

Dickinson Alumnus

APRIL 1972



**Diary of a Mad Dickinsonian
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The Dickinson Alumnus

Volume 49 Number 2

April 1972

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The Dickinson Alumnus is published by Dickinson College, Carlisle, Pa. 17013 each October, December, February, April and June. Second Class postage paid at Carlisle, Pa. 17013.



Bicentennial Year Arts Award to go to Philadelphia Orchestra

The world-renowned Philadelphia Orchestra has been announced as the recipient of the 1972/73 Dickinson College Arts Award. Presentation of the Award will be made by Pennsylvania Governor Milton J. Shapp, Honorary Chairman of the 200th Anniversary Arts Program Committee, at a special 200th Anniversary Concert at the Harrisburg Forum on November 19, 1972.

The orchestra was informed of its selection by President Howard L. Rubendall at a rehearsal at Philadelphia's Academy of Music on Friday, April 7 (pictured above). Its reaction was one of loud and prolonged applause.

In his brief remarks to the orchestra, President Rubendall outlined the history of the Arts Award, which is given by the College in alternate years, to honor those "who have made outstanding contributions in the arts and humanities." Past recipients include Robert Frost, Judith Anderson, W. H. Auden and John Cage.

In his statement, the President expressed the College's delight in departing from the practice of selecting individuals in order to honor "the musical organization which many of us feel is the finest in the nation, if not the world." He said: "I understand that it is unusual for an award to be made directly to the men and women of an orchestra. Perhaps so. But, it is all of you, both as individuals and as parts of the excellent whole that we choose to honor."

"The intimate relationship of the College and the Commonwealth, as well as that of the College and the Nation, is symbolized by this Award," he said.

Paul E. Kaylor, Chaplain of the College and Coordinator of the 200th Anniversary, was present at the announcement. He commented that the presentation of the Arts Award and the concert to be given by the Philadelphia Orchestra, was "one of the two or three most important events of the Bicentennial year."

In its 70th year at the Academy of Music, the Philadelphia Orchestra performs regularly throughout the week. In addition to these concerts, it travels worldwide, legging more miles, visiting more countries, giving more concerts and making more recordings than any other American orchestra. Maintaining a position of pre-eminence, the orchestra has been, for the past 50 years, a standard against which other orchestras are measured.

The 72-year-old orchestra, which is famous for its uniquely ripe and pleasant sound, will be under the conductorship of Seiji Ozawa at the Bicentennial performance in November. At age 36, Ozawa is one of the most distinguished conductors of the world, having conducted most of the finest orchestras in America and abroad. He is currently Music Director of the Boston Symphony, the San Francisco Orchestra and the Japan Philharmonic.

The Arts Award presentation at the special Bicentennial concert concludes the week of the 200th Anniversary Young Artists-in-Residence program, which will stress youth in the future of the arts.

Arrangements for the concert were made by the 200th Anniversary Arts Program Committee, whose members include alumni, faculty and students. The committee is chaired by William Masland.

George C. Pimentel Is Priestley Winner

Dr. George C. Pimentel, developer of the chemical laser, is the 21st recipient of the College's Priestley Memorial Award, presented annually to a member of the scientific community for his "discoveries or contributions to the welfare of mankind."

Dr. Pimentel with President Rubendall



The presentation was made March 30 during Dickinson's Priestley Day celebration honoring Joseph Priestley, scientist, theologian, and political theorist, best remembered for his discovery of oxygen.

A chemist at the University of California at Berkley, Dr. Pimentel is currently among a small group of scientists investigating the atmosphere of Mars.

Mariner Six and Seven space probes carried an instrument he devised to provide spectroscopic analysis of the atmosphere.

Widely known for his contributions in the fields of infrared spectroscopy, chemical lasers and molecular structures, Dr. Pimentel, with his students, is credited with identification of 15 chemical substances never before detected.

His interests also extend to secondary education and he was instrumental in developing a new high school chemistry textbook which is now used in all states and has been translated into 13 languages, including Russian.

In his acceptance address before an audience of several hundred persons, Dr. Pimentel spoke of the relationship between science and the scientist, questioning where the responsibility lies for the not always welcome changes wrought by an ever-increasing flow of knowledge about man and his world.

Self-censorship by a scientific "elite" is not the answer, Dr. Pimentel stated.

Deciding the uses to which new discoveries may be applied should not be left in the hands of a few scientists "unanswerable directly to the people whose lives and existences are to be affected", he continued.

"I feel we cannot and should not quench man's instinctive efforts to learn about his environment and to

make use of that knowledge in ways he sees as beneficial.

"The scientist is not uniquely qualified to make value judgments. He is uniquely qualified, however, to understand, to foresee potentialities and danger, and certainly most qualified to educate the public so they can make well-informed decisions."

The scientist's responsibility, Dr. Pimentel said, is to explain. "A scientifically literate society is needed before people can live at ease in our increasingly technological environment."

Through education man can insure that "the fruits of our knowledge" will mean the "survival rather than the destruction of our species."

Dr. Pimentel told of his resignation, after a year's work, from the Manhattan Project (which developed the atomic bomb) because "I hold myself responsible for my own direct contribution to the destructive use of man's creativity."

As the 1972 Priestley Memorial Award winner, Dr. Pimentel joins a list that includes such outstanding names in science as Urey, Bronk, Teller, Seaborg, Libby and Pauling.

Last year's recipient was anthropologist Margaret Mead.

A committee of Dickinson alumni, prominent in science, select the Priestley Award recipient from nominations submitted by former winners.

The award was established in 1952 and consists of a ceramic portrait medallion of Priestley, struck from original Wedgwood moulds made in 1779, and a \$1,000 honorarium.

Dickinson's interest in Joseph Priestley stems from the College's possession of the scientist's giant double



Joseph Priestley's famous burning glass

burning-glass and other of his laboratory apparatus.

The College also owns a vast collection of Priestley papers and memorabilia, the gift of Mrs. Temple Fay, a direct Priestley descendant.

Dean Wanner, retired Professor Horace Rogers '24, Dr. Pimentel and President Rubendall at Priestley Award ceremony in the Anita Tuvin Schlechter Auditorium.





Diary of a Mad Dickinsonian

by Rick Smolan

New York City
August 11, 1970

It's 10:30 a.m. I woke up about 10 minutes ago with the feeling in the back of my mind that there was something I should remember. I was standing in the bathroom watching myself blearily in the mirror as I brushed my teeth, when I suddenly remembered. This afternoon I leave for Bologna on the *Rafaello*. God, how could I have forgotten something like that?

I went back to my room and started getting dressed. The same old doubts I'd had all along came back to me. Why was I leaving all my friends and running off to Italy? What if I got there and found out I couldn't find a dark-room? The answers were the same as they had been every other time I'd asked myself those questions. I needed a change. A challenge. I was too secure in my little world at Dickinson. I had all the simple things I'd always wanted: an apartment, a girl, decent grades, friends. It all seemed too pat. I sort of felt I was stagnating.

So I applied to go to Italy with the Bologna Program. I knew the program was mainly intended for Political Science majors but somehow I got accepted. I took a look at the list of the other people who were going. I only knew a few of them. I started getting uptight again. I mean being a loner is one thing, but not having any friends for a whole year could really be a drag. But I figured what the hell, the whole idea of going to Italy was to meet Italians not to hang around with other Americans. I decided whatever happened I'd make the best of it.

So now it's the day I'm going to leave. I guess I haven't completely decided whether I'm doing the

right thing, but at least it will be more exciting than spending three years in a row at Dickinson. I'm not putting Dickinson down at all, I was really happy there. I just think that spending a year abroad may help me to find myself better. Maybe I'll do some growing up. I can't wait to get on that ocean liner.

August 13

I have never been so seasick in my life. We've been caught in this storm for two days. This is the first time I've felt well enough to write. I've met a few of the other kids in the group. They all seem to be pretty friendly people. Every night there's an orchestra. The ship is mostly full of older people, not many other people our age. Tomorrow night there's a talent show of sorts. I think Doug and Keith are going to play. There is an Italian course offered every morning. I'm starting to learn a few simple phrases. I can't imagine myself being able to speak a foreign language. I never could learn languages in school, but everyone says it's different when you actually live in a foreign country: I sure hope so!

August 16

Tomorrow we make a stop in Algeciras, Spain. I met a girl named Barbara who is in our group but she is from one of the other colleges contributing students to the Bologna program. I think she said she's from a college in Florida. She has a cute Texas accent. We've been talking about jumping ship when we get to Spain. We could leave our trunks on the ship, hitch from Spain,

through France, over to Italy, and meet the rest of the group. We got pretty fired up over the idea, but we finally decided Professor Nilsson (who we didn't know yet) would probably kill us. Oh well, It was fun thinking about it.

August 20

Well, we docked in Genoa and were met by Professor Nilsson. He seems like he really knows a lot about Italy. On the bus as we rode towards Bologna we got a two hour lecture on what to expect from our living quarters, how to act, what not to eat, etc... Everyone was getting nervous about what our housing was going to be like. Nilsson said we'll all be living in places called pensiones, which are like families which rent out rooms to students. Some of these places might treat us like part of their family, others might consider our living with them as a pure business deal (like a hotel room). We'd each have an Italian roommate who would hopefully help us to meet other Italians.

My house is about a 15 minute walk from the Johns Hopkins center, where I have classes. The apartment I live in is on the 4rd floor but I have a real luxury, an old rickety elevator. It's only big enough for about three people at once, and all the walls of it have windows so it feels more like a moving platform than a real elevator.

My pensione is a real family, mother, father and two daughters. There are about seven students besides myself. My roommate is a floor tile layer. Last night, if I understood him correctly, he said that I have to try to talk to him every night for half an hour. That seems really impossible. Last night I had to look up almost every word I wanted to say in my little dictionary. It's really frustrating, but I find myself remembering a lot of the words so I only have to look them up once or twice. Enzo, my roommate, says I should write down the words I'm not sure about; he'll try to explain. It's amazing how much I seem to understand from just guessing and sign language. I think this year is going to be really great.



Sept. 10

Well my Italian is getting better all the time. I managed to buy a transformer for my radio today. The people in the stores are so amazingly patient with me. In the States if someone walked into a store and couldn't speak English I don't think they'd be nearly as helpful.

This afternoon I decided to take my laundry to a place I passed on the way home from school yesterday. (I always walk home a different way just to see new things all the time). The women who ran the store was curious about where I was from (I think that's what she was asking me) so I told her I was American. She noticed the camera on my shoulder and asked me if I was a photographer. I said yes. She proceeded to describe her 16 year-old daughter who she claimed was as pretty as Raquel Welch (using ample hand gestures to get the point across). Well, I politely said that she was very fortunate to have a daughter that well endowed (I used my own version of hand gestures back, which I think shocked her). I really figured she was exaggerating the way all mothers are prone to do when talking about their offspring. But as I was leaving she called me back and asked me if I'd like to come to her house for supper tonight. I said sure.

At 7 p.m. I got on the bus and rode it across town to VIA Emilia Levante. The nice thing about Bologna is that since the city is so small you can get anywhere in a matter of minutes. This woman lived in what we would

consider to be the suburbs of Bologna, but it was only about a 15 minute ride from my house.

Her daughter turned out to be just as beautiful as her mother had described her. Supper was especially nice because the father spoke English pretty well and explained a lot of things I'd misunderstood. They invited me back again for next week. I think I'll bring my camera.

Oct. 10

I haven't said much about my classes. I guess the best class is the Italian course. It's taught by a young Italian folksinger named Franchesco. He has been teaching introductory Italian to Dickinson Bologna Program students for five years. Instead of the boring grammar courses I had in high school, he teaches you how to actually speak the language. Sure there's grammar in there too but it seems a lot easier to learn a language when you really need to use it 24 hours a day.

The other courses are just like the ones at Dickinson. If the teacher is a good lecturer, the class is interesting. If he's bored with us, we get bored with him. I think I get a lot more out of hanging around with my Italian friends than I do in any of my classes. That's mostly me, I guess, I always learn things better if I figure it out myself than if someone tries to tell me what's right.

Oct. 23

A few days ago Dave, Chuck, and I were sitting in the Piazza Maggiore. It's a big huge plaza with all this tremendous architecture surrounding it on all sides. Every night all the old men (and a lot of students) stand around the plaza arguing about politics until 10 or 11 at night. It's really fantastic to watch. Italians use their hands so much it seems almost as intricate a skill as dancing or painting.

It was around midnite and the three of us were sitting there listening and singing to an old Beatles tape on my cassette player. A few students walking by heard the music, came over and started singing along with the three of us. I started talking to one of them, named Oscar. He asked me whether I'd like to meet a bunch of his friends sometime. I was getting pretty used to the open friendliness of Italians so I said sure.

Last night he showed up at my house on his honda and asked me if I wanted to meet his friends. Apparently they had a nightly meeting at one of the girls' houses. I got on the back of his cycle and he tore off, taking every back alley way he could find. I asked him later why he stuck to the alleys and he explained that he wasn't allowed to have two people on his honda, so he took back streets to avoid the Carabinieri (Police). I climbed off his cycle—gingerly—and we went inside. There were about 12 people in the basement. The house seemed almost American in its decoration and furniture. Obviously Julia's parents were rather well off. I am continually overwhelmed at the way Italians can just instantly accept

a complete stranger with such warmth. They made me feel completely at home and when I left they invited me to come back again.

Nov. 18

For about the last month Oscar has been coming over almost every night after supper. We usually go to a bar up the street to see what movies are playing in town. The Italian bars here are really different than what Americans think the word bar means. A bar in Italy is a family-type place. All the workers and students stop in at their local bar (there's a few on every block) on their way to school or work. They have a cappuchino (the best coffee you've ever had in your life!—even if you hate coffee) and a pastry. Sure you can also get alcohol but there is no such thing as a drinking age. Eight year olds get sent by their parents to pick up a quart of beer. Sure the students still have parties and get drunk but age limits never stopped that anywhere. I think it's pretty safe to say that Italians are much friendlier drunks than most Americans.

One thing I've noticed about Italians is the lack of violence in their whole society. You can walk anywhere day or night in Bologna in complete safety. I think it's probably because Italians take much more responsibility for each other as individuals than we do. All the people on the streets know each other and look out for each other. I was recently talking to one of the students who lives in the room next to mine in my pensione. He showed me an old article, from an Italian magazine. The article was about that woman who was stabbed to death in N.Y.C. while over 30 people in neighboring apartments did nothing.

He wanted me to explain how it was possible that those 30 people didn't help their friend. I tried to explain that in N.Y. just because you live in the same building, it doesn't mean you know everyone. I guess that was a stupid thing for me to say because he then asked me if Americans wouldn't help out anyone who was being stabbed to death, whether they know the individual or not? I kept trying to explain how people didn't want to get involved. That made matters even worse. I don't know why I felt obligated to defend those 30 neighbors. I just felt like I should defend them because they were Americans. But deep down I was agreeing with my Italian friend. How could 30 people stand by and not do anything?

That could never happen in Bologna. If anything, the Italians are *too* concerned with everyone else's business. Each mother feels a personal responsibility to scold any child who misbehaves, be it hers or a complete stranger's. While the city suffers from a normal amount of petty thievery, big crimes, especially those involving bodily harm are almost unheard of.

I guess that's why living here in Italy makes me see the good and bad points of America so much more clearly. It's like stepping back and taking an objective

look at something you've always been too involved in to see clearly.

Dec. 8

When you go to a store more than once the storekeepers actually remember you (I'm beginning to think that it's my terrible Italian accent that makes them remember me). As I walk to school I find myself exchanging waves with an amazing number of people. Every morning on the way to school I pass an old woman who is always hanging her clothes out as I walk by. She's gotten into the habit of yelling out "Ciao Americano!" (Hi there, American!) as I walk by. I finally feel like I really belong in this city.

Jan. 21

I just got back from a five week Christmas vacation. Everyone in our group took off in different directions. They went to Spain, France, Germany, Switzerland, England, Portugal, Morocco, and a few even traveled around Italy. Two went back to the States. I guess they had good reasons, but it seems like a real waste of time and money when you are already here to fly back home instead of exploring Europe. A few kids' parents came over to visit them.

We traveled for about \$2.00 a day including gas for the car, food and a place to stay! We stayed at quite a few youth hostels. They are really clean, cheap, and a lot of them have arrangements with local restaurants to provide youth hostelers with inexpensive meals.

I got a job offer from an Italian shoemaker yesterday up in Aosta, near the Swiss border. He said my Italian was pretty good for only 6 months, and he told me to come back and see him in the spring about the job. He offered me \$150 a month plus room and board. I just might do it.

I'm an old comic book fan from way back so every week I buy a bunch of comics in Italian (Superman, Donald Duck, Batman, Spiderman etc. . .) and that has really helped me to improve my vocabulary (I can even say the green lantern power ring recharging oath in Italian!).



March 10

I'm really happy with my Italian these days. I finally feel like I can carry on a conversation with hardly any trouble. The words just come to me. I actually find myself thinking in Italian—dreaming too. It's a strange feeling to suddenly understand the meaning of words that can't be translated back into English. One word that I really like is "Magare." It translates sort of like "oh would that it be so." If someone says you look like you are rich, you would say "Magare"—meaning "I wish that was the truth."

Another funny thing I've noticed is that when I'm speaking Italian I use completely different hand gestures and facial expressions. It seems like certain phrases are incomplete without the appropriate hand gestures (our peace symbol translates as "I want to go to the bathroom").



I've been dating an Italian girl for the last month which has also really helped my Italian (among other things...). She is 19, and works as a secretary at a small firm downtown. Every Saturday morning I get up early and meet her in the center of town at the Piazzola—the Big Fleamarket. It's held every Friday and Saturday. Usually we buy a handful of hot roasted chestnuts, walk around looking at all the little stands. The main part of the Flea Market sells new things (pants, shirts, shoes, boots, radios, records, belts, bags, coats, flowers, candy, silverware, tapes etc...) at prices somewhat cheaper than those of the stores in town selling the same merchandise. You can bargain somewhat. That's a whole skill in itself. Across the street from the main part of the market is the old, used items section which is much more interesting. Old top hats, swords, coats, army shirts, strips of colorful clothes, beads, buttons, mirrors,—just great cheap junk. The market is different every week so I keep going back.

May 2

In about 2 weeks my year in Bologna is going to end. I can remember starting this diary last August. God I can't believe that was almost 10 months ago, it seems like yesterday that I was worrying about whether I was making the right decision. I guess I ought to think about the year in terms of my doubts before I came. I hope I've done some growing up. I think I have. I've had to spend a lot more time alone than I would have wanted to, but I learned a lot about myself. By cutting

myself off from my friends at Dickinson for a year I realized how important friends really are. I needed this year to see how I would react to the challenge of learning a foreign language. I know everyone in the group learned to speak Italian pretty well but that doesn't lessen my feeling of accomplishment. I needed that confidence in myself.

It's going to be almost as hard to leave Bologna and my new friends here as it was to leave Dickinson. I'm sort of uptight about going back to Dickinson. I mean what if being back there makes me lose all the things I think I've learned this year about dealing with people. It's going to be almost like being a freshman again.

No matter what happens when I get back to Dickinson, nothing could ever make me regret (or forget!) my year in Bologna. I guess I'm sort of indebted to the people who told me about Bologna before I went. It's sort of a legacy you feel you have to pass on. I feel as though the best way I could thank those old Bologna Alumni would be to tell sophomores and juniors about the program. I heard that only 12 people have applied for this coming year. I can't understand it. I would think they'd be swamped with applications. I mean the year in Italy costs almost \$700 less than staying at Dickinson. People can't be *that* scared of trying something new. I thought my generation was supposed to be willing to experiment and forsake security for new learning experiences. I can't believe that people are that hung up about losing their security. I bet it's probably because the program just hasn't received enough publicity.



13 Big Issues for Higher Education

HIGHER EDUCATION HAS ENTERED A NEW ERA. Across the country, colleges and universities have been changing rapidly in size, shape, and purpose. And no one can predict where or when the changes will end.

Much of the current debate about higher education is prompted by its success. A century ago, less than 2 per cent of the nation's college-age population actually were enrolled in a college; today, about 35 per cent of the age group are enrolled, and by the turn of the century more than half are expected to be on campus.

The character of higher education also is changing. In 1950, some 2 million students were on campus—about evenly divided between public and private institutions. Today there are 8.5 million students—but three in every four are in public colleges or universities. Higher education today is no longer the elite preserve of scholars or sons of the new aristocracy. It is national in scope and democratic in purpose. Although it still has a long way to go, it increasingly is opening up to serve minorities and student populations that it has never served before.

The character of higher education is changing far beyond the mere increase in public institutions. Many small, private liberal arts or specialized colleges remain in the United States; some are financially weak and struggling to stay alive, others are healthy and growing in national distinction. Increasingly, however, higher education is evolving into larger education, with sophisticated networks of two-year community colleges, four-year colleges, and major universities all combining

the traditional purposes of teaching, research, and public service in one system. The 1,500-student campus remains; the 40,000-student campus is appearing in ever-greater numbers.

SUCH EXPANSION does not come without growing pains. Higher education in this country is losing much of its mystique as it becomes universal. There are no longer references to a "college man." And society, while acknowledging the spreading impact of higher education, is placing new demands on it. Colleges and universities have been the focal point of demands ranging from stopping the war in Southeast Asia to starting low-cost housing at home, from "open admissions" to gay liberation. Crisis management is now a stock item in the tool kit of any capable university administrator.

The campus community simply is not the same—geographically or philosophically—as it was a decade ago. At some schools students sit *in* the president's office, at others they sit *on* the board of trustees. Many campuses are swept by tensions of student disaffection, faculty anxieties, and administrative malaise. The wave of disquiet has even crept into the reflective chambers of Phi Beta Kappa, where younger members debate the "relevance" of the scholarly organization.

At a time when all the institutions of society are under attack, it often seems that colleges and universities are in the center of the storm. They are trying to find their way in a new era when, as "the Lord" said in Green Pastures, "everything nailed down is coming loose."

A Special Report

What Is the Role of Higher Education Today?

"Universities have been founded for all manner of reasons: to preserve an old faith, to proselytize a new one, to train skilled workers, to raise the standards of the professions, to expand the frontiers of knowledge, and even to educate the young."—Robert Paul Wolff, *The Ideal of the University*.

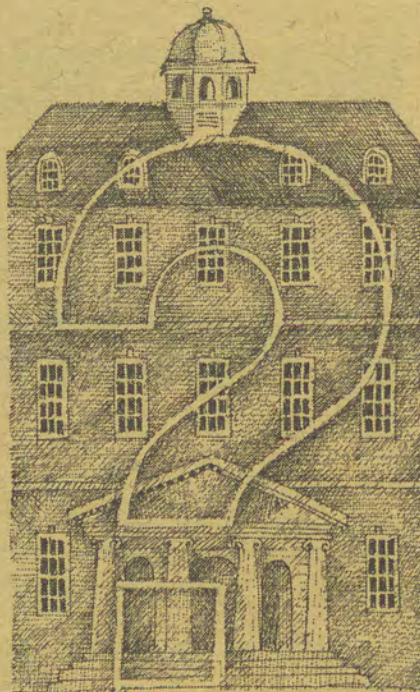
AS HIGHER EDUCATION GROWS in public visibility and importance, its purpose increasingly is debated and challenged.

It is expected to be all things to all people: A place to educate the young, not only to teach them the great thoughts but also to give them the clues to upward mobility in society and the professions. An ivory tower of scholarship and research where academicians can pursue the Truth however they may perceive it. And a public service center for society, helping to promote the national good by rolling forward new knowledge that will alter the shape of the nation for generations to come.

THE ROLE of higher education was not always so broad. In 1852, for example, John Henry Cardinal Newman said that a university should be "an Alma Mater, knowing her children one by one, not a foundry or a mint or a treadmill." In those days a university was expected to provide not mere vocational or technical skills but "a liberal education" for the sons of the elite.

In later years, much of university education in America was built on the German model, with emphasis on graduate study and research. Johns Hopkins, Harvard, Yale, and Stanford followed the German example. Liberal arts colleges looked to Britain for many of their models.

The explosion of science and the Congressional passage of the Land-Grant Act also created schools to teach the skills needed for the nation's agricultural and industrial growth.



Colleges and universities started training specialists and forming elective systems. The researcher-teacher emerged with an emphasis on original investigation and a loyalty to worldwide discipline rather than to a single institution. Through the first two-thirds of this century there occurred the triumph of professionalism—what Christopher Jencks and David Riesman call "the academic revolution."

TODAY it is difficult—if not impossible—for most colleges and universities to recapture Cardinal Newman's idea that they know their children "one by one." The impersonality of the modern campus makes many students, and even some faculty members and administrators, feel that they are like IBM cards, or virtually interchangeable parts of a vast system that will grind on and on—with or without them.

Still, the basic role of a college or university is to teach and, despite the immensity of the numbers of students crowding through their gates, most manage to perform this function.

There is a growing belief, however, that higher education is not as concerned as it might be with "learning"; that the regurgitation of facts received in a one-way lecture is the only requirement for a passing grade.

Faculties and students both are trying to break away from this stereotype—by setting up clusters of small colleges within a large campus, by creating "free" colleges where students determine their own courses, and by using advanced students to "teach" others in informal settings.

There is little question that students do "know" more now than ever before. The sheer weight of knowledge—and the means of transmitting it—is expanding rapidly; freshmen today study elements and debate concepts that had not been discovered when their parents were in school. At the other end of the scale, requirements for advanced degrees are ever-tighter. "The average Ph.D. of 30 years ago couldn't even begin to meet our requirements today," says the dean of a large mid-western graduate school.

The amount of teaching actually done by faculty members varies widely. At large universities, where faculty members are expected to spend much of their time in original research, the teaching load may drop to as few as five or six hours a week; some professors have no teaching obligations at all. At two-year community colleges, by comparison, teachers may spend as much as 18 hours a week in the classroom. At four-year colleges the average usually falls between 9 and 16 hours.

THE SECOND MAJOR ROLE of higher education is research. Indeed, large universities with cyclotrons, miles of library stacks, underwater laboratories, and Nobel laureates on their faculties are national resources because of their research capabilities. They also can lose much of their independence because of their research obligations.

Few colleges or universities are fully independent today. Almost all receive

money from the federal or state governments. Such funds, often earmarked for specific research projects, can determine the character of the institution. The loss of a research grant can wipe out a large share of a department. The award of another can change the direction of a department almost overnight, adding on faculty members, graduate students, teaching assistants, and ultimately even undergraduates with interests far removed from those held by the pre-grant institution.

There is now a debate on many campuses about the type of research that a university should undertake. Many students, faculty members, and administrators believe that universities should not engage in classified—*i.e.*, secret—research. They argue that a basic objective of scholarly investigation is the spread of knowledge—and that secret research is antithetical to that purpose. Others maintain that universities often have the best minds and facilities to perform research in the national interest.

The third traditional role of higher education is public service, whether defined as serving the national interest through government research or through spreading knowledge about raising agricultural products. Almost all colleges and universities have some type of extension program, taking their faculties and facilities out into communities beyond their gates—leading tutorials in ghettos, setting up community health programs, or creating model day-care centers.

THE ROLE of an individual college or university is not established in a vacuum. Today the function of a college may be influenced by mundane matters such as its location (whether it is in an urban center or on a pastoral hillside) and by such unpredictable matters as the interests of its faculty or the fund-raising abilities of its treasurer.

Those influences are far from constant. A college founded in rural isolation, for example, may find itself years later in the midst of a thriving

suburb. A college founded to train teachers may be expanded suddenly to full university status within a new state system.

As colleges and universities have moved to center stage in society, their roles have been prescribed more and more by "outsiders," people usually not included in the traditional academic community. A governor or state legislature, for example, may demand that a public university spend more time and money on teaching or on agricultural research; a state coordinating agency may call for wholesale redistribution of functions among community colleges, four-year colleges, and universities. Or Congress may launch new programs that change the direction of a college.

At such a time there is little for higher education to do but to continue what it has always done: adapt to its changing environment. For colleges and universities are not independent of the society that surrounds them. Their fate and the fate of society are inseparable.

What's the Best Way to Teach - and to Learn?

OVER THE YEARS, college teaching methods have been slow to change. The lecture, the seminar, and the laboratory were all imported from Europe after the Civil War—and they remain the hallmarks of American higher education to this day.

Some colleges, however, are sweeping the traditions aside as they open up their classrooms—and their curricula—to new ways of teaching and learning. The key to the new style of education is flexibility—letting students themselves set the pace of their learning.

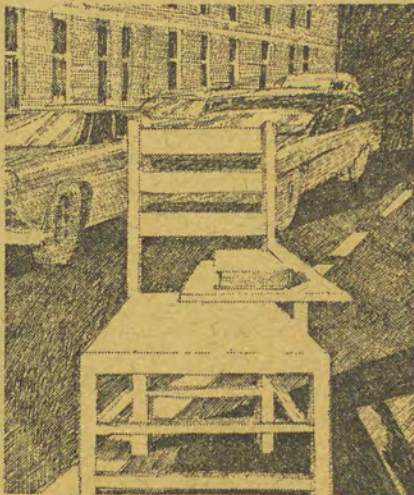
One of the most exciting experiments in the new way of learning is the University Without Walls, a cooperative venture involving more than 1,000 students at 20 colleges. Students in uww do most of their learning off campus, at work, at home, in inde-

pendent study, or in field experience. They have no fixed curriculum, no fixed time period for earning a degree. They work out their own programs with faculty advisers and learn what

they want. Their progress can be evaluated by their advisers and measured by standardized tests.

The students in uww, of course, are hardly run-of-the-mill freshmen. They include several 16-year-olds who haven't finished high school, a 38-year-old mother of three who wants to teach high school English, and a 50-year-old executive of an oil company. Their participation underscores a growing belief in American higher education that learning is an individualized, flexible affair that does not start when someone sits in a certain classroom at a fixed time or stop when a certain birthday is passed.

The uww experiment is financed by the Ford Foundation and the U.S. Office of Education and sponsored by the Union for Experimenting Colleges & Universities. Smaller-scale attempts to launch systems of higher education



Higher Education's Soaring Seventies

ENROLLMENT

	Fall 1969	Fall 1979
Total, all institutions	7,917,000	12,258,000
Public	5,840,000	9,806,000
Private	2,078,000	2,451,000
Degree-credit	7,299,000	11,075,000
Public	5,260,000	8,671,000
Private	2,040,000	2,403,000
4-year	5,902,000	8,629,000
2-year	1,397,000	2,446,000
Men	4,317,000	6,251,000
Women	2,982,000	4,823,000
Full-time	5,198,000	7,669,000
Part-time	2,101,000	3,405,000
Undergraduate	6,411,000	9,435,000
Graduate	889,000	1,640,000
Non-degree-credit	618,000	1,183,000

STAFF

	1969-70	1979-80
Total, professional staff	872,000	1,221,000
Instructional staff	700,000	986,000
Resident degree-credit	578,000	801,000
Other instruction	122,000	185,000
Other professional staff	172,000	235,000
Administration, services	91,000	124,000
Organized research	80,000	112,000
Public	589,000	906,000
Private	282,400	316,000
4-year	749,000	1,011,000
2-year	122,400	211,000

EXPENDITURES

(in billions of 1969-70 dollars)

	1969-70	1979-80
Total expenditures from current funds	\$21.8	\$40.0
Public institutions	13.8	26.8
Student education	8.6	16.9
Organized research	1.8	2.8
Related activities	0.8	1.8
Auxiliary, student aid	2.6	5.3
Private institutions	8.0	13.2
Student education	4.1	6.5
Organized research	1.7	2.9
Related activities	0.4	0.6
Auxiliary, student aid	1.8	3.2
Capital outlay from current funds	0.5	0.5

STUDENT CHARGES

(tuition, room, and board in 1969-70 dollars)

	1969-70	1979-80
All public institutions	\$1,198	\$1,367
Universities	1,342	1,578
Other 4-year	1,147	1,380
2-year	957	1,166
All private institutions	\$2,520	\$3,162
Universities	2,905	3,651
Other 4-year	2,435	3,118
2-year	2,064	2,839

EARNED DEGREES

	1969-70	1979-80
Bachelor's and 1st prof.	784,000	1,133,000
Natural sciences	176,880	239,130
Mathematics, statistics	29,740	52,980
Engineering	41,090	50,410
Physical sciences	21,090	18,070
Biological sciences	37,180	62,990
Agriculture, forestry	11,070	9,390
Health professions	33,600	41,970
General science	3,110	3,320
Social sci., humanities	607,120	893,870
Fine arts	52,250	77,860
English, journalism	62,840	116,840
Foreign languages	23,790	57,150
Psychology	31,360	60,740
Social sciences	149,500	273,190
Education	120,460	114,170
Library science	1,000	1,580
Social work	3,190	4,100
Accounting	20,780	29,780
Other bus. & commerce	81,870	91,920
Other	60,080	66,540
Master's	219,200	432,500
Natural sciences	46,080	88,580
Mathematics, statistics	7,950	23,290
Engineering	16,900	30,750
Physical sciences	6,300	6,210
Biological sciences	6,580	15,060
Agriculture, forestry	2,680	3,030
Health professions	4,570	7,940
General science	1,100	2,300
Social sci., humanities	173,120	343,920
Fine arts	13,850	27,120
English, journalism	10,890	28,420
Foreign languages	6,390	22,180
Psychology	4,700	12,910
Social sciences	20,970	51,100
Education	71,130	90,160
Library science	7,190	19,280
Social work	5,960	17,700
Accounting	1,490	2,980
Other bus. & commerce	22,950	61,750
Other	7,600	10,320
Doctor's (except 1st prof.)	29,300	62,500
Natural sciences	14,100	32,120
Mathematics, statistics	1,350	3,970
Engineering	3,980	12,650
Physical sciences	4,220	6,870
Biological sciences	3,410	7,310
Agriculture, forestry	800	730
Health professions	310	510
General science	30	80
Social sci., humanities	15,200	30,380
Fine arts	990	1,330
English, journalism	1,310	2,880
Foreign languages	860	2,210
Psychology	1,720	3,470
Social sciences	3,550	6,990
Education	5,030	10,350
Library science	20	40
Social work	100	220
Accounting	50	100
Other bus. & commerce	620	1,710
Other	950	1,080

SOURCE: U.S. OFFICE OF EDUCATION

involving "external degrees" and "open universities" are sprouting across the country.

THE NEW TREND to flexibility started by killing the old notion that all students learn the same way at the same time. With that out of the way, colleges have expanded independent study and replaced many lectures with seminars.

Some colleges have moved to the ultimate in flexibility. New College, in Florida, lets a student write his own course of study, sign a "contract" with a faculty adviser, and then carry it out. Others give credit for work in the field—for time at other universities, traveling, working in urban ghettos or AEC laboratories. Still more are substituting examinations for hours of classroom attendance to determine what a student knows; some 280 students at San Francisco State, for example, eliminated their entire freshman year by passing five exams last fall.

Another trend is the increasing use and availability of technology. At Simon Fraser University in British Columbia, among other institutions, students can drop into a bioscience lab at any time of day, go to a booth, turn on a tape recorder, and be guided through a complicated series of experiments and demonstrations. The student there has complete control of the pace of his instruction; he can stop, replay, or advance the tape whenever he wants. One result of the program: students now spend more time "studying" the course than they did when it was given by the conventional lecture-and-laboratory method.

The computer holds the key to further use of technology in the classroom. The University of Illinois, for example, is starting Project Plato, a centralized computer system that soon will accommodate up to 4,000 users at stations as far as 150 miles from the Champaign-Urbana campus. Each student station, or "terminal," has a keyset and a plasma panel, which looks like a television screen. The student uses the keyset to punch out questions and answers, to set up experiments, and to control his progress. The computer responds to his direc-

tions within one-tenth of a second.

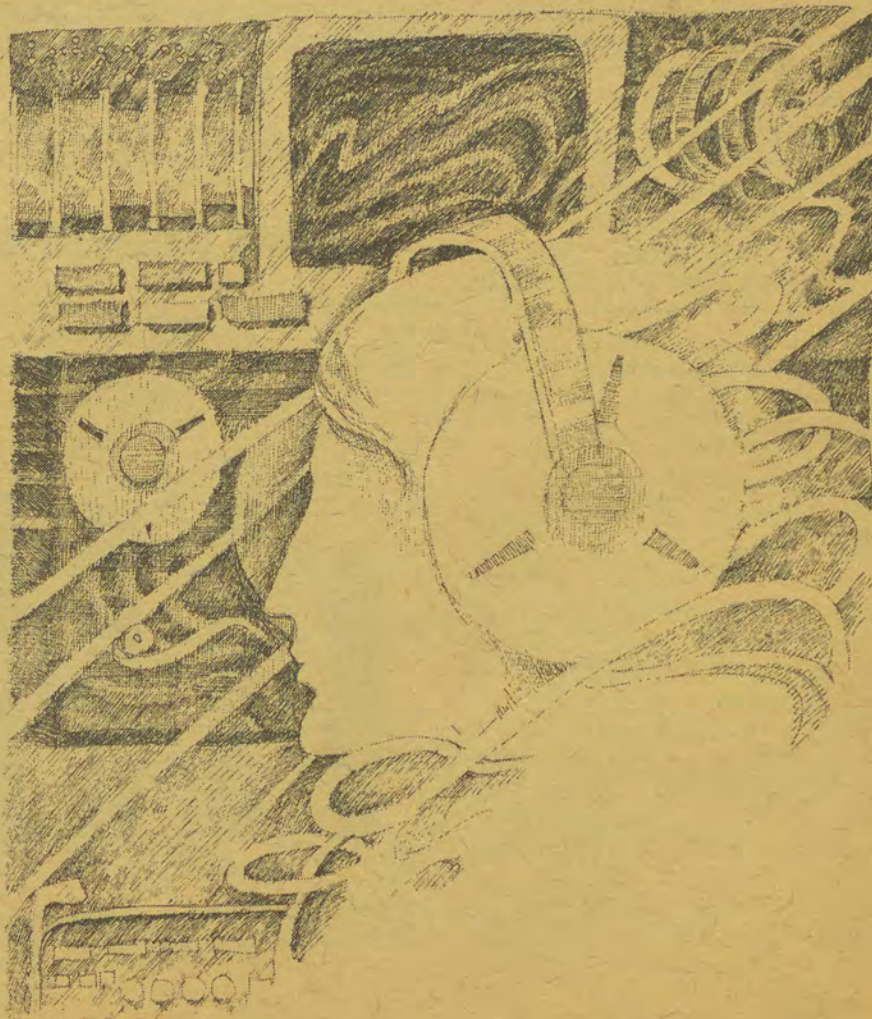
Computers are still too expensive an instructional tool for some colleges. Eventually, however, they should make education considerably more open and available than it is today. Instruction can be wired into homes and offices; students can learn where and when they want.

Technology itself, of course, will never replace the traditional forms of education—the face-to-face contact with professors, the give-and-take of seminars, the self-discovery of the laboratory. Technology, however, will augment other forms of formal instruction, widening the range of alternatives, gearing the educational process more to the choice of the student, opening the system to new students.

What are the implications of technology for the colleges themselves? Most of the new technology requires large capital investments; it is still

too expensive for hard-pressed institutions. But there may be ways that flexibility can be fiscally efficient and attractive.

Last summer, Howard R. Bowen, chancellor of the Claremont University Center, and Gordon Douglass, professor of economics at Pomona College, issued a report on efficiency in liberal arts instruction. They said that small liberal arts colleges could operate more effectively by diversifying their teaching methods. Their report suggested a plan under which 35 per cent of the teaching at a small college would be done in the conventional way, 25 per cent in large lectures, 15 per cent in independent study, 15 per cent in tutorials, and 10 per cent in machine-assisted study. Bowen and Douglass estimated that such a plan would cost \$121 per student per course—compared with \$240 per student now.



Should Campuses Get Bigger?

AT THE University of Illinois in Champaign-Urbana, midterm grades in some courses are posted not by the students' names but by their Social Security numbers. At Ohio State, a single 24-story dormitory houses 1,900 students—more than the total enrollment of Amherst or Swarthmore.

Across the country, colleges and universities are grappling with the problem of size. How big can a campus get before students lose contact with professors or before the flow of ideas becomes thoroughly clogged? How can a large campus be broken into smaller parts so students can feel that they are part of a learning community, not mere cogs in a machine?

Increasingly, parents and students are opting for larger campuses—both because large colleges and universities provide a good education and because they usually are state institutions with lower costs. A few years ago the National Opinion Research Center in Chicago conducted a national survey of the alumni class of 1961 and found that the graduates did not even have "much romanticism" about the advantages of small colleges. Only one-fourth of the respondents thought that a college with fewer than 2,000 students would be desirable for their oldest son—and only one-third thought it would be desirable for their oldest daughter.

SIZE is only one of several factors involved in choosing a college. Others include cost, distance from home, the availability of special courses, and counseling from relatives and friends. A choice based on these factors leads to a college of a certain size. Choosing a highly specialized field, or one requiring much laboratory research, usually will mean choosing a large school. Trying to save money by living at home might mean attending a public (and large) community college.

Large colleges, of course, have advantages—more books, more distin-

guished professors, more majors to choose from, more extracurricular activities. They also have longer lines, larger classes, and more demonstrations. Three years ago a study of student life at the University of California at Berkeley (pop. 27,500) by law professor Caleb Foote concluded with the opinion that human relationships there "tend to be remote, fugitive, and vaguely sullen." Students and faculty were so overwhelmed by the impersonality of the university's size, said Foote, that the school failed even to educate students to "respect the value of the intellect itself."

By comparison, relationships at small colleges are almost idyllic. For example, a study of 491 private, four-year nonselective colleges with enrollments under 2,500 found that students and faculty there usually are on familiar terms and tend to be absorbed in class work. "The environment," said the study's authors, Alexander Astin, director of research for the American Council on Education, and

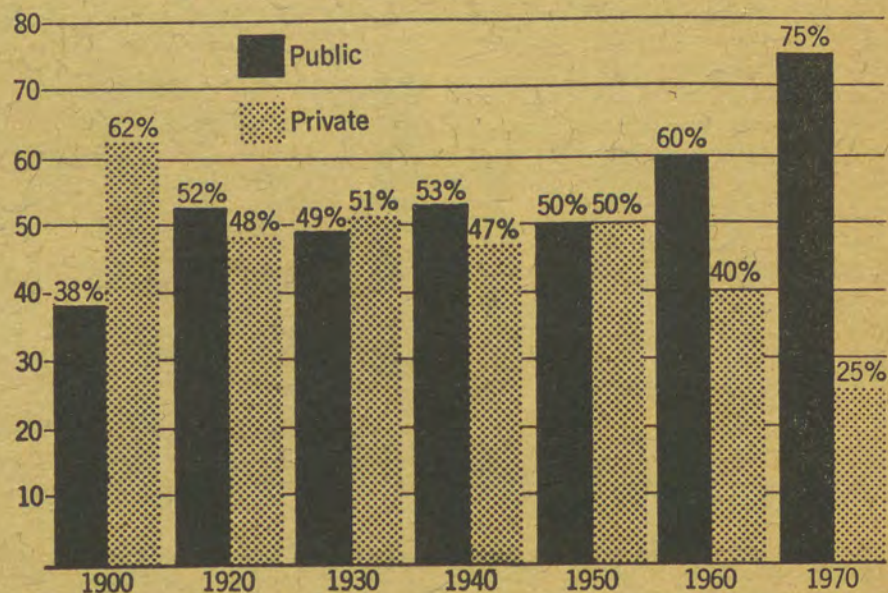
Calvin B. T. Lee, chancellor of the University of Maryland campus in Baltimore County, "is cohesive, and the administration is concerned about them as individuals."

THE GREATEST PROBLEM is to strike a balance, to make the campus big enough to enjoy the advantages of size but small enough to retain the human qualities. "I guess the trick," says the president of a small liberal arts college, "is to get big enough so people know you are there, and small enough so it's hard for things to get out of hand."

The Carnegie Commission on Higher Education recently studied campus size in relation to institutional efficiency. The optimum efficiency of a college, according to the commission, is when costs per student stop going down with increased enrollment—and when greater size starts to erode the academic environment.

It proposed that the best size for a doctorate-granting institution is 5,000

Shifting Patterns of College Enrollment



SOURCE: U.S. OFFICE OF EDUCATION

In 1950, the two million students on campus were evenly divided between public and private colleges. Today, three out of four students are in public institutions.

to 20,000 full-time students; for a comprehensive college, 5,000 to 10,000 students; for liberal arts colleges, 1,000 to 2,500 students; and for two-year colleges, 2,000 to 5,000 students. The commission also noted that it realized that some institutions would not be able to reach the sizes it suggested.

In an effort to reduce the impact of large size, many colleges have tried to organize their campuses around a series of clusters, houses, or mini-colleges. At the University of California at Santa Cruz, for example, students live and study in 650-student colleges; as the university grows it simply adds on another, virtually self-

contained, college. Each college has its own identity and character.

As long as the population continues to grow, and the proportion of young people going to college increases, large schools will get larger and small schools will have trouble staying small. The answer will have to be the creation of more colleges of all kinds.

What Is the "New" Student?

THE YOUTH COUNTERCULTURE flourished on the campus long before it spread to the rest of society.

The counterculture brought a new sense of community to the campus, a new feeling for a physical dynamic and for the visual world. Academicians spoke of the university's "new feel," where students preferred films to books and spoken poetry to written, and where they tried to rearrange things to fit their own time frames.

At first, universities and the new students didn't seem to mesh. Universities are traditional, reflective institutions often concerned with the past. Many of the new students wanted to look to the future. What happened yesterday was not as "relevant" as what is happening today, or what will happen tomorrow.

Margaret Mead looked at the new students and described them as the young "natives" in a technological world where anyone over 25 was a "foreigner." As a group, the new class seemed born to the struggle, more willing to challenge the ways of the world—and to try to change them—than their predecessors. And they felt fully capable of acting on their own. "Today students aren't fighting their parents," said Edgar Z. Friedenberg, professor of education at Dalhousie University, "they're abandoning them."

On the campus, many presidents and deans were under pressure from the public and alumni to stamp out the counterculture, to restore traditional standards of behavior. By the end of the Sixties, however, most

students and faculty members alike had come to believe that off-campus behavior should be beyond a college's control. A national survey in 1969 found that only 17 per cent of the faculty members interviewed thought that "college officials have the right to regulate student behavior off campus."

ATTEMPTS TO REGULATE BEHAVIOR on the campus also ran into obstacles. For the past century, college presidents had exercised almost absolute control over discipline on campus. In the last few years, however, the authority of the president has been undercut by new—and more democratic—judicial procedures. "Due process" became a byword on new student and faculty judicial committees. Court decisions construed college attendance as a right that could be denied only after the rights of the accused were protected. The courts thus restrained administrative impulses to take summary disciplinary action.

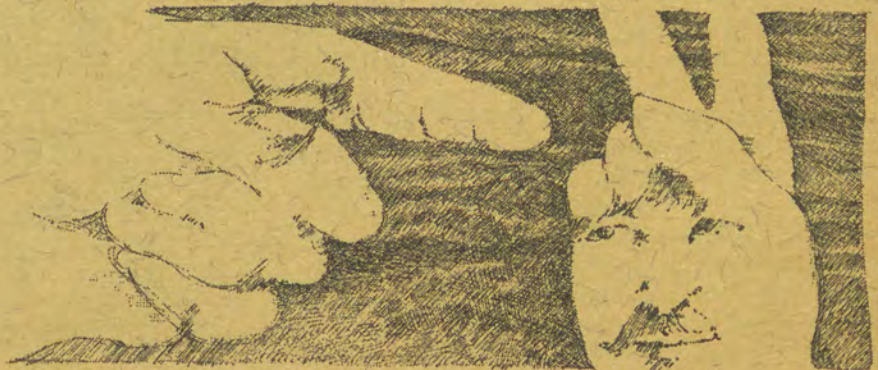
Partly in response to the demands of the times, partly in response to court decisions, and partly in response

to the recommendations of groups such as the President's Commission on Campus Unrest, many colleges now are creating entirely new judicial procedures of their own. Students are represented on campus judicial boards or committees; on a few, they form a majority.

At the same time, colleges are turning over to outside police agencies and civil courts the responsibility for regulating the conduct of students as citizens. On few, if any, campuses are students provided sanctuary from society's laws. For its part, society has developed a far greater tolerance for the counterculture and general student behavior than it once held.

"The trend," says James A. Perkins, former president of Cornell University and now chairman of the International Council for Educational Development, "is toward recognizing that the student is a citizen first and a student second—not the other way around. He will be treated as an adult, not as a child of an institutional parent."

That is a trend that more and more students heartily endorse.



Are Students Taking Over?

THE GREATEST STRUGGLE on many campuses in the past decade was for the redistribution of power. Trustees were reluctant to give more to the president, the president didn't want to surrender more to the faculty, the faculty felt pushed by the students, and the students—who didn't have much power to begin with—kept demanding more.

Except for the presence of students among the warring factions, struggles for power are as old as universities themselves. The disputes began more than a century ago when boards of trustees wrestled authority from chartering agencies—and continued down the line, only to stop with the faculty.

In the late 1960's, students discovered that they had one power all to themselves: they could disrupt the campus. Enough students at enough

campuses employed confrontation politics so effectively that other elements of the college community—the administration and the faculty—took their complaints, and their protests, seriously.

By the end of 1969, a survey of 1,769 colleges found that students actually held seats on decision-making boards or committees at 184 institutions of higher education. They sat on the governing boards of 13 colleges. Otterbein College includes students with full voting power on every committee whose actions affect the lives of students; three are members of the board of trustees. At the University of Kentucky, 17 students sit as voting members of the faculty senate.

On the whole, students appear to have gained influence at many schools

without gaining real power. For one thing, they are on campus, usually, for only four years, while faculty members and administrators stay on. For another, they usually constitute a small minority on the committees where they can vote. Frequently they do not have a clear or enthusiastic mandate from their constituency about what they are supposed to do. Except in periods of clear crisis, most students ignore issues of academic reform and simply go their own way.

Even when students do have power, they often act with great restraint. "We have students sitting on our faculty promotion committees," says an administrator at a state college in the Northwest, "and we're discovering that, if anything, they tend to be more conservative than many of the faculty members."

What Is the Best Preparation for a College Teacher?

TEN YEARS AGO, the academic community worried that there would not be enough Ph.D.'s to fill the faculties of rapidly growing colleges and universities. Efforts to solve the problem, however, may well have been too successful. Today people talk of a glut of Ph.D.'s—and men and women who have spent years in advanced study often can't find jobs. Or they take jobs for which they are greatly overqualified.

Over the years, about 75 per cent of all Ph.D.'s have joined a college or university faculty, and most still go into higher education. Due to the rapid growth of higher education, however, only 45 per cent of faculty members in the U.S. actually hold that degree; fully one-third of the 491 colleges that were the subject of a recent study do not have a single Ph.D. on their faculty. There is still a need for highly trained academic

talent—but most colleges can't afford to expand their staff fast enough to provide jobs for the new talent emerging from graduate schools.

In addition to the problem of training a person for a job that is not available, many academics are wondering if the Ph.D. degree—tradi-

tionally the passport to a scholarly life of teaching or research—provides the best training for the jobs that exist.

The training of a Ph.D. prepares him to conduct original research. That ability, however, is needed at colleges and universities only by people with



heavy research commitments or responsibilities. Once they have earned their doctorate, some Ph.D.'s will gravitate toward doing more research than teaching; others will choose to emphasize more teaching. Yet the preparation is the same for both. Moreover, although research can improve a professor's teaching, the qualities that make him a top-flight investigative scholar are not necessarily those required for effective classroom teaching.

Across the country, the demand is

growing for an alternative to the Ph.D. One such alternative is the M.Phil., or Master of Philosophy, degree; another is the D.A., or Doctor of Arts. A D.A. candidate would fulfill many of the requirements now expected of a Ph.D., but would attempt to master what is already known about his field rather than conducting his own original research. He also would spend time teaching, under the direction of senior faculty members.

Many colleges and universities have

already opened their doors and their classrooms to teachers without formal academic preparation at all. These are the outside experts or specialists who serve briefly as "adjunct" professors on a college faculty to share their knowledge both with students and with their fellow faculty members. Many administrators, arguing that faculties need greater flexibility and less dependence on the official certification of a degree, hope that the use of such outside resources will continue to grow.

How Can Anyone Pay for College?

THE COSTS of sending a son or daughter to college are now astronomical, and they keep going up. The expense of getting a bachelor's degree at a prestigious private university today can surpass \$20,000; in a few years it will be even more.

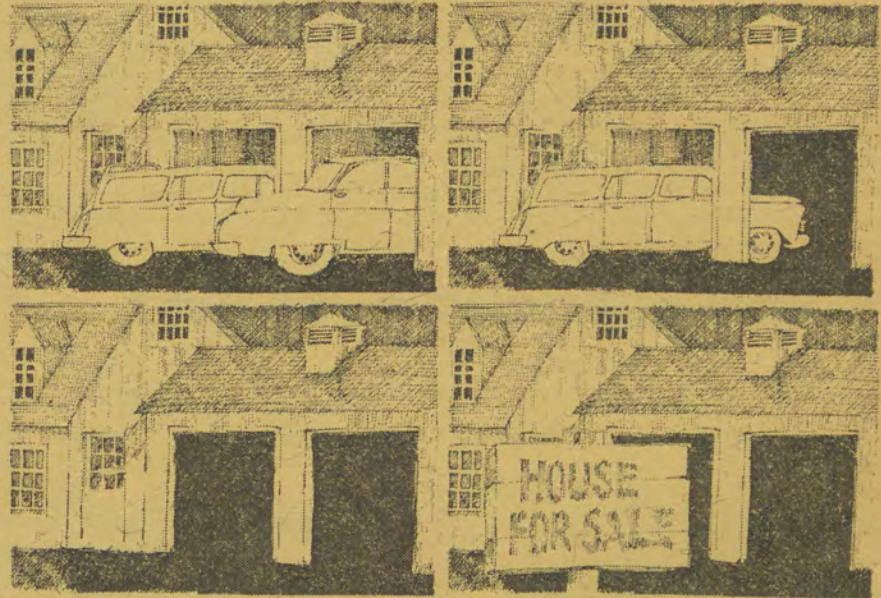
The U.S. Office of Education estimates that average costs for tuition, required fees, room, and board in 1970-71 were \$1,336 at a public university and \$2,979 at a private university—or 75 per cent more than in 1960.

Some schools, of course, cost much more than the norm. Tuition, room, and board cost \$3,905 at Stanford this year; \$4,795 at Reed. Harvard charges \$4,470—or \$400 more than a year ago.

State colleges and universities are less expensive, although their costs keep rising, too. The University of California is charging in-state students \$629 in tuition and required fees; the State University of New York, \$550. Other charges at public schools, such as room and board, are similar to those at private schools. Total costs at public institutions, therefore, can easily climb to \$2,500 a year.

Some colleges and universities are trying new ways to make the pain bearable.

Last fall, for example, Yale started its Tuition Postponement Option, permitting students to borrow \$800 di-



rectly from the university for college costs. The amount they can borrow will increase by about \$300 a year, almost matching anticipated boosts in costs. (Yale now charges \$4,400 for tuition, room, and board.)

The Yale plan is open to all students, regardless of family income. A participating student simply agrees to pay back 0.4 per cent of his annual income after graduation, or a minimum of \$29 a year, for each \$1,000 he borrows. All students who start repayment in a given year will continue paying 0.4 per cent of their income each year until the amount

owed by the entire group, plus Yale's cost of borrowing the money and 1 per cent for administrative costs, is paid back. Yale estimates that this probably will take 26 years.

The Yale option works for a student in this way: If he borrows \$5,000 and later earns \$10,000 a year, he will repay \$200 annually. If he earns \$50,000, he will repay \$1,000. A woman who borrows and then becomes a non-earning housewife will base her repayments on half the total family income.

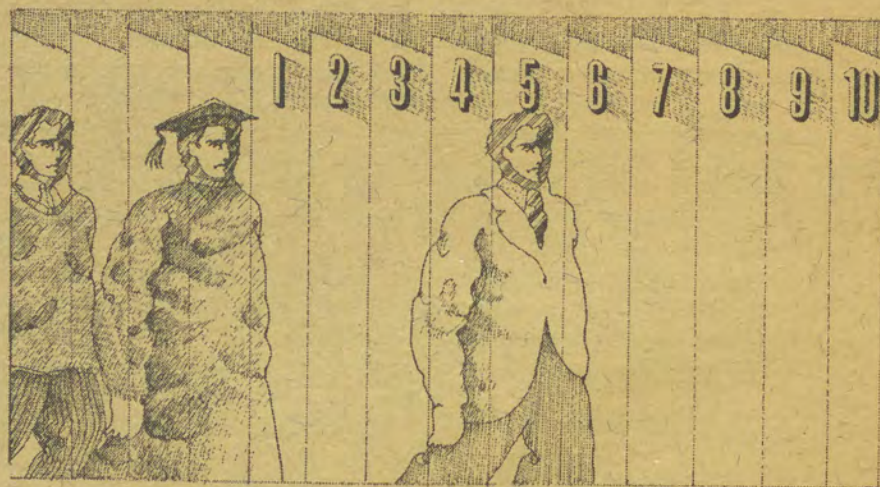
Many students and parents like the Yale plan. They say it avoids the "in-

stant debt" aspects of a commercial loan, and repayments are tied directly to their future income—and, hence, their ability to pay.

PARENTS ALSO CAN pay college costs by taking out commercial loans; most banks have special loans for college. The College Scholarship Service estimates, however, that the effective interest rate on commercial loans runs from 12 to 18 per cent.

The federal government also is in the college loan business. President Nixon has declared that "no qualified student who wants to go to college should be barred by lack of money." Last year the U.S. Office of Education helped pay for higher education for 1.5 million students through federally guaranteed loans, national defense student loans, college work-study programs, and educational opportunity grants.

The federally guaranteed loans are the most popular with middle-income parents. A student can borrow up to \$1,500 a year at 7 per cent interest



and start repayment 9 to 12 months after he graduates from college. He then can take 10 years to repay.

Most students still need help from their families to pay for college. According to the College Scholarship Service, a family with a \$16,000 annual income and one child should be able to pay \$4,020 a year for college. A family with a \$20,000 income and two children should have \$3,920 available for college.

One result of rapidly rising college costs is that most students work during the summer or part-time during the year to help pay their expenses. Another is that an ever-growing number seek out relatively inexpensive public colleges and universities. A third is that students—acting as consumers with an increasingly heavy investment in their college—will demand greater influence over both the form and content of their education.

Is Academic Freedom in Jeopardy?

IF COMPLAINTS filed with the American Association of University Professors can be taken as an indicator, academic freedom is in an increasingly perilous condition. Last summer the AAUP's "Committee A on Academic Freedom and Tenure" reported that it had considered 880 complaints in the 1970-71 school year—a 22 per cent increase from the year before.

Many of the complaints involved alleged violations of academic freedom in the classic sense—sanctions imposed against an individual for utterances or actions disapproved by his institution. It is not surprising that such controversies persist or that the actions of professors, trustees, students, and administrators might come into conflict, particularly in the increasingly politicized modern university.

As the title of the AAUP's committee suggests, academic freedom increasingly has become identified with guarantees of permanent academic employment. That guarantee, known as tenure, is usually forfeited only in cases of severe incompetence or serious infractions of institutional rules.

Because of the requirements of due process, however, disputes over academic freedom and tenure increasingly involve procedural issues. Some fear that as the adjudication process becomes increasingly legalistic, the elements of academic freedom in each case may be defined in ever-narrower terms. Robert B. McKay, dean of the New York University School of Law, warns that colleges should pay close attention to their internal judicial procedures so that outside decisions—less consistent with academic traditions—do not move into a vacuum.

THE CONCEPT OF TENURE ITSELF is now under review at many institutions. Many faculty members and administrators realize that abuses of tenure through actions that are not protected by academic freedom threaten the freedom itself. Such an abuse might occur when a professor uses class time to express a personal point of view without affording students an opportunity to study other positions, or when a faculty member fails to meet a class—depriving students of their freedom to learn—in order to engage in political activity.

Because these examples are not clear-cut, they are typical of the academic freedom issue on many campuses. It is also typical for academics to resist regulation of any kind. The President's Commission on Campus Unrest noted that "faculty members, both as members of the academic

community and as professionals, have an obligation to act in a responsible and even exemplary way. Yet faculty members have been reluctant to enforce codes of behavior other than those governing scholarship. They have generally assumed that a minimum of regulation would lead to a maximum of academic freedom."

Political events—often off the campus—have made academic freedom a

volatile issue. Occasionally a political figure will claim that a university is too relaxed a community, or that it is the hotbed of revolutionary activity. Institutions of higher learning have been thrust into the political arena, and academic freedom has been abused for political reasons. On some campuses, outside speakers have been prohibited; at others, controversial faculty members have been fired.

For centuries, academic communities have realized that neutrality may be their strongest virtue and surest protection. If they give up that neutrality, society may require them to forfeit many traditional freedoms and privileges. There is now a strong belief that neutrality is essential to the teaching, learning, and scholarship that are the very bedrock of higher education.

What Is a College Degree Really Worth?

COLLEGE CREDENTIALS, says HEW's Newman report on higher education, "are not only a highly prized status symbol, but also the key to many of the well-paying and satisfying jobs in American society."

The problem today is that colleges have been producing graduates faster than the economy can absorb them in challenging jobs. The members of last spring's graduating class found that, for the first time in years, a degree was not an automatic passport to a job and the good life.

Job offers to graduates were on the decline. At Louisiana State University, for example, there were only half as many job offers as the year before; even the recruiters stayed away. At graduate schools, job offers to new Ph.D.'s plummeted 78 per cent, and many might well have asked if all their years of study were worth it.

In the long run, higher education does pay off. Last fall a research team under Stephen B. Withey of the Institute for Social Research at the University of Michigan reported that male college graduates earn \$59,000 more in their lifetimes than male high school graduates.

A higher income is only one benefit of a degree. Withey's report also concluded that college graduates held jobs with fewer risks of accidents, fewer physical demands, more advancement, and "generally more comfort, psychic rewards, stimulation, and satisfactions." The report also found a direct correlation between college

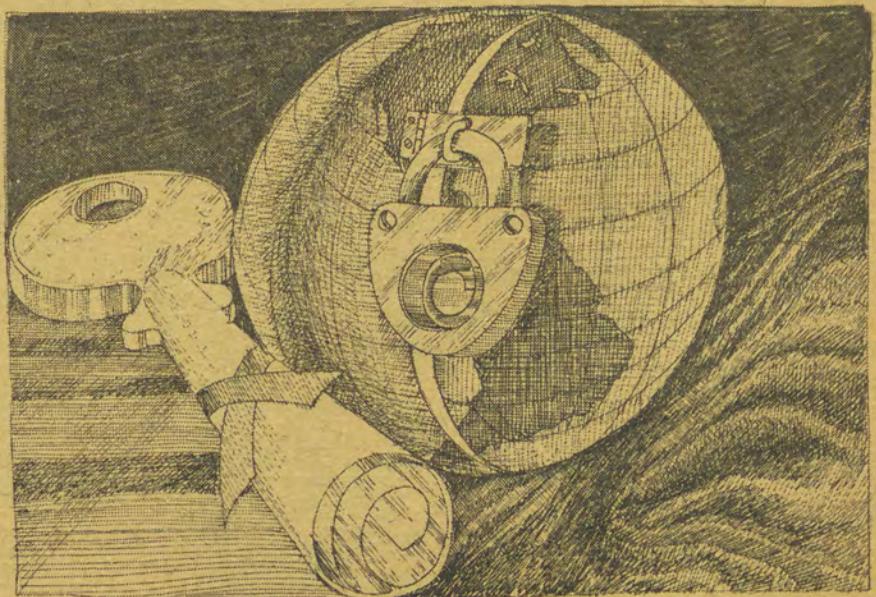
attendance, enriched life styles, and satisfactory family adjustments.

The nation's work ethic is changing, however, as are the values of many recent college graduates. To many, the tangible rewards of a job and a degree mean less than the accumulated wisdom and experience of life itself. Sociologist Amitai Etzioni recently commented: "The American college and university system is best at preparing students for a society which is primarily committed to producing commodities, while the society is reorienting towards an increasing concern for the good life."

Even when they can be defined, the nation's manpower needs are changing,

too. Last year Dartmouth College's President John G. Kemeny asked, "What do we say to all our students when we realize that a significant fraction of them will end up in a profession that hasn't been invented yet?"

Many educators now are urging employers to place less emphasis on the fact that a job applicant does or does not have a college degree and to give more attention to other qualities. Many also urge a review of the "certification" functions of higher education—where a degree often signifies only that the holder has spent four years at a given institution—so that society can operate more smoothly as a true meritocracy.



Should Everyone Go to College?

HIGHER EDUCATION, says Princeton's Professor Fritz Machlup, "is far too high for the average intelligence, much too high for the average interest, and vastly too high for the average patience and perseverance of the people here and anywhere."

Not everyone, of course, would agree with Professor Machlup's assessment of both the institution of higher education in the United States and the ability of the populace to measure up to it. But trying to draw the line in a democracy, specifying who should be admitted to higher education and who should not, is increasingly difficult.

What, for example, are the real qualifications for college? How wide can college and university doors be opened without diluting the academic excellence of the institution? And shouldn't higher education institutions be more concerned with letting students in than with keeping them out?

Public policy in the United States has set higher education apart from elementary and secondary education in size, scope, and purpose. All states have compulsory attendance laws—usually starting with the first grade—requiring all young people to attend public schools long enough so they can learn to read, write, and function as citizens. But compulsory attendance usually stops at the age of 16—and free public education in most states stops at grade 12.

Are 12 years enough? Should everyone have the right to return to school—beyond the 12th-grade level—when ever he wants? Or should "higher" education really be "post-secondary" education, with different types of institutions serving the needs of different people?

INCREASINGLY, the real question is not who goes on to higher education, but who does not go. In 1960, for example, about 50 per cent of all high school graduates in the U.S. moved on to some form of high-

er education. Today about 60 per cent go to college. By 1980, according to the U.S. Office of Education, about 65 per cent of all high school graduates will continue their education.

Today, the people who do not go on to college usually fall into three categories:

1. Students with financial need. Even a low-cost community college can be too expensive for a young person who must work to support himself and his family.

2. Students who are not "prepared" for college by their elementary and secondary schools. If they do go to college they need compensatory or remedial instruction before they start their regular classes. They also often need special counseling and help during the school year.

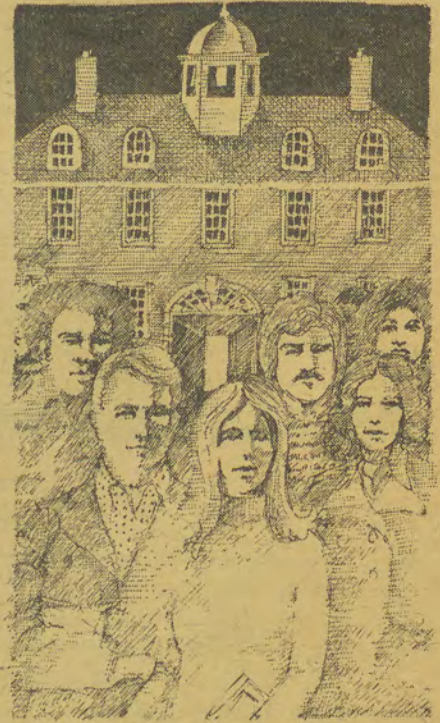
3. People beyond the traditional college-going age—from young mothers to retired executives—who want to attend college for many reasons.

During the Sixties, most of the efforts to open college doors were focused on racial minorities. To a degree, these efforts were successful. Last year, for example, 470,000 black students were enrolled in U.S. colleges and universities.

The explosive growth of two-year community colleges will continue to open college doors for many students. Most community colleges have lower admissions requirements than four-year schools (many require only high school graduation); they charge relatively low tuition (average tuition at a public community college this year is \$300), and most are in urban areas, accessible by public transportation to large numbers of students.

Community colleges will continue to grow. In 1960 there were 663 two-year community colleges in the U.S., with 816,000 students. Today there are 1,100 community colleges—with 2.5 million students. A new community college opens every week.

New patterns of "open admissions" also will open college doors for students who have not been served by



higher education before. In a sense, open admissions are a recognition that the traditional criteria for college admissions—where one ranks in high school, and scores on Scholastic Aptitude Tests—were not recognizing students who were bright enough to do well in college but who were poorly prepared in their elementary and secondary schools.

In the fall of 1970, the City University of New York started an open admissions program, admitting all graduates of New York high schools who applied and then giving them special help when they were on campus. There was a relatively high attrition rate over the year; 30 per cent of the "open admissions" freshmen did not return the next year, compared with 20 per cent of the "regular" freshmen. Even so, many university officials were pleased with the results, preferring to describe the class as "70 per cent full" rather than as "30 per cent empty."

The lesson is that, as higher education becomes more available, more young people will take advantage of it. Open admissions and other more democratic forms of admissions should not only make for a greater meritocracy on campus, but also lead to a better-educated society.

What Will We Do With Kids if They Don't Go to College?

"They are sick of preparing for life—they want to live."—S. I. Hayakawa.

NO ONE KNOWS HOW MANY, but certainly some of the 8.5 million students now on campus are there for the wrong reasons. Some are there under pressure (if not outright duress) from parents, peers, and high school counselors; others are there to stay out of the armed forces or the job market. Almost all, even the most highly motivated, are vulnerable to pressures from parents who view college attendance as a major stepping-stone toward the good life.

One result of these pressures is that college teachers are often forced to

play to captive audiences—students who would rather be someplace else. Walk into almost any large lecture in the country and you'll see students doodling, daydreaming, and nodding; they come alive again when the final bell rings. Many are bored by the specific class—but many more are bored by college itself.

Acknowledging the problem, the Assembly on University Goals and Governance has proposed that new kinds of institutions be established "to appeal to those who are not very much taken with the academic environment." Other proposals call for periods of national service for many young men and women between the ages of 18 and 26, and for greater flexibility in

college attendance.

Steven Muller, president of the Johns Hopkins University, proposes a four-part national service program, consisting of:

- ▶ A national day-care system, staffed by national service personnel.

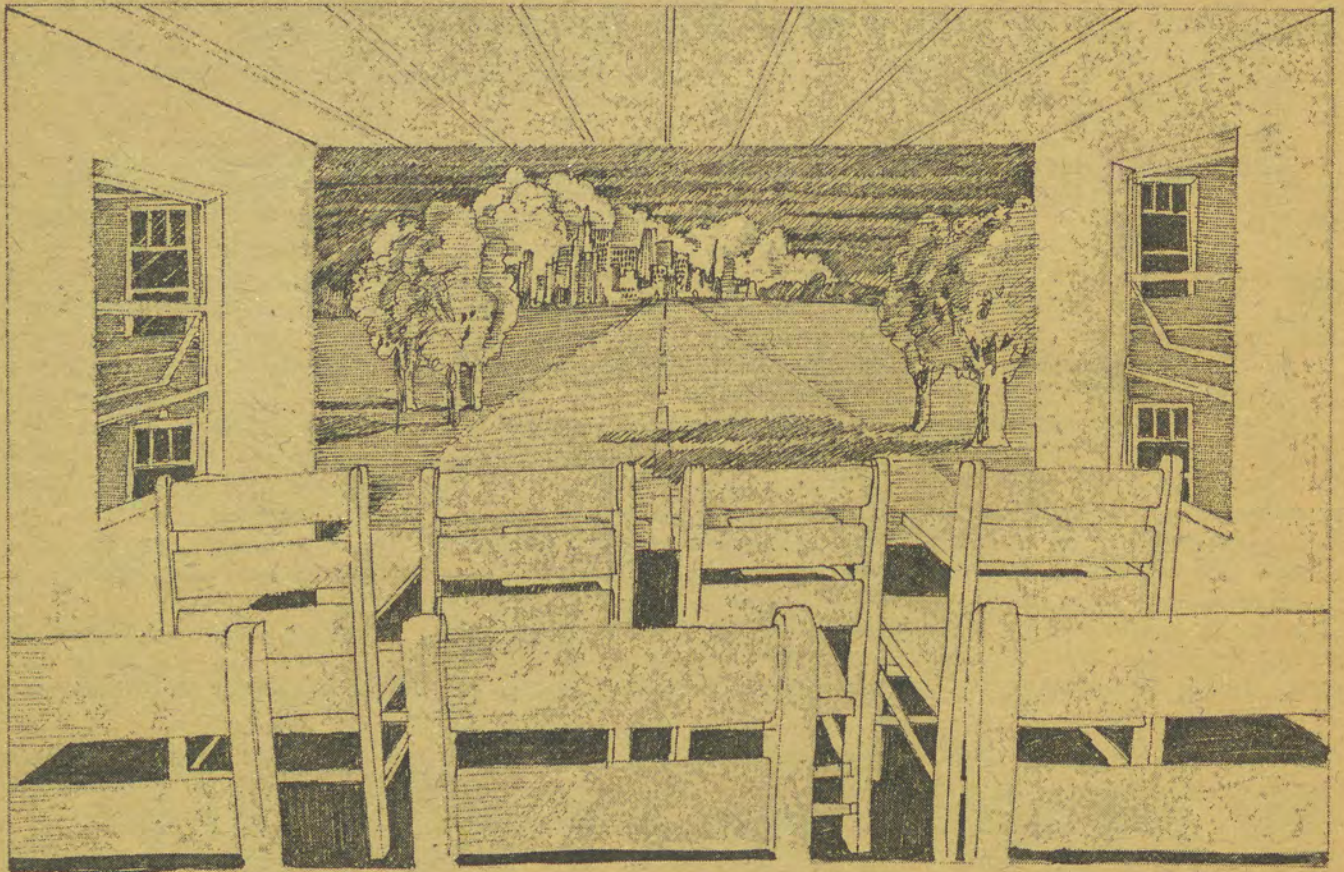
- ▶ A national neighborhood-preservation system, including security, cleanup, and social services.

- ▶ A national health corps, providing para-medical services to homes and communities.

- ▶ An elementary school teacher corps using high school graduates as teacher aides.

President Muller also proposes that two years of such non-military service be compulsory for all young peo-





ple. The advantages of mandatory national service, he said, would range from reducing enrollment pressures on colleges to giving students more time to sort out what they want to do with their lives.

The Carnegie Commission on Higher Education has suggested at least a consideration of national service plans and proposes that colleges make provisions for students to "stop out" at certain well-defined junctures to embark on periods of national service, employment, travel, or other activities.

The commission also advocates reducing the time required to earn a bachelor's degree from four years to three, and awarding credit by examination, instead of measuring how much a student knows by determining how much time he has sat in a particular class.

Some of these ideas are being studied. Institutions such as Harvard, Princeton, Claremont Men's College, New York University, and the entire California State College System are

considering the possibility of three-year degree programs. Others, such as Goddard, Syracuse, and the University of South Florida, require students to spend only brief periods of time on the campus itself to earn a degree.

A MAJOR TREND in American higher education today is toward greater flexibility. Last year two foundations—the Ford Foundation and the Carnegie Corporation of New York—provided \$2.5-million to help start a highly flexible series of experiments in New York State, including:

► A program of "external degrees," offering bachelors' and associates' degrees to students who pass college-level exams, even if they have not been formally enrolled at a college.

► A new, non-residential college drawing on the resources of the state university's 72 campuses but maintaining its own faculty to help students in independent study at home or at other schools.

► A "university without walls" including 20 institutions but with no fixed curriculum or time required for degrees; outside specialists will form a strong "adjunct" faculty.

These and other alternatives are designed to "open up" the present system of higher education, removing many of the time, financial, geographic, and age barriers to higher education. They should make it easier for students to go to college when they want, to stop when they want, and to resume when they want. A bored junior can leave the campus and work or study elsewhere; a mother can study at home or at institutions nearby; a businessman can take courses at night or on weekends.

The alternatives emphasize that higher education is not limited to a college campus or to the ages of 18 to 24, but that it can be a lifetime pursuit, part of our national spirit. The impact of these changes could be enormous, not only for the present system of higher education, but for the country itself.

With All Their Successes, Why Are Colleges So Broke?

IN A RECENT ECHO of an all-too-common plea, the presidents of six institutions in New York warned that private colleges there were on the verge of financial collapse and needed more money from the state.

The presidents were not crying wolf. The Carnegie Commission on Higher Education reports that fully two-thirds of the nation's 2,729 colleges and universities are already in financial difficulty or are headed for it. "Higher education," says Earl Cheit, author of the Carnegie report, "has come upon hard times."

At most schools the faculty has already felt the squeeze. Last spring the American Association of University Professors reported that the average rise in faculty salaries last year had failed to keep pace with the cost of living.

The real problem with college finance is that costs keep rising while income does not. It is compounded by the fact that the gap keeps growing between what a student pays for his education and what it costs to educate him.

The problems are great for public colleges and universities, and for private institutions they are even greater. About one-fourth of all private colleges are eating up their capital, just to stay in business.

As the Association of American Colleges warns, this is a potentially disastrous practice. As its capital shrinks, an institution then loses both income on its endowment and capital growth of it. The association sees little hope of a reprieve in the immediate future. "Most colleges in the red are staying in the red and many are getting redder," it says, "while colleges in the black are generally growing grayer."

MANY OF THE TRADITIONAL METHODS of saving money don't seem to work in higher education. Most colleges can't cut costs without excluding some students or eliminating some classes and pro-

grams. There is little "fat" in the average budget; when a college is forced to trim it usually diminishes many of the programs it has started in the past few years, such as scholarships or counseling services for low-income students.

Most colleges and universities have tried to raise money by increasing tuition—but this, as we have seen, is approaching its upper limits. Private institutions already have priced themselves out of the range of many students. Trying to set tuition any higher is like crossing a swamp with no way to know where the last solid ground is—or when more students will flee to less expensive public colleges. The competitive situation for private colleges is particularly acute because, as one president puts it, public colleges offer low-cost, high-quality education "just down the street."

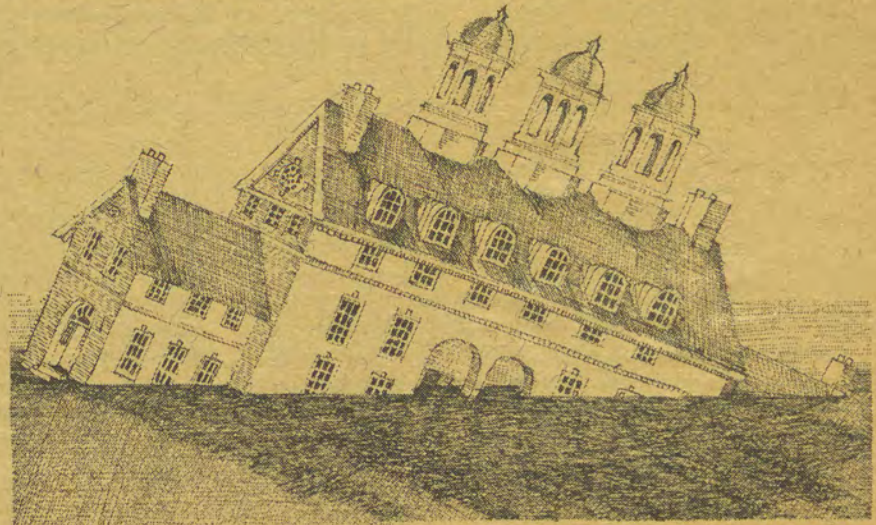
The problem is worse this year than ever before. The total number of freshmen in four-year colleges has actually declined. Colleges across the country have room for 110,000 more freshmen, with most of the empty seats found in private schools. The decline in enrollment comes at a particularly bad time: many colleges are just completing large—and expensive—building programs that they started in the booming sixties.

Public colleges are not immune

from the academic depression. They receive about 53 per cent of their income from state and local governments, and many are suffering from a taxpayers' revolt. Some state legislatures are cutting back on funds for higher education; others are dictating ways money can be saved.

Public colleges are under pressure to raise tuition, but many administrators fear this might lose students at the cost of raising dollars. Tuition at public colleges and universities is relatively low, when compared with private colleges, but it still has doubled in the last decade. The National Association of State Universities and Land-Grant Colleges warns that if it keeps going up it could lead to a "serious erosion of the principle of low tuition, which has been basic to the whole concept of public higher education in the United States."

Most college administrators, therefore, are looking to the federal government for help. The Carnegie Commission estimates that the federal government now pays about one-fifth of all higher education expenditures in the U.S.—or \$4 billion a year. The Commission says this must increase to about \$13 billion in five years if the nation's colleges and universities are going to be in good health. It is only problematical whether such an increase will occur.



Are Alumni Still Important?

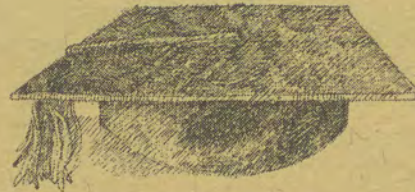
ALUMNI may return to the campus for reunions, fund-raising dinners, or occasional visits, but often their closest contact with their alma mater is the plea for money that comes in the mail.

When student unrest erupted a few years ago, however, college administrators quickly realized that alumni could make their opinions felt. Thousands of telegrams and letters flowed across the desks of presidents and deans in the wake of sit-ins and demonstrations; some alumni withheld money even though they had given before, or made their unhappiness known in other ways.

In the campus preoccupation with internal power struggles, alumni and alumnae usually have been bystanders. They are rarely involved in day-to-day life of the campus; unlike students, faculty members, and administrators, they are not present to exert an immediate influence in the struggles that often paralyze a school.

Many colleges now are searching for new ways to involve their alumni, particularly those who feel estranged from the contemporary campus by a growing gulf of manners, morals, and concerns. The impact of alumni, however, will grow as their numbers grow. It probably will be channeled into the following areas:

As voting citizens: Alumni will have an increasing influence as voters, as more and more of the questions af-



fecting higher education are decided by elected officials. Even private institutions will receive more financial support from state and federal sources in the next few years. Congressmen and legislatures will, through government loans, grants, and institutional aid, make more and more decisions about who can attend college and where. In the 1980's, colleges and universities may value their alumni as much for their votes as for their dollars.

As donors: No matter how much more they receive from tuition or from governments, America's colleges and universities will not have enough unfettered money to do all the things they want to do. Contributions are still the best means of giving them a chance to experiment, to perform with extraordinary quality, and to attract new kinds of students.

As parents: Alumni will have vast influence over the education of their children. By encouraging new approaches to teaching—and by encouraging their children to take advantage of them—alumni can help broaden the structure of higher education. They can give their sons and daugh-

ters additional opportunities to appraise their future careers and make more efficient and intelligent use of college and university resources.

As employers: Alumni influence the qualifications that are demanded for entry into many jobs. They can help eliminate some of the current educational overkill now demanded for many occupations, and they can provide on-the-job apprenticeships and other opportunities for employees moving up in the system.

As citizens: Alumni can lead in efforts to make elementary and secondary education respond to the needs of all children, thereby reducing the burdens placed on colleges to provide remedial help. They can make sure that public education serves the public at all levels.

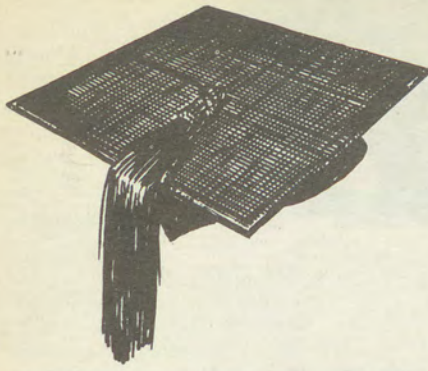
As members of a changing society: Alumni can develop tolerance and understanding for change in their own colleges, and prepare themselves for new opportunities in society.

As partisans of their colleges: They can increase their effectiveness by remaining alert to the changes in higher education, placing the changes at their own college in the context of broad structural changes in colleges across the nation.

As educated men and women: They should hold on to their faith in learning as a hope of civilization, and their faith in colleges and universities for nurturing that hope.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the persons listed below, the trustees of EDITORIAL PROJECTS FOR EDUCATION, INC., a nonprofit organization informally associated with the American Alumni Council. The trustees, it should be noted, act in this capacity for themselves and not for their institutions, and not all the editors necessarily agree with all the points in this report. All rights reserved; no part may be reproduced without express permission. Printed in U.S.A. Trustees: DENTON BEAL, C. W. Post Center; DAVID A. BURR, the University of Oklahoma; MARALYN O. GILLESPIE, Swarthmore College; CORBIN GWALTNEY, Editorial

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ALUMNI DAY CLASS REUNIONS COMMENCEMENT

FRIDAY, MAY 19

5-8 p.m. Registration of Alumni—Holland Union
6:30 p.m. Alumni Council Dinner and Meeting

SATURDAY, MAY 20

9:30 a.m.-12 Noon Registration of Alumni and Coffee Hour—Holland Union
Refreshments served by Mary Dickinson Club
10:00 a.m. Annual Meeting, Phi Beta Kappa—Memorial Hall
11:30 a.m. Raven's Claw Tapping—John Dickinson Campus
12 Noon Luncheon—John Dickinson Campus (inclement weather—Holland Union) Price \$1.00 per person. Tickets may be purchased at Alumni registration or at the luncheon. Program, including presentation of reunion class gifts, induction of Sports Hall of Fame members and other special presentations, follows luncheon.
4-5:30 p.m. President's Reception—President's House
6 p.m. Reunion Class Dinners
Mary Dickinson Club Dinner—Holland Union

SUNDAY, MAY 21

10:30 a.m. Baccalaureate Service—Dickinson College Chapel
Speaker—Howard L. Rubendall, President of the College
12 Noon Luncheon for Honorary Degree Recipients and Special Guests
1:15 p.m. ROTC Commissioning Exercises—Mather Theatre
3 p.m. Commencement Exercises—John Dickinson Campus (inclement weather—Alumni Gymnasium) Speaker—The Honorable Jacob K. Javits, United States Senator, State of New York

ALUMNI REGISTRATION

Please register in the Holland Union as soon as you arrive so that friends will know you are on campus.

CLASS REUNIONS

Classes whose numerals end in "2" and "7" will celebrate reunions with banquets and receptions. If you are in one of these classes and are not completely informed on plans, please contact the Alumni Office, 717-243-5121, ext. 373.

PARKING

A large parking lot off Mooreland Avenue south of the College Chapel is available for parking as are facilities adjacent to the Alumni Gymnasium.

MEALS

The cost of the Alumni Day Luncheon on Saturday, May 20, is \$1.00 per person. Tickets may be purchased at Alumni Registration or at the luncheon. The Holland Union Dining Room will be open Saturday evening, and for breakfast and lunch on Sunday.

Statistics

ENGAGEMENTS

- 1954—KLAUS T. LEMBERG to Barbara Kuck.
- 1962—Dr. DAVID C. RILLING to Karina Sturman.
- 1966—JAMES C. TODD to Susan Dudley. A June wedding is planned.
- 1970—LINDA A. DAVIS to Donald J. Turner. A July wedding is planned.
- 1970—Lt. WILLIAM T. HOFMANN to Mary Carol Gorham. A fall wedding is planned.
- 1970—ROBERT PARKER COLBORN to Rebecca E. Estep. A May wedding is planned.
- 1971—PETER NOWICKI to Cheryl S. Prowda. A June wedding is planned.
- 1971—MARY S. MASON to ANSON W. GIBSON, III.
- 1971—H. SCOTT LAIRD to Martha Quay.
- 1966—SALLY STEVENSON to Charles J. Stevens, Jr. on March 25.
- 1967—DONALD RICHMOND to Bernice Niedzielski on September 25. They reside at 116 Woodcrest Avenue, White Plains, N.Y. 10604.
- 1967—JANICE BURAK to Ronald G. Schwert on November 27. They reside at 253 North Beacon Street, Apt. 4, Brighton, N.Y. 02135.
- 1970—MARGARET JANE SCHLOS-NAGLE to William K. Cowden on March 25.
- 1971—JOSEPH A. KLEA to BETSY LOGTENS on November 13. They reside at 5717 North Washington Boulevard, Apt. 3, Arlington, Va. 22205.
- 1971—JOHN J. DEVENNEY, JR. to 1972 ANNE D. CONNELLEE on February 19. They reside in Secane, Pa.
- 1962—To Mr. and Mrs. JAMES A. STRITE, JR. (BARBARA REAMY), a daughter Lisa Susan on November 27.
- 1962—To Dr. and Mrs. DAVID COLVILLE, a son Mark Ian on November 6.
- 1962—To Dr. and Mrs. W. Allen Smith (KLARA MOSER), a daughter Wendy Diane on December 5.
- 1963—To Mr. and Mrs. GORDON D. FRONK, a son Gordon L., II on February 11.
- 1966—To Dr. and Mrs. Edward H. Cahill, III (MARY BAUMBERGER), a son Edward Henry on November 30.
- 1967—To Mr. and Mrs. EDWARD C. FALLON III (CHERLYN FREDERICKSON), a son Jeffrey Edward on September 23.
- 1967—Mr. and Mrs. JOHN K. DELLINGER, a son Matthew Knox on February 14.
- 1968—To Mr. and Mrs. Robert K. Helms-taedter (NELDA JANE DAVIS), a son Kirk on October 8.

MARRIAGES

- 1961—ROBERT GLENN HOLT, JR. to Barbara Bertany on December 5.
- 1964—GERALYNN HART to Michael McPhee on December 13. They reside in Prineville, Pa.
- 1958—To Mr. and Mrs. JAMES P. FOX, a son Michael Philip on December 9.
- 1962—To Capt. and Mrs. DONALD L. SHIVE, a son Matthew Scott on December 4.

BIRTHS

New College Song Contest Announced

It has been announced that Dickinson's Department of Music will sponsor a new College song contest in conjunction with the College's 200th Anniversary celebration.

The contest is open to all members of the College community, including alumni. The text of the song must be original. The music must be newly composed or adapted.

According to Professor Truman Bullard, Music Department Chairman, "the deadline for submission of songs will be October 15, 1972. Choir and orchestra will give a premiere performance of the song at some point in the Spring of 1973".

The intention is not to replace the College's "Alma Mater", but to add a new song to the list of College favorites for future Dickinsonians to enjoy singing.

Details of the competition will be handled by Professor Bullard.

Personal Mention

1905

Attorney EARL M. ROUSH, Sunbury, Pa., recently marked his 64th anniversary as a member of the Northumberland County Bar Association. He is a 1907 graduate of the Dickinson School of Law.

1920

Priscilla Gay Bryne, granddaughter of Mr. and Mrs. Elmore W. Sanderson (HELEN NIXON) was married to Carl J. Florindi on December 18. Priscilla is a student at Bloomfield College and Mr. Florindi attended Seton Hall University.

1923

Since her retirement, S. ELIZABETH JONES has found no "leisure time." She is kept quite busy in Francis Asbury Manor where she accompanies the Chapel Choir and plays for Sunday vespers as well as substitute at the organ. She is the publisher of the *Tattler*, the Home news sheet.

1925

Rev. L. VANCE GREEN continues to serve as assistant pastor of the Asbury United Methodist Church in York, Pa. This is his sixth year in present position and his 48th year as a Methodist minister.

Rev. NORMAN R. WAGNER, who will celebrate his 80th birthday in August, still serves as a substitute teach-

er in the York Junior and Senior High Schools, York, Pa.

1926

Dr. JOHN W. MCKELVEY will retire from the pastorate of Wesley United Methodist Church, Concord, N.H. in June, upon completion of 48 years in the United Methodist ministry. He and his wife plan to live at Bristol Downs, Damariscotta, Maine, where they have built a retirement home on the tidal Damariscotta River.

1927

JOHN S. KREIDER, Glendale, Calif., served as the representative of the College at the inauguration of Donald Charles Kleckner as president of Chapman College, Orange, Calif. in April.

1928

DOROTHY CHAMBERLAIN retired as chairman of the high school foreign language department and coordinator of foreign languages of the Somerville, N.J. schools. She plans to spend her winters in Florida and the summers at Martha's Vineyard.

1929

WARREN L. TEMPLIN retired on July 1, 1971 after teaching English for 40 years at Nyack High School, Nyack, N.Y. During the 33 years he was associated with the Nyack

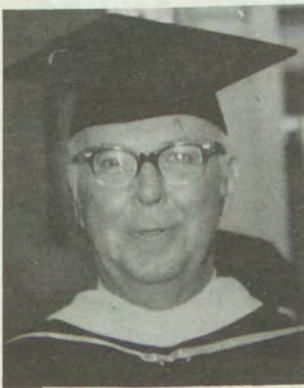
Summer High School, he was principal from 1937 to 1956. He served as president of the Rockland County Association of Teachers of English and the Nyack Teachers Association. While he was serving as director of the Nyack Adult Education Program, the New York Stock exchange offered a course on "Investments." In 1954 the story of this first New York Stock Exchange offer was transmitted by the electric wire service to all brokerage houses in the United States and Canada. There were 96 adults registered in this course.

RAY T. MENTZER, a 40-year professional employe with the Harverford School District, announced his retirement in February. At the time of his retirement he was assistant superintendent, having served as physical education, science and mathematics teacher as well as coach. Mr. Mentzer earlier served as dean of boys and then was named assistant principal at the junior high school level. In 1961 he was named director of instruction for the secondary schools and two years later was appointed assistant superintendent.

Rev. REYBURN L. FRITZ retired on July 1, 1971 after serving 41 years in the Central Pennsylvania Annual Conference. He is interim pastor at Riverside United Methodist Church, Harrisburg, Pa. He resides at 3132 Green Street, Harrisburg 17110.



Ray T. Mentzer '29



Warren L. Templin '29



John F. Kelso '30

Dr. HAROLD C. KOCH will retire from the ministry of the Eastern Pennsylvania Conference of the United Methodist Church in June. His new address will be 12116 Academy Road, Philadelphia, Pa. 19154.

The Rev. PAUL A. FRIEDRICH retired last June after 40 years in the ministry of the Southern New Jersey Conference of the United Methodist Church, East Orange, N.J.

1930

JOHN F. KELSO has been named a vice president of Wilmington Trust Company. A member of the Estate Settlement Division, he joined Wilmington Trust's Tax Section in 1942 and was named an assistant secretary in the Trust Department in 1956, a trust officer in 1961 and assistant vice president in 1966. Mr. Kelso is a graduate of the Stonier Graduate School of Banking at Rutgers University.



Herman W. Rannels '34

Dr. PAUL D. LEEDY, professor of education at The American University, Washington, D.C., has been honored by being selected for inclusion in the 1972 edition of *Outstanding Educators of America*. Dr. Leedy is also included in the current edition of *Leaders in Education*, *The Dictionary of International Biography*, the *Directory of British and American Authors*, *Who's Who in American Education*, *Who's Who in the Methodist Church and Contemporary Authors*. Dr. Leedy is the author of six books in reading education and his newest title will be published by Macmillan in the area of academic research.

ROBERT E. KNUPP, attorney of Harrisburg, was installed as president of the Dauphin County Bar Association in January.

1933

Dr. ROY R. KUEBLER, JR. served as the representative of the College at the inauguration of John Herrick Chandler as the fourteenth president of Salem Academy and College, Winston-Salem, N.C. in March.



John P. Lafferty '53

1934

HERMAN W. RANNELS, M.D., Medical Director of the Orange County, Calif., Medical Center, has been appointed vice president and Medical Director of the Williamsport, Pa., Hospital and Medical Center. Dr. Rannels was also Director of the Orange County Community Mental Health Services, Professor of Community Medicine at the University of California and the Irvine College of Medicine. In his new role, he will participate in the planning for the provision of comprehensive health care for the underserved rural community located in the north central tier of Pennsylvania.

1937

Rick Gieg, son of Mr. and Mrs. FRED GIEG (MARTHA O'BRIEN) of Hollidaysburg, graduated in June from Duquesne University School of Law and has been admitted to the Pennsylvania Bar. Rick was a member of the Law Review for three years and editor his senior year. Fred and Rick have formed the law firm of Gieg and Gieg with offices in the Central Trust Building, Altoona, Pa.

1940

Colonel WILLIAM F. KERNAN retired from active Army duty on January 31. At the time of his retirement he was serving as commanding office of Ft. Sam Houston, Texas. Col. Kernan graduated from the Army War College at Carlisle Barracks prior to assuming command of the 2nd Battle Group, 6th Infantry at Berlin, Germany. During his 30 years service with the Army he was the recipient of many citations and decorations. He and his wife now reside at 501 Candleglo Drive, Windcrest, San Antonio, Texas.

1944

CATHERINE S. STERN is on sabbatical leave for the academic year 1971-72, spending part of the time traveling. She teaches English and serves as English Curriculum Coordinator in the Coatesville Area Schools.

1948

DAVID H. COHN is with the Department of State in Kabul, Afghanistan.

1949

Dr. WILLIAM W. BETTS, JR. has given up administrative duties to return to full-time teaching at the Indiana University of Pennsylvania, where he is a professor of English. The April-May issues of the *Pennsylvania Angler* will carry his two-part short story.

Dr. JOHN B. ARMSTRONG is on sabbatical leave from Boston University where he is an associate professor of history. Under a grant from the National Endowment for the Humanities, he is pursuing research on the subject of "The Corporation Wife in the Gilded Age."

1950

Dr. DONALD A. OLEWINE represented the College at the inauguration of Pope Alexander Duncan as the eighth president of Georgia Southern College, Statesboro, Ga., in April.

1953

JOHN P. LAFFERTY, III, former assistant vice president and trust officer at First National Bank of Hollywood, joined the University of Miami development staff in January as Director of Deferred Giving. A graduate of Stetson University College of Law, he had been assistant trust officer for Union Trust National Bank, St. Petersburg from 1959 to 1964 and served in the Hollywood post from 1964 to the present.

E. DONALD SHAPIRO, a member of the College Board of Trustees, is now a partner and chief counsel for the Andreson Company, 140 Broadway, New York, N.Y. 10005.

1955

Major CLAIRE A. PINNEY, USMC, is serving as head of the Central Accounts Division, Marine Corps Finance Center, Kansas City, Mo.

1956

JOHN FRED NO-VINGER, recently admitted to the California State Bar, is associated with the law firm of Dewar, Romig & Anton, Monterey, Calif., in the private practice of law. Prior to entering private practice, he was a military attorney for six years with the Army Judge Advocate General's Corps, serving the last two years as a Military Judge in Japan. He lives with his wife and two sons at 3162 Crescent Avenue, Marina, Calif.

CONSTANCE W. KLAGES has been named a vice president at Battalia, Lotz and Associates, Inc., executive search organization. Connie joined the firm in 1966 and is a senior consultant and head of the research department. She had formerly been manager of the research and survey division of the Commerce and Industry Association of New York and had served as employment manager for Sperry-Rand's UNIVAC division and the Remington Rand division. She is listed in "Who's Who Among American Women" and "Who's Who in Consulting." Connie lives in Manhattan.

1957

LTC WILLIAM R. WAT-TERMAN has been assigned to Ft. Eustis, Va. He graduated in June from Command and General Staff College. His address is 715 Keppel Drive, Newport News, Va. 23602.

Mr. and Mrs. Bryan J. Harrison (**MARGARET DERR**) and their three sons have moved to 2401 Fremont Avenue, Modesto, Calif. Bryan was recently appointed supervisor-director of the Gould Medical Group Laboratory in Modesto.

The Rev. **HARRY A. LED-GARD** recently returned from a tour of Turkey, Lebanon, Cyprus, Syria and Israel. He is a member of the Conference Board of Christian Social Concerns, Baltimore Annual Conference and the Baltimore Annual Committee of Camps and Conferences.

1958

ROBERTSON B. TAYLOR has announced his association

with the law firm of RobKolb, Holland, Antonelli & Heffner, Bethlehem, Pa.

SYLVIA RAMBO, practicing attorney in Carlisle, Pa., is the first woman to sit on the board of the Carlisle Chamber of Commerce. She is also the first woman to be appointed a public defender in Cumberland County. She holds membership in the American, Pennsylvania and Cumberland County Bar Associations and is a member of the American Association of Trial Lawyers.

1959

H. JAY ZUKERMAN is a mortgage broker with the firm of Sonnenblick-Goldman Corp., arranging financing of commercial real estate developments. His address is 10528 Eastborne Avenue, Los Angeles, Calif. 90024.

1960

CHARLES R. BROWN has been appointed general manager of Professional Systems of Nashville, Inc., a doctor owned corporation specializing in computer and micro-filing services for doctors, dentists, hospitals and facilities offering health care. He and his wife live at 954 Carlin Street, Goodlettsville, Tenn. 37072.

ALBERT A. ALLEY, M.D. has opened his office for the practice of ophthalmology at 75 Cedar Avenue, Hershey, Pa. 17033.

On March 1, Dr. **CHARLES WISOR** became associated with Drs. Neild and Prindle in the practice of ophthalmology with offices at 70 Mason Street, Geneva, N.Y. Dr. Wisor had been a resident in ophthalmology since 1969 at Duke University and has had additional training at the Veterans Administration Hospital, Durham, N.C. During 1968-69, he was a fellow in hyperbaric medicine at Duke University Medical Center, where he engaged in research in physiology of the eye under conditions of increased pressure. He and his wife (**JOANNE MACAULEY '61**) are residing at 142 Hillcrest Avenue, Geneva, N.Y.

Mr. and Mrs. Donald Bachman (**DOROTHY PHIPPS**) have spent this year in Houston, Texas, where Mr. Bachman has been a professor of electrical engineering at Prairie View A & M College. IBM has established a faculty loan program to aid Black colleges and Mr. Bachman volunteered for a one year assignment to teach at the school. The Bachmans and their two children will return to Boulder, Colo. in June.

PAUL A. MCGUCKIAN has opened his office for the general practice of law at 416 Hungerford Drive, Suite 220, Rockville, Md. 20850. He was formerly senior assistant county attorney, Montgomery County, Md.

JAN M. WILEY has been elected chairman of the Dillsburg, Pa., Advisory Board of the Commonwealth National Bank. A graduate of the Dickinson Law School, Mr. Wiley has been a member of the advisory Board since 1966. He presently serves as assistant district attorney of York County

Mr. and Mrs. **HERBERT BASS** and their daughter, Jenny Elizabeth, born in August, are living at 4042 Ballywne Pike Road, Philadelphia, Pa. 19131. Mrs. Bass was awarded her Ph.D. degree in counseling psychology from the University of Pennsylvania in December.

1961

LINDA M. JOHNSON is a senior staff assistant in the Cleveland Regional Office of the Social Security Administration. In April, she began a four-month assignment at the headquarters of the Administration in Dallas, Tex., after being selected for a national Social Security Administration Staff Development Program.

Dr. **THOMAS L. BAUER** and Dr. Gilmore M. Rothrock have announced the formation of Brockie Surgical Associates, Ltd., Brockie Medical Center, 924 Colonial Avenue, York, Pa. They will practice general and vascular surgery.

Mrs. ESTHER FEATHERER BERRY has become the first female news



Constance W. Klages '56



Jan M. Wiley '60



Dr. Charles Wisor '60



Esther Featherer Berry '61

executive at a major Chicago television station. She was recently promoted to supervisor of news operations at NBC News, Chicago, Ill. She joined the NBC news staff in 1966 as a news writer and had been an editor on the midwest assignment desk at Chicago before her recent promotion. Prior to joining NBC, she was with KXJB in Fargo, N.D., as news writer, reporter and producer and WRCV-TV in Philadelphia where she did news documentaries. Married to Loren Berry, film editor for NBC Nightly News, they live at 6675 North Sioux Avenue, Chicago, Ill. 60646.

G. ALFRED FORSYTH, associate professor of psychology at the University of New Hampshire, will be on a visiting appointment at the University of Victoria, British Columbia for the 1972-73 academic year.

1962

Mrs. CAROL LAWRENCE REILLY has been appointed by the Mayor of Lincoln, Nebr., to the Commission on Human Rights. She lives with her husband and two children at 1265 South 45th Street, Lincoln, Nebr. 68510.

EUGENE C. DEVOL is president of DMS Brokerage, Inc., CMS Building, 2101 Pine Street, Philadelphia, Pa., a life insurance marketing organization.

Capt. DONALD L. SHIVE is presently assigned to the Air Weather Service Headquarters, Scott Air Force Base, Ill., as the chief of the Avionics Division.

DEAN C. PAPPAS is president of Clement Pappas and Company, Inc., Bridgeton, N.J., a family food processing firm. He also serves as president of the New Jersey Canners and Food Processors Association and was recently elected president of the Farmworkers Corporation, a CAP program funded by OEO.

1963

DAVID P. CHAPIN is general sales manager of Phoenix, Inc. He lives with his wife, SUE PASTORE '63, and two children at 535 Carrollton Drive, Frederick, Md. 21701.

JOHN H. STANDING is doing free-lance editing and reviewing of textbook manuscripts for the Biology Division of the Macmillan Company. He is a member of the biology department at Villanova University, Villanova, Pa.

STEPHEN M. COURTLAND is associated with the law firm of Kennedy, Covington, Lobdell and Hickman, Charlotte, N.C. He lives with his wife and daughter at 5943-C Quail Hollow Drive, Charlotte 28210.

In July, Dr. PHILIP A. ROSENFELD will open offices in Chestnut Hill and Abington, Pa. for the private practice in otolaryngology.

THEODORE STELLWAY, JR. has been elected to a second term as president of the Harrisburg, Pa., Newspaper Guild. Employed as a staff writer for the Harrisburg *Evening News*, he also serves as a delegate to the Middle Atlantic Conference of the Newspaper Guild. He lives in New Cumberland with his wife and son.

WAYNE N. CORDES has opened an office for the general practice of law at 27 South State Street, Newtown, Pa. He also serves as an assistant district attorney for Bucks County.

ELIOTT KLEIN is serving as deputy chief counsel for the Pennsylvania Securities Commission, Philadelphia, Pa.

1964

THEODORE JOHNSON recently became associated with the firm of G.A. Saxton and Co., Inc., 100 Wall Street, New York, as an institutional salesman. Married to the former KIM LARSEN '66, they reside at 229 Howard Avenue, Elberon, N.J. 07740.

DAVID H. ROMBERGER has opened his office for the private practice of law at 245 98th Street, Stone Harbor, N.J. 08247.

Dr. GUSTAVUS BIRD, IV is a first year resident in radiology, VA Hospital, Long Beach, Calif. He lives at 333 First Street, Oakwood Garden Apartments D-203, Seal Beach Calif. 90740.

1965

CHARLES H. LIPPY is working this year as assistant master of Woodrow Wilson College, an undergraduate facility of Princeton University, and as an assistant in instruction in the department of religion.

NORMAN C. COYLE is a supervisor of professional services at the Children's Home of York, a residential treatment center for emotionally disturbed adolescents. He resides at 315-A Sherwood Drive, York, Pa. 17403.

ALEXANDER L. HENDRY is an Army lawyer in the Judge Advocate General's Corps at Fort McPherson, Atlanta, Ga.

MICHAEL P. HEAVENER has been appointed as a commercial officer of the Philadelphia National Bank, Philadelphia, Pa. He began his career with PNB in 1968 as a management trainee and in 1971 was assigned to the Loan Review Department.

JAMES STOKES HATCH has been appointed assistant cashier and business development officer of the Lenox National Bank. He lives with his wife and son, Lucas, on Walker Street, Lenox, Mass. 01240.

WILLIAM S. KREISHER is associated with the law office of Donald A. Lewis, Catwissa, Pa.

1966

JOHN L. EULER is chief defense counsel at Marine Corps Base Camp Pendleton. He lives with his wife (MARTI LONG) and son at 1727 South Tremont Street, Oceanside, Calif. 92054.

JOHN C. LITTLEFORD received his master's degree from Harvard and is now assistant head of the Gill School. He lives at 7 Seney Drive, Bernardsville, N.J. 07924.

JOHN W. THOMAS is program developer and director of North Avenue Community Center. He initiated street school programs for high school dropouts and multipurposed youth centers. He had been in Philadelphia where he was a prison counselor to gang

youth. He lives at 479 North Avenue, New Rochelle, New York 10801.

ISRAEL L. MOTIUK was sworn in as Deputy Attorney General of New Jersey. Admitted to the New Jersey Bar in 1969, he has been assigned to the Department of Civil Service.

DANIEL J. SNYDER, III, has been appointed general counsel of the Regional Office of the Environmental Protection Agency, Philadelphia, Pa. A specialist in the environmental field, he will supervise legal matters before the agency in Pennsylvania, West Virginia, Virginia, Maryland and the District of Columbia. A graduate of the University of Virginia Law School, he has been on the staff of Pennsylvania Senator Hugh Scott since 1967.

Capt. RALPH W. SHARER received the U.S. Air Force Commendation Medal at McGuire AFB, N.J. He was cited for meritorious service as chief of the recruiting operations division of the 3502nd USAF Recruiting Group at McGuire.

PETER G. STANLEY, of Flourtown, Pa., has been promoted to vice president in commercial banking division at Central Penn National Bank, Philadelphia. He had been an assistant vice president.

Mr. and Mrs. DONALD R. CHARLES, JR. (JANE PARKS '68) are living at 3514 Simpson Avenue, Ocean City, N.J. 08226. Don is an attorney with the office of the Public Defender, Atlantic County, N.J.

1967

DIANE E. SCOTT is teaching mathematics at Fox Chapel High School and completing work on her master's in educational research at the University of Pittsburgh. She lives at 226 East End Avenue #6, Pittsburgh, Pa. 15221.

In July, EDWARD C. FALLON, III will begin a three-year residency program in radiology at the Reading Hospital upon completion of his internship there. He lives with his wife (CHERLYN FREDERICKSON '68) and

son at 1701 Bern Road, Apt. L-6, Wyomissing, Pa. 19610.

C. BERKELEY ADAMS is teaching psychology at Jamestown Community College. He lives with his wife and son at 63 Hammond Street, Jamestown, N.Y. 14701.

THOMAS W. CRONIN, a Peace Corps Volunteer, is training future scientists, engineers, doctors and technicians in Malaysia. His skills as a high school biology teacher are considered critical by the Malaysian government officials. He became a Peace Corps volunteer in 1969 after receiving a master's degree in zoology from Duke University. Tom teaches in the high school in the small town of Maur.

Spec. 5 ARNOLD B. KOGAN received the Army Commendation Medal while serving with Headquarters, U.S. Army, Europe and Seventh Army Combat Support Command in Germany.

Mr. and Mrs. JOHN C. GOODCHILD, JR. (SUSAN HUSBAND) are living at 114 Candlestick Lane, Marlton, N.J. 08053. Since completing his Army tour of duty, John has returned to work with N.W. Ayer & Son Advertising Agency in Philadelphia.

1968

MONTIE TAK, who owns her own tractor and does long distance hauling for Daily Express in Carlisle, Pa., is the author of *Truck Talk*, published by the Chilton Book Company in October. The January issue of *Owner-Operator* carried an article *Satin and Steel* which Montie authored. She lives in Newville, Pa.

RONALD E. VICAN, a graduate of the Dickinson School of Law, has been admitted to the Monroe County Bar Association. He is associated with attorney Phillip H. Williams, Stroudsburg, Pa.

Dr. and Mrs. Bernard Fishalow (SUE ELLEN KENT) and their six-month old adopted son are living at 1555 Summerhill Avenue, Apt. 311, Montreal 109, Quebec, Canada. Dr. Fishalow is a surgical intern at the Montreal General Hospital.

CURTIS W. L. BALTHASER is an administrative specialist with the Field Engineering Division of the IBM Corp. He lives with his wife and daughter at R.D. #1, Box 34-C, Mohrsville, Pa. 19541.

KAREN SMITH SELLERS is working as a counselor for the Community Services Division of the Mile-Hi United Way. Her husband, Dick, is a chaplain intern at the Presbyterian Medical Center. They live at 1160 Sherman Street, Denver, Colo. 80203.

Mr. and Mrs. NICK DELMORE (JILL BENNETT '69) and their two daughters have moved to 3962 Reka Street, C3, Russian Jack, Anchorage, Alaska 99504. Nick is employed as a civilian helicopter pilot.

DANIEL HOFFMAN was one of 14 medical students at the College of Medicine and Dentistry of New Jersey-New Jersey Medical School to complete his studies in a three and one-half year pilot program.

1968

Captain THOMAS J. MCCORMICK, JR. is commander of the unit which recently was selected as honor battery of the quarter for the 1st Battalion in the 2nd Armored Division, 14th Field Artillery, Ft. Hood, Texas. He lives with his wife in Killeen, Tex.

1969

KENNETH L. CASH-DOLLAR has completed two years of alternate service work at the Yale Medical Center in New Haven, Conn. He is now a graduate student in astronomy at the University of Wisconsin and holds a Project Assistantship at the Space Astronomy Laboratory. His address is 330 Witte Hall, Madison, Wisc. 53706.

1/Lt. ROBERT WINDSOR is stationed with the Marine Corps at Cherry Point, N.C., where he is a communications officer. His wife (KATHY WASILEWSKI) is teaching in an experimental program in environmental studies in the Morehead City High School. The Windsors live at 14 Geiger Avenue, Havelock, N.C. 28532.

SANDRA SHULLMAN is assistant dean of students and coordinator of religious affairs at Ohio State University where she is pursuing a course of study for her Ph.D. in counseling psychology.

Mr. and Mrs. ARTHUR L. POPP (PAULA STRASBURG '71) are living at 20430 Hubbell, Detroit, Mich. 48235. Arthur has just completed work on his master's degree in social psychology at Wayne State University and is now pursuing his doctorate. Paula is attending the School of Social Work at Wayne State for her master's.

WILLIAM C. HUMPHRIES is working as the youth minister at Bryn Mawr Presbyterian Church during a year's internship away from Princeton Theological Seminary.

GWYNETH D. GILLINGHAM is working for the development office, University of Chicago. His address is 5464 South Woodlawn, Chicago, Ill. 60615.

1970

ROBERT H. CASHEL is a first year student, pursuing a master's degree in forest science, at the Yale School of Forestry, New Haven, Conn.

STEPHEN G. SCHOGGEN is studying nuclear engineering at Purdue University. His address is 318 West Lutz Avenue, West Lafayette, Ind. 47906.

LAWRENCE W. TORLEY is doing course work and research for his Ph.D. in environmental physiology at Ohio State University. His wife (VICTORIA STUART) left the English graduate department at Ohio State, where she was studying for her master's, and is now assistant director of admissions and public relations director at the Columbus Business University in Columbus, O.

Arnold S. Mann, father of CHERYL MANN, died on December 19 while vacationing in Florida. Mr. Mann had served on the Parents Advisory Council.

ELISABETH ELLEN ROSS is attending graduate school at Florida State Uni-

versity, where her address is 603 East Call Street, Apt. 812, Tallahassee, Fla. 32301.

Lt. KENT M. MCLEAN is now stationed with the 7240th in Oslo, Norway, where his address is 7240 Spt. Sq. (USAFE), APO, New York, N.Y. 09085. In December he graduated from pilot training at Craig AFB, Alabama and is now serving as a pilot.

1971

JANIS BRITTON is pursuing course work on her Ph.D. in the classics department of the Ohio State University where she is also a teaching assistant.

JAMES M. LANDIS is in the alternative service working as a psychiatric technician with alcoholics at the Washington Sanitarium and Hospital, Takoma Park, Md. He and his wife are living at 13017 Old Stagecoach Road, Laurel, Md. 20810.

Since their marriage in August, Mr. and Mrs. KENNETH S. CORSON (MARTHA LEE PURVIS) are living at 331 West Rosemary Street, Apt. 3, Chapel Hill, N.C. 27514. Ken is a first year law student at Duke Law School and Martha is doing graduate work in classics at the University of North Carolina.

H. SCOTT LAIRD is a research assistant in the geology department at the University of Massachusetts, where he is pursuing a master's degree in geology.

BARBARA GREENBERG is teaching American history and psychology at Charles W. Woodward High School, Rockville, Md., while working for her master's at George Washington University.

1972

DARBY MACKENZIE is the director of the new Senior Action Center in Carlisle, Pa. She is also directing in certain areas of the Salvation Army youth program. The Center, which is open to persons 55 years or older, is designed for the older citizens to enjoy crafts, entertainment, service and education programs and fellowship.

Obituaries

1910 MARJORIE L. MCINTIRE died of a heart attack on January 25 at the Methodist Country House, Wilmington, Delaware, at the age of 82 years. Her father, Dr. B.O. McIntire, was professor of English at Dickinson College from 1890 to 1938. A member of Pi Beta Phi and Phi Beta Kappa, she continued her interest in these organizations and alumni affairs, having attended her 60th class reunion in 1970. A teacher by profession, her early experience included several years in the High School in Cape May Court House, N.J. She taught Latin in the Atlantic City High School for more than 25 years and was head of the language department when she retired in 1947. She was an active member in AAUW. Miss McIntire was a sister to the late LEON MCINTIRE '07. She is survived by a brother, JOHN V. MCINTIRE '13.

1914 GEORGE W. EMMERT, Evanston, Illinois, died on November 8. A life member of the General Alumni Association, he was a member of Sigma Alpha Epsilon Fraternity.

1914 JOHN K. MILLER, Phoenix, Arizona, died in

Fayetteville, N.C. on August 21. He was a member of Phi Kappa Sigma.

1919 Dr. EDWIN B. LONG, Bellevue, Pa., died on January 25 in Suburban General Hospital at the age of 74 years. A retired superintendent of schools for Bellevue Borough, he had also served previously in schools in Lemoyne, Millersburg and Mechanicsburg. He earned his Ph.D. degree at Pennsylvania State University. A veteran of World War I, he was state president of the Pennsylvania Retired Teachers Association, past president of the Allegheny County Retired Teachers Association, a member of the Pennsylvania and National Education Associations, Phi Delta Kappa, Masonic Lodge #318, Consistory and Syria Temple. He is survived by his wife.

1922 Dr. WALTER C. MERKEL, pathologist and medical school professor died on February 1 of a heart attack at Union Memorial Hospital at the age of 76 years. A pathologist at Union Memorial Hospital for 35 years, Dr. Merkel also taught at the University of Maryland Medical School and practiced at Mercy

Hospital and Children's Hospital. A graduate of the University of Maryland Medical School, he was a veteran of both world wars, serving as a colonel in the 42nd Hospital Unit in Australia during World War II. Dr. Merkel was a past president of the Maryland Board of Medical Examiners, a member of the American Society of Pathologists, the American Medical Association, the Baltimore City Medical Society and the Medical and Chirurgical Faculty. He is survived by his wife, a daughter and sister.

1924 The Rev. FREDERICK V. HOLMES, of Muncy, Pa., retired minister died on February 27 at the age of 72 years. A graduate of Drew Seminary, he had served as pastor at St. Luke's Episcopal Church, Mechanicsburg, Pa., and as rector of St. James' Parish in Muncy. He was a past deacon of the Pennsylvania Central Diocese. He was a member of Theta Chi Fraternity. He is survived by his wife, MARY DIENER HOLMES '24, two daughters and a son.

1926 JOSEPH STEPHENS, president of the Southern California Alumni Club for

many years, died on December 13 after suffering a heart attack. He and his wife, CATHERINE OBER '27, lived at 5315 Garth Avenue, Los Angeles, Calif. 90056. He was a life member of the General Alumni Association and a member of Phi Kappa Psi fraternity. In addition to his wife, he is survived by a daughter:

1938 WILLIAM A. CRAIG, Drexel Hill, Pa., died on July 26. He was a member of Kappa Sigma Fraternity.

1943 JOSEPH J. FREEMAN, Ligonier, Pa., died in Chicago, Illinois on January 30 at the age of 51 years. He was Southeastern Division Manager for the American Cyanamid Company. He joined Cyanamid in 1948 and had held sales posts in Pennsylvania, West Virginia and Kentucky and had served as manager of the Latrobe district and as sales manager of the explosives and mining chemical department at Bound Brook, N.J. A member of Phi Delta Theta fraternity, he served as a captain in the Marine Corps during World War II. He is survived by his wife and six children.

ROSCOE BONISTEEL DEAD AT 84

Roscoe O. Bonisteel '12, a Trustee of the College since 1959, died on February 25, 1972.

A former resident of Harrisburg, Dr. Bonisteel practiced law in Michigan and was a former president of the Michigan State Bar. He was a member of the Board of Regents of the University of Michigan from 1946 to 1960; a member of the Board of Governors of Wayne State University from 1956 to 1959; and President of the Board of the National Music Camp at Interlochen, Michigan.

According to President Howard L. Rubendall, "Roscoe Bonisteel will be long remembered in the life of Dickinson College. The campus is marked by his wise generosity and our library holdings reflect his gifts of discriminating taste. Although our astronomy program and the library were centers of his interest, his influence spread to the whole of Dickinson as an educational statesman on our Board of Trustees. All of us remember how we were helped by his constant urgings 'keep your sights high'."

Dr. Bonisteel is survived by a son, Roscoe, Jr., and four daughters: Mrs. Jean Knecht, Mrs. Betty Johnson, Mrs. Frances Fisher and Mrs. Nancy Calcutt.

The General Alumni Association

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H. Chace Davis, Jr., '50

Secretary

Carol Lindstrom Young, '63

Vice President

Walter E. Beach, '56

Treasurer

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Pebble Beach, Calif. 93953

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6934 S. Willow St.
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Cherry Hill, N.J. 08034
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Lakeland, Fla. 33803
Constance W. Klages, '56
357 E. 57th St., Apt. 16-B
New York, N.Y. 10022
Dr. G. Wesley Pedlow, '34
30 Hemlock Dr., Sunset Pines
Lock Haven, Pa. 17745
Bruce R. Rehr, '50
92 Grand View Blvd.
Wyomissing Hills, Pa. 19609
Dr. Robert E. Young, '59
4237 - L Catalina Lane
Harrisburg, Pa. 17109

Term expires in 1973

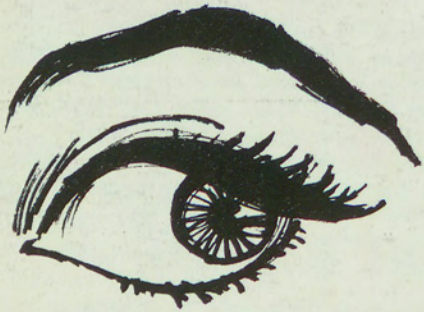
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Somerville, N.J. 08876
H. Chace Davis, Jr., '50
36 Charlcote Pl.
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Harrisburg, Pa. 17101
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Carlisle, Pa. 17013
James Leswing, '70
409 Prospect St.
New Haven, Conn. 06510
Charley Perkins Rhoads, '60
R.D. No. 3
Mechanicsburg, Pa. 17055
Warren H. Spencer, '47
17 Central Ave.
Wellsboro, Pa. 16901
Dr. R. Edward Steele, '35
1926 N. Second Street
Harrisburg, Pa. 17102
Paul R. Walker, '21
110 Schuyler Hall
Harrisburg, Pa. 17104
Carol Lindstrom Young, '63
3616 Ashland Dr.
Bethel Park, Pa. 15102

Term expires in 1974

John C. Arndt, '31
1469 Jericho Rd.
Abington, Pa. 19001
Walter E. Beach, '56
5719 Chevy Chase Parkway
Washington, D.C. 20015
G. Kenneth Bishop, '51
624 S. Hanover St.
Carlisle, Pa. 17013
Dr. George M. Gill, '54
16 Sheridan Dr.
Short Hills, N.J. 07078
Robert B. Jefferson, '68
217 Lakeview Dr.
Collingswood, N.J. 08108
Joseph A. Layman, Jr., '71
106 E. North St.
Carlisle, Pa. 17013
Arthur R. Mangan, '37
106 Linden Dr.
Camp Hill, Pa. 17011
Paul D. Olejar, '28
604 Churchill Dr.
Chapel Hill, N.C. 27514
Mary Stuart Specht, '57
135 Conway St.
Carlisle, Pa. 17013
Dr. William Tyson, '49
Bradshaw Rd. & Silver Spruce Terrace
Kingsville, Md. 21087

Dickinson Alumni Clubs

Information on Dickinson Alumni Clubs, which are located in many areas across the country, may be obtained by writing to the Alumni Secretary, Dickinson College, Carlisle, Pennsylvania 17013.



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of Dickinson's 200th
Anniversary Celebration.***