some satisfying approximation. Under this assumption, the college appears as a point — a little gold star — on the curve: about twenty-one years out on the X (horizontal) axis. Interpretation? Enter, exit the college. Agreed? No, that is wrong. It is, in truth, the basic tragedy. Ideally the college remains a function of the curve and not a point upon it — a determining factor of its ultimate character or direction. For example: if against the X life-span you plot the vertical Y as the sum of special knowledge — what the individual *knows in detail* respecting many subjects — the peak of the curve may well remain at twenty-one, since after graduation most diversified special knowledge tends

largely to decrease. An honors student — a good student, for that matter—may never know again so much in several fields as he does in the final week of senior examinations. On the other hand, remembering Whitehead's disclaimer about the value of "scraps of information," Y may (and should) assume a much nobler role — intellectual power, for one. Granting that, then, any moment on the curve will reflect the increasing functional share of the college in the value of the individual to himself and to society. For want of a better name, let's call that function "the habitual vision of greatness."

Q. Since many have a natural distaste for graphs (graphobia), why not choose the river symbol? The curve suggests a river.

A. Bear in mind that the curve (ideally) runs up, the river down. But fortunately the river runs toward bigger and even better things — the fertile valley and the sea, for instance. You may flow with it or let it float things past you, as you wish. Poets frequently stand close to fishermen in thought. "Poets," says Archibald MacLeish, "are always wading and seining at the edge of the slow flux of language for something they can fish out and put to their own uses." Let me argue, then, that if we think of the college as a river in the slow flux of being, we shall always find something to fish out of it. Erstwhile students of such famous teachers as Churchill of Amherst, Winch of Wesleyan, John McCook of Trinity, Woodberry of Columbia, Strunk of Cornell, David Lambuth of Dartmouth, Bliss Perry and Copey of Harvard have done such fishing and such finding. To this day I remember my high school

teacher of German — rich in the culture of the Jewish race — shaking her finger at us, saying: "never let a day go by without looking on three beautiful things." Trying not to fail her in life meant trying not to fail myself.

Q. Are you suggesting that it is only between the best teachers and the most responsive students that this flux of being can be perpetuated?

A. Not at all. The great critic, George Saintsbury, said of Oxford: "For those who really wish to drink deep of the spring — they are never likely to crowd even a few Colleges — let there be every opportunity, let them indeed be freed from certain disabilities which modern reforms have put on them. But exclude not from the beneficent splash and spray of the fountain those who are not prepared to drink very deep, and let them play pleasantly by its waters." Almost a hundred years ago, Andrew Preston Peabody, Acting President of Harvard, plead publicly for all those of "blameless moral character" who stood scholastically at the bottom of their class. "The ninetieth scholar in a class of a hundred has an appreciable rank," he said, "which he will endeavor at least to maintain, if possible to improve. But if the ten below him be dismissed or degraded, so that he finds himself at the foot of his class, the depressing influence of this position will almost inevitably check his industry and quench his ambition." Today, under the pressure of increasing competition, some reasonably good minds will function somewhere near the foot of every class. Provided that they see the light, who else will be more avid to enjoy what Justice Holmes has called "the subtle rapture of a postponed power"?

Q. Perhaps it is which stands between the disciples. With it is hard to distinguish that other world. I sing in and time r city, in traffic, in hard to remember t room for Andrew v for *Tarka the Otter* tect for Walden, t Freya Stark, the m the sight of *polygon* ing in the autumn v of expressways into dering economist t watermarks in sout

A. No wilderness me a hundred year polis is something his plundered pla spring, must come t long before his pac peredes the boxtop backwater stations called, are all we h frontier. Alumni wh and take too little i own fault, to be sur could lament that no Professor of Wit bridge, so one may — the lack in all o versities of an Em Spirit. You may t gestion indirectly nold. And a Henry Self-Sufficiency. "It were universities," time is coming v Better than that: v college to himself, "things grown com delight."

In Memoriam

DR. VINCENT C. (Maslowski) MASLOW, 46, Class of '37, of 6400 Glenoak Drive, Greenhill Farms, Norfolk, Virginia, a retired U. S. Navy Dental Corps commander, died recently at U. S. Naval Hospital, Portsmouth, Virginia, following a short illness.

He was born in Plymouth, son of Anna S. and the late Peter A. Maslowski, funeral directors. He was graduated from Plymouth High School in 1934 and attended Bucknell Junior College. He received his dental degree from Northwestern University and upon graduation entered the U. S. Navy Dental Corps. Having been a lieutenant in Marine Corps Reserve, he was assigned to the First Marine Division which made the initial landing on Guadalcanal in August, 1942, in World War II.

He retired from the Navy in 1960 and joined the faculty of the Dental College of the University of Pennsylvania. After teaching at U. S. for two years, he became director of the dental school at Portsmouth for the Beasley Foundation. In that position he held at the time of his death.

He is survived by his wife, the former Helen Olson, sons, Vincent, Jr., Michael and Clement V., and Peter A.; sister, Mrs. J. Bandish.

This office received word in June of the AUGUSTINE ANASTASI, Class of Pauline Place, Trumbull, Connecticut.

sometimes moved by the same
ns he had when he entered a
cathedral. Some day (and I re-
predict it) there will be a mon-
ation, with a dean in charge, in
college in the land: a light will
and Freshman X will be credited
is awakening. "Three years, Mr.
I must inform you that as yet
light has not come on." But
of that! To be young and
age, if only the young and in-
knew it, is looking up at the
sky, mobile under scattered
when no two stars are of one
lation. Now and then the heav-
ll open wide; but oftener not.
er Mr. Frost's poem, "Lost in
t," from which I draw my star-

t's let my heavenly lostness
overwhelm me.

hat seems an elaborate metaphor
who frequently quotes Ellis,
"Be clear, be clear, be not too
In the popular image, of course,
is no room for footnotes like the
at Christopher Morley's father,
or of Mathematics at the Hop-
pend to a tough examination
ie had set. "If an exact answer
t suggest itself, an inspired guess
t be without value." To the im-
kers, college is . . .

olleges, if we adhere to the pre-
ge of so many young matricu-
ould feed the dream direct to the
ers. But this will never be, make
take; for somewhere on some
there is always coming up an
n, Webster, Brandeis, Millikan,
rdams, Thurber, Cather, Cush-
son, Salk, De Voto, or Mar-
who find exactly what they need,
often in creative loneliness or
nce with tradition. In the re-
achievement, they will mend
s in the true legend of what a
s. And please to note here that
nd is always better than the
image, just as in poetry the
is stronger than the simile,
with pleasure that the legend
of the college. Longfellow of
for example.

are not forgetting (a) that
ening process frequently oc-
ie grade-school level; (b) that
remarkable individuals col-
md remains outside their ken:
Franklin, Whitman, Mark
inslow Homer, Edison, Bur-
ningway.

are not forgetting that to the
ened the college is a para-
the writer and the artist it
vide an intelligent, widening

audience. As to inventors: it is unlikely
in the future that the great ones will
not be trained in universities or tech-
nical institutes. It is quite a day's
journey to the frontier of science.

Q. You will grant that in spite of in-
flation, internecine war over who gets
whom among the teaching giants, and
the magnified problem of balance be-
tween the humanities and the sciences—
our colleges survive as islands of light
across the nation. The young ones strug-
gle toward accreditation; the old ones
to keep their place, or better the peck
order in achievement and endowment.
At the same time they are beginning to
function as the cultural centers of their
communities and sometimes (as in
particular with certain state univer-
sities) of their states. They are the
new patrons of the arts — and of the
sciences, too; on the air and on the
screen and on the public platform. Fac-
ulty, students, facilities — all are var-
iously involved.

A. But still the tragic failure of our
colleges involves the average alumnus—
and I am using the masculine by gram-
matical convention. He is like a three-
stage rocket: the first takes him up
through the twelve grades into college,
the second takes him through college
and even through graduate school; but
the third one frequently fails to ignite,
or flames out before he goes into orbit.
"All the little time I have been away
from painting (wrote Edward Lear in
1859, when he was 47) goes in Greek
. . . . I am almost thanking God that I
was never educated, for it seems to me
that 999 of those who are so, expen-
sively and laboriously, have lost all be-
fore they arrive at my age — and re-
main like Swift's Stulbruggs — cut and
dry for life, making no use of their
earlier-gained treasures: whereas, I
seem to be on the threshold of know-
ledge."

Q. Well . . .

A. Let me say it for you. The aver-
age men or women of thirty-five, grad-
uated from college, many of them hav-
ing sensed the landfall or having seen
the beacon; well aware of benefits — of
doors that opened, of books that pointed
on toward other books, of speculation
premiering delight — can only say with
Coleridge: "My imagination lies like
a cold snuff on the circular rim of a
brass candlestick." If they learned to
haunt old bookstores, did they continue
the habit until they had put together
a self-selected library of two or three
volumes? Very few of them. Do you
think they really know and value and
reexamine the heart of a dozen great
books? I strongly doubt it. Do they
read twelve worthwhile books a year?

I doubt that, too — more strongly. When
they learn that Johnny can neither
read nor write, do they ever stop to
listen to the sound of their own speech?
read the letters which they themselves
have written? think before they parrot
back clichés that figure like I'm telling
you? Have they acquired a modest
judgment respecting prints or water
colors, etchings, aquatints, or wood
engravings? In most cases, no. Do their
homes and offices reflect in taste what
a hundred dollars or so a year for fif-
teen years would gratify? Make a men-
tal check of the next ten of each you
visit. Music I except because the stereo
mind was likely developed independent
of the college years; and this is the one
art truly catholic in our time. As for
the drama, I cannot even guess. It is
surely strong in the colleges, and the
stock companies (freshly stocked) are
witness to that strength. I am minded,
rather, of Dorothy Parker's account of
a Benchley-Ross exchange in the *New
Yorker* office. "On one of Mr. Bench-
ley's manuscripts Ross wrote in the
margin opposite 'Andromache,' 'Who
he?' Mr. Benchley wrote back, 'You
keep out of this.' Perhaps I should
have kept out of this dialogue.

Q. Not at all. Someone may shift Mr.
Benchley's "Who he?" to plain "Who?
Me?" Someone who thinks that the
ethos of college is still with him; who
is rusting on his undergraduate laurels
for whatever they were worth; who has
neither found the time nor taken the
trouble to form an exemplary taste for
anything — in anything. You remember
what a character in *H. M. Pulham,
Esquire* said? "On leaving college
(twenty-five years ago) I started Gib-
bon's *Decline and Fall of the Roman
Empire* and Nicolay and Hay's *Lincoln*.
I am still working on them in my spare
time." Amusing, yes; but sadder than
amusing — and pathetic in its sadness.

A. The prevailing notion is that one
passes through college on the way up-
toward success, achievement, or some
satisfying approximation. Under this
assumption, the college appears as a
point — a little gold star — on the curve:
about twenty-one years out on the X
(horizontal) axis. Interpretation? Enter,
exit the college. Agreed? No, that is
wrong. It is, in truth, the basic tragedy.
Ideally the college remains a function
of the curve and not a point upon it —
a determining factor of its ultimate
character or direction. For example: if
against the X life-span you plot the
vertical Y as the sum of special know-
ledge — what the individual *knows in
detail* respecting many subjects — the
peak of the curve may well remain at
twenty-one, since after graduation most
diversified special knowledge tends

largely to decrease. An honors student
— a good student, for that matter—may
never know again so much in several
fields as he does in the final week of
senior examinations. On the other hand,
remembering Whitehead's disclaimer
anent the value of "scraps of informa-
tion," Y may (and should) assume a
much nobler role — intellectual power,
for one. Granting that, then, any mo-
ment on the curve will reflect the in-
creasing functional share of the college
in the value of the individual to him-
self and to society. For want of a better
name, let's call that function "the ha-
bitual vision of greatness."

Q. Since many have a natural dis-
taste for graphs (graphobia), why not
choose the river symbol? The curve
suggests a river.

A. Bear in mind that the curve
(ideally) runs up, the river down. But
fortunately the river runs toward bigger
and even better things — the fertile val-
ley and the sea, for instance. You may
flow with it or let it float things past
you, as you wish. Poets frequently
stand close to fishermen in thought.
"Poets," says Archibald MacLeish,
"are always wading and seining at the
edge of the slow flux of language for
something they can fish out and put
to their own uses." Let me argue, then,
that if we think of the college as a
river in the slow flux of being, we shall
always find something to fish out of
it. Erstwhile students of such famous
teachers as Churchill of Amherst, Winch
of Wesleyan, John McCook of Trinity,
Woodberry of Columbia, Strunk of
Cornell, David Lambuth of Dartmouth,
Bliss Perry and Copey of Harvard have
done such fishing and such finding. To
this day I remember my high school

teacher of German — rich in the culture
of the Jewish race — shaking her finger
at us, saying: "never let a day go by
without looking on three beautiful
things." Trying not to fail her in life
meant trying not to fail myself.

Q. Are you suggesting that it is only
between the best teachers and the most
responsive students that this flux of
being can be perpetuated?

A. Not at all. The great critic, George
Saintsbury, said of Oxford: "For those
who really wish to drink deep of the
spring — they are never likely to crowd
even a few Colleges — let there be every
opportunity, let them indeed be freed
from certain disabilities which modern
reforms have put on them. But exclude
not from the beneficent splash and
spray of the fountain those who are
not prepared to drink very deep, and
let them play pleasantly by its waters."
Almost a hundred years ago, Andrew
Preston Peabody, Acting President of
Harvard, plead publicly for all those
of "blameless moral character" who
stood scholastically at the bottom of
their class. "The ninetieth scholar in a
class of a hundred has an appreciable
rank," he said, "which he will endeavor
at least to maintain, if possible to im-
prove. But if the ten below him be dis-
missed or degraded, so that he finds
himself at the foot of his class, the de-
pressing influence of this position will
almost inevitably check his industry
and quench his ambition." Today, under
the pressure of increasing competition,
some reasonably good minds will func-
tion somewhere near the foot of every
class. Provided that they see the light,
who else will be more avid to enjoy
what Justice Holmes has called "the
subtle rapture of a postponed power"?

Q. Perhaps it is largely the city
which stands between the college and
the disciples. Within its arcane label
it is hard to distinguish echoes from
that other world. And with days pres-
sing in and time running out — in the
city, in traffic, in confusion — doubly
hard to remember that the physicist has
room for Andrew Wyeth, the classicist
for *Tarka the Otter*, the Bauhaus archi-
tect for *Walden*, the musicologist for
Freya Stark, the masters of Univac for
the sight of *polygonella articulata* burn-
ing in the autumn wind by sandy edges
of expressways into Maine, the flound-
ering economist for spotting Indian
watermarks in southernmost Wyoming.

A. No wilderness bewildered Acade-
me a hundred years ago; but megatrop-
olis is something else again. Man on
his plundered planet, in his silent
spring, must come to terms with nature
long before his packaged plankton su-
persedes the boxtop cereal. The colleges,
backwater stations as they once were
called, are all we have here on the last
frontier. Alumni who support them ask
and take too little in return. It is their
own fault, to be sure. As Samuel Butler
could lament that there was (and is)
no Professor of Wit at Oxford or Cam-
bridge, so one may deplore — why not?
— the lack in all our colleges and un-
iversities of an Emerson Chair of the
Spirit. You may take that small sug-
gestion indirectly from Matthew Ar-
nold. And a Henry Thoreau Chair of
Self-Sufficiency. "It is time that vil-
lages were universities," said Henry.
The time is coming when they will be.
Better than that: when man will be a
college to himself, not least of all lest
"things grown common lose their dear
delight."

In Memoriam

DR. VINCENT C. (Maslowski) MASLOW, 46,
Class of '37, of 6400 Glenoak Drive, Greenhill
Farms, Norfolk, Virginia, a retired U. S. Navy
Dental Corps commander, died recently at U. S.
Naval Hospital, Portsmouth, Virginia, following
a short illness.

He was born in Plymouth, son of Anna S. and
the late Peter A. Maslowski, funeral directors.
He was graduated from Plymouth High School
in 1934 and attended Bucknell Junior College.
He received his dental degree from Northwestern
University and upon graduation entered the U.
S. Navy Dental Corps. Having been a lieutenant
in Marine Corps Reserve, he was assigned to the
First Marine Division which made the initial
landing on Guadalcanal in August, 1942, in
World War II.

He retired from the Navy in 1960 and joined the
faculty of the Dental College of the University
of Pennsylvania. After teaching at U of P for
two years, he became director of the dental clinic
at Portsmouth for the Beasley Foundation which
position he held at the time of his death.

He is survived by his wife, the former Bernice
Olson, sons, Vincent, Jr., Michael and Chris, at
home; his mother, Anna S. Maslowski; brothers,
Clement V., and Peter A.; sister, Mrs. Bernard
J. Bandish.

This office received word in June of the death of
AUGUSTINE ANASTASI, Class of '47, 13
Pauline Place, Trumbull, Connecticut.

ALUMNI NEWS . . .

'35

ATTORNEY JULIUS ALTMAN, 258 East Market Street, Wilkes-Barre, has been approved by the United States Justice Department as aide to U. S. Attorney Bernard J. Brown. He was nominated for the post January 31 by Attorney Brown. Attorney Altman has been a deputy attorney general for the State Justice Department assigned to the Bureau of Unemployment Security. He has been active in Democratic politics and civic affairs for many years.

His wife is the former Ann Garber of Scranton. They have three children, Jacqueline, Barbara, and Richard.

DR. CHARLES N. BURNS was the speaker at the 1963 graduation exercises for the Mercy Hospital School of Nursing. Dr. Burns is a member of the Mercy Hospital staff.

GEORGE W. ANTHONY has been notified by the state board of examiners of his successful completion of tests for Certified Public Accountant. He is associated with the accounting firm of Shaffer and Murzin, Wilkes-Barre.

'41

ATTORNEY ROBERT J. HOURIGAN of Forty Fort was a recent candidate for the office of District Attorney in the Luzerne County Primary Elections. Attorney Hourigan is married to the former Augusta Wood and has three daughters, Mollie, Bonnie, and Nancy.

'44

DR. FRANK P. SPEICHER of 452 South River Street, Wilkes-Barre, was a candidate for School Director in the recent primary elections. Dr. Speicher is married to the former TREVER-YAN B. WILLIAMS, Class of '43.

'45

The Edward I. Plottle Company has announced that **HARVEY TRACHTENBERG**, 29 Second Ave., Kingston, has joined them as a Sales Representative in the Specialty Advertising, Calendar, Business Gift, Premium and Direct Mail Field. Mr. Trachtenberg is married to the former Marion Clachko and has three children, Lee, Jed, and Ann.

ATTORNEY GIFFORD CAPPELLINI was a candidate for the office of mayor of Wilkes-Barre in the recent primary elections. Attorney Cappellini, an active member of the Wilkes-Barre Chapter of the Wilkes

College Alumni Association, resides with his wife and five children at 320 Academy Street, Wilkes-Barre.

'46

WILLIAM F. ELLIS, 11 York Ave., West Pittston, addressed members and guests of the Wyoming Historical and Geological Society recently in Wilkes-Barre. His topic was "Railroad Transportation in the Wyoming-Lackawanna Valleys" which was offered in conjunction with an exhibit on steam and inter-urban electric rail transportation in northeastern Pennsylvania.

A native of West Pittston, he has been a transportation hobbyist since childhood and has collected several thousand photographs, slides and artifacts related to steam and diesel rail operations in this part of the state and across the nation. Mr. Ellis is employed at the Defense Clothing and Textile Center, Philadelphia, a division of the Defense Supply Agency of the Department of Defense.

'47

MAJOR ANDREW W. WINIARCZYK is a Regular Army Advisor to the New Jersey National Guard Tank Battalion, and Military Liaison to Civil Defense, Region III, Southern New Jersey. Major Winiarczyk resides at 6 Korff Drive, Vineland, New Jersey, with his wife and son, Andrew, Jr.

'48

Mrs. Alphonse Edmundowicz, the former **JOSEPHINE GIULIANI**, recently moved from Rochester, Minnesota, to 418 Medical Center Road, Morgantown, West Virginia, with her husband, Dr. Edmundowicz, and sons, Steven and Daniel.

J. GARRETT FORSYTHE, JR. of 924 Ridley Creek Drive, Media R-32, Pennsylvania, is a Development Engineer for the E. I. DuPont de Nemours and Company in Wilmington, Delaware. His duties are the design and development of electro-mechanical machinery and development of special purpose and basic research instrumentation. Mr. Forsythe is married and has two children, J. Garrett, III, and Patricia.

DR. SHELDON G. TURLEY has been named a senior research physicist in the polymer and chemicals research laboratory of Dow Chemical Company, Midland, Michigan.

Dr. Turley joined Dow in 1957 as a polymer physicist. He is the author

or co-author of three technical papers in the field of his scientific specialty. Dr. Turley's wife, the former **JUNE K. WILLIAMS**, Class of '50, also holds a PhD and is a crystallographer in Dow's Chemical Physics Research Laboratory in Midland.

'49

The Lackawanna County Republican Committee has recommended the appointment of **ATTORNEY EDWIN M. KOSIK** of Daleville, Pennsylvania, to the post of chairman of the State Workmen's Compensation Board. The appointment is to be made by Governor William W. Scranton. Attorney Kosik is a former assistant U. S. Attorney in the Middle District of Pennsylvania. He is married to the former Lois Bistline and has three children, Barbara, Carol, and Michael.

LEONARD SHETLINE, teacher and assistant principal of the Milton School, Newton, New Jersey, has been accepted as a participant in the 1963-64 National Foundation Mathematics Institute to be held at Montclair State College. He was named to participate since he maintained A grades in his study of differential and integral calculus in college.

He has taught in Milton for five years and for one of those years was acting principal. Prior to that he taught for two years at Leesport, Pennsylvania, was teaching principal at Sebring, Florida for two years and principal of a DeSoto City, Florida elementary school for five years. He is a member of the national, state, county and municipal education associations, the National Council of Teachers of Mathematics, the National Council of Teachers of English and the Department of Elementary School Principals. Mr. Shetline and his wife Betty live on Berkshire Valley Road, Lake Swannanoa, New Jersey, with their three children, Cecelia, 11; Martha Ann, 6; and Kerry, 8 months.

'50

GRANT H. BARLOW, 125 East End Avenue, Libertyville, Illinois, was cited April 24 at the 16th Annual meeting of the Abbott Laboratories scientific staff for outstanding scientific achievement. Mr. Barlow, group leader in biochemical research, was one of seven Abbott scientists to whom awards were presented by Frederick J. Kirchmeyer, Vice-President, product planning and development. He was cited for his "foresight and ingenuity in the application of physical chemical methods to biochemistry that have been a major factor in basic research progress at Abbott."

'50 (Continued)

JOHN J. MOHAN was elected controller of Cayuga Federal Savings and Loan Association, Philadelphia, at the association's recent annual meeting. The announcement was made by Albert L. Ivers, president and chairman of the Board of Directors. Mr. Mohan joined Cayuga in June, 1961, and has been serving as auditor. He is a former Federal Home Loan Bank Examiner.

LAWRENCE S. STEPELEVICH, assistant professor at Regis College, Denver, Colorado, received the degree of doctor of philosophy in June from Catholic University of America, Washington, D. C. He taught philosophy at Stonehill College, North Easton, Massachusetts, and has been a faculty member at Regis since 1962. His PhD dissertation was on "Henri Bergson's Concept of Man" and he has written for scholarly journals in philosophy. He and his wife, the former Arena Mixis of Philadelphia, are the parents of three children.

Bloomsburg and Berwick Hospitals have jointly announced the selection of **GEORGE E. HUDOCK, M.D.**, as full-time pathologist for the hospitals. He began his duties for the latter part of June. Dr. Hudock served his formal residency and study program in pathology at Wilkes-Barre General Hospital for pathologic and surgical anatomy and Harrisburg Hospital for clinical pathology.

A. TED WOLFE is Office Manager for Local 4889, United Steelworkers of America, Fairless Hills, Pennsylvania. His duties include all the general and detailed office work involved in the operation of a business and fraternal organization, and the intricate co-ordination work with all phases of the administration of a major labor contract, and of a 4,500 member local union. Ted and his wife Lorraine reside at 96 Cobalt Ridge Drive, East, Levittown, Pennsylvania, with their two sons, Robert and Mark.

'51

DR. JOSEPH B. SCHLEICHER is head of viral and bacteriological research at Alcon Laboratories, Inc., Fort Worth, Texas. Dr. and Mrs. Schleicher and children, Joel and Nathan reside at 5324 Waits Avenue, Fort Worth 15, Texas.

BILL HOLTZMAN is Director of the Research Department of the Glidden Company in Baltimore, Maryland. Bill is married to the former **SANDRA CHESLER**, Class of '54, and has four children, Michael, Jill, David, and Wendy.

Greater Wilkes-Barre Junior Chamber of Commerce, at its annual reorganization meeting, elected **ATTORNEY HARRY HISCOX**, 38 Maffett St., Wilkes-Barre, to serve the 1963-64

term as President. Attorney Hiscox is married to the former **BEVERLY BLAKESLEE**, Class of '58. He assumed his duties as president on May 1.

JEAN K. DOUGHERTY was awarded her Master of Education degree by Temple University last June, and has accepted a position as psychologist at Elwyn Training School in Media, Pennsylvania.

'52

ROBERT V. McFADDEN of 74 West Main Street, Wappingers Falls, New York, has been promoted to Technical Program Manager, Magnetic Tape Devices at IBM's Data Systems Development Laboratories in Poughkeepsie according to Laboratory Manager Harold D. Ross, Jr. In his new position, Mr. McFadden has responsibility for the design and development of all magnetic tape units used in IBM data processing systems. Magnetic tape units are critical to efficient data processing in that they rapidly move large amounts of information to and from the high speed portions of the computer.

DR. EARL C. CRISPELL, JR. is a physician with offices at 5 Peabody Street, San Francisco 24, California.

'53

Mrs. Hal Berg, the former **NANCY JO RAUB**, is an actress for ABC-TV in Chicago. She conducts a daily children's television show, one hour in length. Mr. and Mrs. Berg have two daughters, Robyn Lee and Jody Lynn. **EDWIN COBLEIGH**, teacher and director of social studies at GAR High School, Wilkes-Barre, was the recent guest speaker at the dinner meeting of the Wilkes-Barre Business and Professional Women's Club. Mr. Cobleigh is working on his doctorate in the allied fields of sociology, anthropology, archeology and psychology.

ATTORNEY SANDOR YELEN of 329 Academy Street, Wilkes-Barre, has been appointed special attorney general for the State Department of Justice in the State Inheritance Tax Department at the Luzerne County Courthouse. He has been associated in the practice of law with his uncle, the late Attorney David Yelen, and continues offices in the Miners National Bank Building.

MALCOLM J. LEE of 22 Wilk Road, Fords, New Jersey, was presented the General Electric Company's Cordner Award at a ceremony in the company's Paterson Plant.

A sales specialist at the plant, Mr. Lee was honored for his contribution to the company's "Accent on Value Program." He spearheaded the development of an approved line of motors and gear motors for sanitary applications primarily in the baking and chemical industries.

ALUMNI NEWS . . .

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He has taught in Milton for five years and for one of those years was acting principal. Prior to that he taught for two years at Leesport, Pennsylvania, was teaching principal at Sebring, Florida for two years and principal of a DeSoto City, Florida elementary school for five years. He is a member of the national, state, county and municipal education associations, the National Council of Teachers of Mathematics, the National Council of Teachers of English and the Department of Elementary School Principals. Mr. Shetline and his wife Betty live on Berkshire Valley Road, Lake Swannanoa, New Jersey, with their three children, Cecelia, 11; Martha Ann, 6; and Kerry, 8 months.

'50

GRANT H. BARLOW, 125 East End Avenue, Libertyville, Illinois, was cited April 24 at the 16th Annual meeting of the Abbott Laboratories scientific staff for outstanding scientific achievement. Mr. Barlow, group leader in biochemical research, was one of seven Abbott scientists to whom awards were presented by Frederick J. Kirchmeyer, Vice-President, product planning and development. He was cited for his "foresight and ingenuity in the application of physical chemical methods to biochemistry that have been a major factor in basic research progress at Abbott."

'50 (Continued)

JOHN J. MOHAN was elected controller of Cayuga Federal Savings and Loan Association, Philadelphia, at the association's recent annual meeting. The announcement was made by Albert L. Ivers, president and chairman of the Board of Directors. Mr. Mohan joined Cayuga in June, 1961, and has been serving as auditor. He is a former Federal Home Loan Bank Examiner.

LAWRENCE S. STEPELEVICH, assistant professor at Regis College, Denver, Colorado, received the degree of doctor of philosophy in June from Catholic University of America, Washington, D. C. He taught philosophy at Stonehill College, North Easton, Massachusetts, and has been a faculty member at Regis since 1962. His PhD dissertation was on "Henri Bergson's Concept of Man" and he has written for scholarly journals in philosophy. He and his wife, the former Arena Mixis of Philadelphia, are the parents of three children.

Bloomsburg and Berwick Hospitals have jointly announced the selection of **GEORGE E. HUDOCK, M.D.**, as full-time pathologist for the hospitals. He began his duties the latter part of June. Dr. Hudock served his formal residency and study program in pathology at Wilkes-Barre General Hospital for pathologic and surgical anatomy and Harrisburg Hospital for clinical pathology.

A. TED WOLFE is Office Manager for Local 4889, United Steelworkers of America, Fairless Hills, Pennsylvania. His duties include all the general and detailed office work involved in the operation of a business and fraternal organization, and the intricate co-ordination work with all phases of the administration of a major labor contract, and of a 4,500 member local union. Ted and his wife Lorraine reside at 98 Cobalt Ridge Drive, East, Levittown, Pennsylvania, with their two sons, Robert and Mark.

'51

DR. JOSEPH B. SCHLEICHER is head of viral and bacteriological research at Alcon Laboratories, Inc., Fort Worth, Texas. Dr. and Mrs. Schleicher and children, Joel and Nathan reside at 5324 Waits Avenue, Fort Worth 15, Texas.

BILL HOLTZMAN is Director of the Research Department of the Glidden Company in Baltimore, Maryland. Bill is married to the former **SANDRA CHESLER**, Class of '54, and has four children, Michael, Jill, David, and Wendy.

Greater Wilkes-Barre Junior Chamber of Commerce, at its annual reorganization meeting, elected **ATTORNEY HARRY HISCOX**, 38 Maffett St., Wilkes-Barre, to serve the 1963-64

term as President. Attorney Hiscox is married to the former **BEVERLY BLAKESLEE**, Class of '58. He assumed his duties as president on May 1.

JEAN K. DOUGHERTY was awarded her Master of Education degree by Temple University last June, and has accepted a position as psychologist at Elwyn Training School in Media, Pennsylvania.

'52

ROBERT V. MCFADDEN of 74 West Main Street, Wappingers Falls, New York, has been promoted to Technical Program Manager, Magnetic Tape Devices at IBM's Data Systems Development Laboratories in Poughkeepsie according to Laboratory Manager Harold D. Ross, Jr. In his new position, Mr. McFadden has responsibility for the design and development of all magnetic tape units used in IBM data processing systems. Magnetic tape units are critical to efficient data processing in that they rapidly move large amounts of information to and from the high speed portions of the computer.

DR. EARL C. CRISPELL, JR. is a physician with offices at 5 Peabody Street, San Francisco 24, California.

'53

Mrs. Hal Berg, the former **NANCY JO RAUB**, is an actress for ABC-TV in Chicago. She conducts a daily children's television show, one hour in length. Mr. and Mrs. Berg have two daughters, Robyn Lee and Jody Lynn. **EDWIN COBLEIGH**, teacher and director of social studies at GAR High School, Wilkes-Barre, was the recent guest speaker at the dinner meeting of the Wilkes-Barre Business and Professional Women's Club. Mr. Cobleigh is working on his doctorate in the allied fields of sociology, anthropology, archeology and psychology.

ATTORNEY SANDOR YELEN of 329 Academy Street, Wilkes-Barre, has been appointed special attorney general for the State Department of Justice in the State Inheritance Tax Department at the Luzerne County Courthouse. He has been associated in the practice of law with his uncle, the late Attorney David Yelen, and continues offices in the Miners National Bank Building.

MALCOLM J. LEE of 22 Wilk Road, Fords, New Jersey, was presented the General Electric Company's Cordiner Award at a ceremony in the company's Paterson Plant.

A sales specialist at the plant, Mr. Lee was honored for his contribution to the company's "Accent on Value Program." He spearheaded the development of an approved line of motors and gear motors for sanitary applications primarily in the baking and chemical industries.

The Cordiner Awards are selected from among those whose contributions result in or have clear potential for substantial improvement in business operations. He was presented an engraved desk stand and a specially inscribed stereophonic radio for his home.

DR. DAVID KUNKLE is a dentist with offices at 35 Machell Avenue, Dallas, Pennsylvania.

'54

LEONARD C. SERAS has gained honors as a music teacher in the Wharton School District, New Jersey. His 52-piece elementary band from Curtis Elementary School received honors at the recent Music Educators National Conference in the Chalfonte-Haddon Hall Hotel in Atlantic City. For the band's outstanding performance, Mr. Seras as director was singled out for praise.

PETER WURM of 139 East Park Avenue, Oaklyn, New Jersey, received a Master of Science in Education degree from the University of Pennsylvania on May 20. Mr. Wurm, a teacher in Haddon Township High School, Haddon Township, New Jersey, is married and has a daughter, Ellen Renee.

SHELDON M. SCHNEIDER is Director of Social Service at The Psychiatric Treatment Center, New York City. His duties include group therapy, family counseling, administration and supervision. He is also field instructor for Yeshiva University School of Social Work. Sheldon, his wife Judith, and children Daniel and Elizabeth, reside at 345 East 81st St., New York City.

BERNARD COOPER received a Doctor of Philosophy degree from Temple University in February. The title of his dissertation was "Parents of Schizophrenic Children Compared with the Parents of Non-Psychotic Emotionally Disturbed and Well Children: A Discriminant Function Analysis."

BERNARD S. ONDASH, Elkins Park, Pennsylvania, formerly of Kingston, received his degree of doctor of medicine recently from Hahnemann Medical College, Philadelphia. Dr. Ondash is married to the former **ELEEN LOUISE WINT**, also of the Class of '55. Dr. Ondash will intern at St. Joseph's Hospital, Ann Arbor, Michigan.

'56

Jeannette Richardson, the former **JEANNETTE PERRINS**, and her husband, **JAMES RICHARDSON**, Class of '52, make their home at 30 Maitland Road, Stamford, Connecticut with their two sons, Bruce and Douglas.

'56 (Continued)

RONALD M. WASSERSTROM, 564 South Franklin Street, Wilkes-Barre, received a doctor of dental surgery degree from University of Pennsylvania in June.

ROBERT V. LYNCH is an educational representative for the New Jersey Educational Music Company. Bob, his wife, and four children reside at 107 Rivercrest Drive, Toms River, New Jersey.

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HAROLD CIRKO is a sixth grade teacher at the Browntown Elementary School in Old Bridge, New Jersey.

CAPTAIN JAN A. OLENGINSKI is a dentist with the U. S. Army in Mannheim, Germany. Capt. and Mrs. Oleginski and children Debra and Michael are residing in Mannheim. Their address is 768 Medical Detachment, APO 28, New York, New York.

'57

SAMUEL C. MINES received a doctor of medicine degree from the University of Pittsburgh in June. He is an intern at the University of West Virginia Medical Center.

JOHN O. LYCHOS is a commercial representative of the Bell Telephone Company in Wilkes-Barre.

ATTORNEY EUGENE ROTH of Wilkes-Barre, has been elected treasurer of the Eastern Pennsylvania District, Union of Orthodox Jewish Congregations of America. Elections for district offices were held at the recent conference in Lewistown of the regional unit of the UOJCA, the national organization serving 3,100 Jewish congregations throughout the United States and Canada.

GEORGE W. WEAVER, his wife Marjorie, and sons David and Paul are residing at 516 South Main Street, Springville, Utah.

'58

BART F. PETRINI, JR. has been transferred from the Aero-Space Division of the Boeing Company in Seattle, Washington, to the Marshall Space Flight Center in Huntsville, Alabama, where he will be involved as a mechanical design engineer in ground support equipment.

JAMES O. VANCAMPEN is a history teacher at Southern Regional High School, Manahawkin, New Jersey. He is presently working toward a doctor of education degree at Rutgers University. Mr. and Mrs. Vancampen and children Joan and Jeffrey reside at 24 Winding River Drive, Toms River, New Jersey.

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'59 (Continued)

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'60

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STANLEY M. IRZ a Master of Education in counseling in education Pennsylvania State University in March.

JOAN F. SADOWSKI a Medical Technician Assistant at Rutgers University, Brunswick, New Jersey.

WILLIAM RAUB a National Science Foundation fellow at the University of Wisconsin.

'62

BARBARA PRICE a structural engineer at the West Virginia Institute of Technology. She received a stipend from the National Institute of Mental Health to begin work on her dissertation at the University of Wisconsin in September.

RICHARD C. BELL a Lieutenant assigned to the Missile crew as deputy crew commander at Keesler AFB, Arkansas.

GERALD W. BURK graduate work on a Master of Education degree at Pennsylvania State University. He expected to receive his degree in December.

MARY BETH BROOKS a chemist at the U. S. Agricultural Research Station, Beltsville, Maryland.

MARY JANE FOGA of 1962 to serve as a nurse for three years in Africa. She is now a nursing student at the Presbyterian Church, Worawora, Buem, Ghana.

ROBERT L. EVAN a technician for General Electric in Pittsfield, Massachusetts.

(Continued)

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JOAN F. SADOWSKI is a Registered Medical Technician and Research Assistant at Rutgers University, New Brunswick, New Jersey.

WILLIAM RAUB is currently a National Science Foundation graduate fellow at the University of Penna.

'62

BARBARA PRICE is a clinical instructor at the Western Psychiatric Institute and Clinic in Pittsburgh. She received a stipend from the National Institute of Mental Health and will begin work on her master's degree at the University of Pittsburgh in September.

RICHARD C. BELLAS is a Second Lieutenant assigned to the Titan II Missile crew as deputy missile combat crew commander at Little Rock AFB, Arkansas.

GERALD W. BURKHARDT is doing graduate work on a Master of Education degree at Pennsylvania State University. He expects to receive his degree in December of this year.

MARY BETH BROWN is a research chemist at the U. S. Department of Agriculture Research Center, Beltsville, Maryland.

MARY JANE FOGAL left in August of 1962 to serve as a medical missionary for three years in Ghana, West Africa. She is now teaching in the Nursing School of the Evangelical Presbyterian Church Hospital at Worawora, Buem, Ghana, West Africa.

ROBERT L. EVANS is a mathematician for General Electric Company, Pittsfield, Massachusetts.

'62 (Continued)

RACHEL ALTAVILLA is teaching general science in the Wilkes-Barre City Schools.

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DOWN THE AISLE . . .

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LOIS LONG was married recently to Edward MacLean Simms in New York City. Lois is currently employed in the New York Dance Circuit. She has appeared in various New York productions including "Do Re Mi." Mr. and Mrs. Simms are residing at 99 St. Marks Place, New York City.

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THIS BRIGHT NEW WORLD

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16th Annual Homecoming

OCTOBER 25-26

Plan Now To Attend!

CLASS REUNIONS:

'38, '43, '48, '53, '58

1963 WILKES COLLEGE FALL SPORTS SCHEDULE

FOOTBALL

DATE	OPPONENT	PLACE	TIME
Sat., Sept. 28	Lebanon Valley	Home	2:00 p.m.
Sat., Oct. 5	Moravian	Home	2:00 p.m.
Sat., Oct. 12	P.M.C.	Away	2:00 p.m.
Sat., Oct. 19	Ursinus	Away	2:00 p.m.
Sat., Oct. 26	Drexel	Home	2:00 p.m.
Sat., Nov. 2	Juniata	Away	2:00 p.m.
Sat., Nov. 9	Delaware Valley	Home	2:00 p.m.
Sat., Nov. 16	Haverford	Away	1:30 p.m.

All Home Events — Wilkes College Athletic Field

SOCCER

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Wed., Oct. 2	Moravian	Home	3:30 p.m.
Sat., Oct. 5	East Stroudsburg	Home	10:00 a.m.
Wed., Oct. 9	Stevens	Away	2:30 p.m.
Sat., Oct. 12	Madison FDU	Away	2:00 p.m.
Wed., Oct. 23	Muhlenberg	Home	3:30 p.m.
Sat., Oct. 26	Hofstra	Home	10:00 a.m.
Wed., Oct. 30	Susquehanna	Away	3:00 p.m.
Sat., Nov. 2	Wagner	Home	2:00 p.m.
Sat., Nov. 9	Elizabethtown	Away	2:00 p.m.

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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)