

The liberal arts

*A home for the
spirit of learning*

*Dickinson's
international
community*

THE
DICKINSON ALUMNUS

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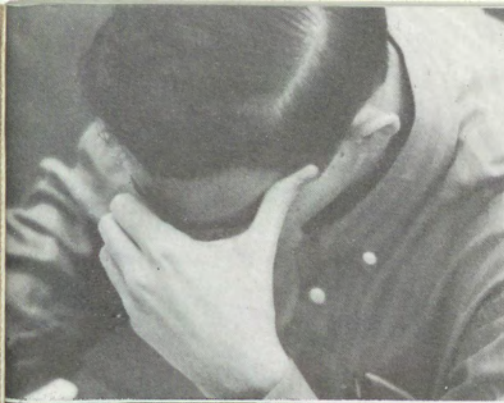
Martha Young, '62

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DICKINSON

Grammar school
1773. College
in 1783, and
John Dickinson
built 1804, w
by Benjamin
architect of
Capitol.



The liberal arts

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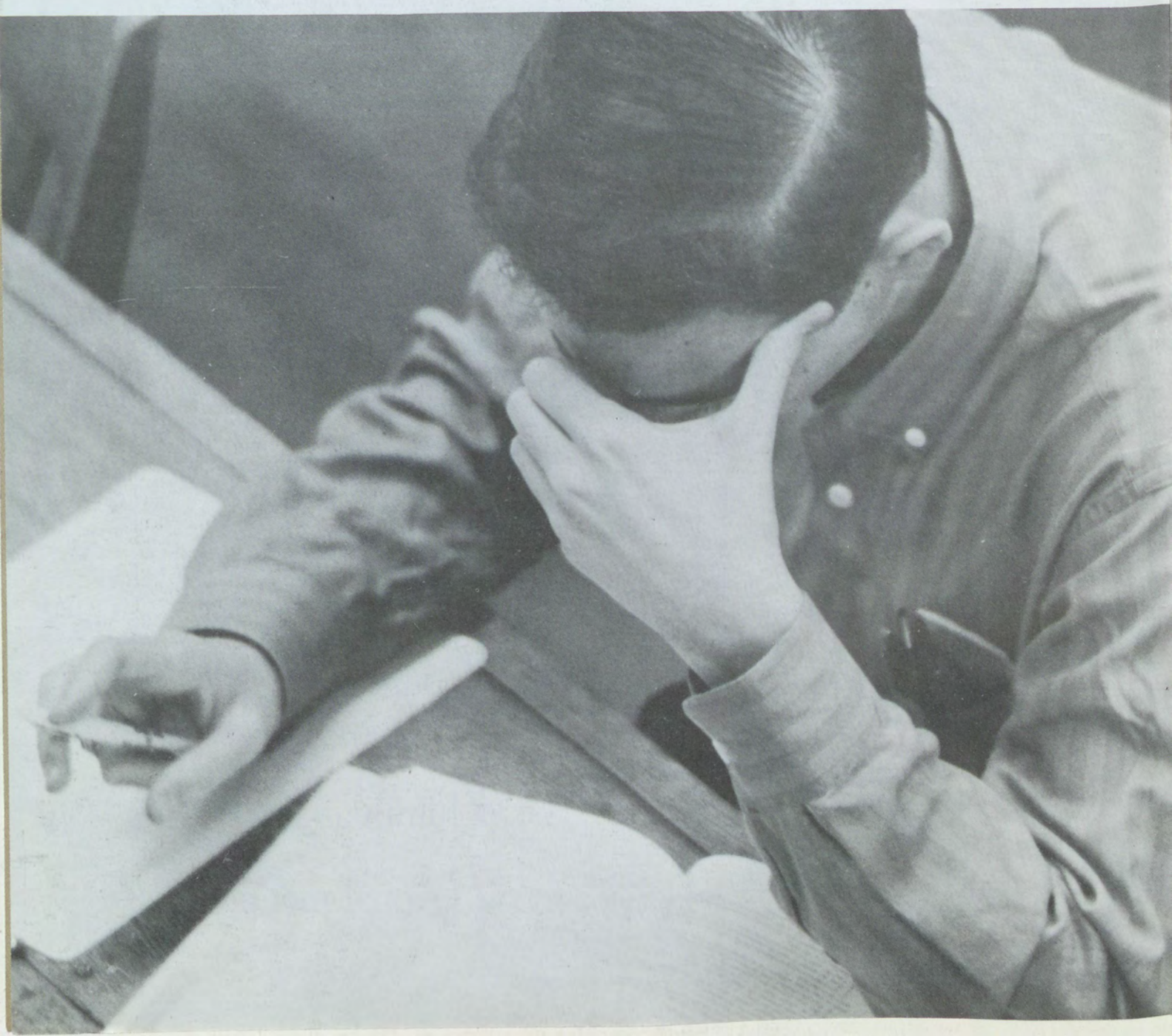
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...the liberal arts

DICKINSON is a "liberal arts" college. By the same token there are several hundred other smaller colleges in the United States who assume the same label. They are church-related, private, independent, and even in some cases, public. If one were to examine the curricula of just a sampling of these institutions, he might come away not only astonished but highly confused, for the variety of enterprises in higher education conducted under the description "liberal arts" defies explanation. One would find institutions whose primary contribution is preprofessional education, a college course leading to graduate work in theology, medicine, law, etc. Or one might learn that some colleges adopting this title were professional in their goal, that is to say, they are teacher-training institutions or have programs leading to similar immediate employment upon graduation in a professional area. Still further exploration might uncover "liberal arts" education in institutions whose entrance requirements specifically indicate that the probable verbal comprehension of students in this program would lend serious doubt as to whether there is much intellectual life possible in what we term the "liberal arts." Then there might be just a few remaining ivory towers of classical "liberal arts" education which would prohibit the introduction of any "vocational" aspects whatever and were directed toward recovering the 19th Century European and perhaps even the medieval university.

One might find colleges bearing this label in a rural setting, a small town, a suburban area, or in a congested city block. They might be independent institutions pursuing programs leading to one degree or they might be parts of a university supplying some of the general education required in other divisions of the university as well as maintaining their own integrity.

As far back as the late 19th Century the American "liberal arts" college, which had dominated what higher education there was in the United States, was

subjected to several forces and influences which have not lessened in their continuing impact. The then prevalent classical tradition requiring considerable accomplishment in Latin and Greek, where much of the learning was by lecture notes and rote, proved insufficient to meet the demands of an expanding America. Scientific education, engineering, special teacher education, journalism, technical training, business, secretarial instruction, and a host of other important needed emphases came into the picture as demanding that something of the old program be eliminated in order that a new course, or technique, or training be introduced. No one but the most bigoted conservative would fail to admit the leavening influence of these new areas of education. And no one could fail to note the importance to our times of the scientific education, of engineering, of agriculture, and all the rest.

There were, however, a few institutions who, while modifying their curriculum to some extent (when I attended Dickinson a student must have completed either two years of Latin or Greek for the A.B. degree), were convinced of the real purpose of higher education to remain primarily intellectual, retaining the characteristics of breadth as well as depth. Many of these well-intentioned institutions became similar to those we were examining above. They clung with one hand to their crumbling cookie and with the other to their slippery penny. Some of them even were able to save all the crumbs and pocket the penny too. Many of them seemed to have lost both.

WELL, WHY all this concern over the "liberal arts"? If you were to select six educated persons at random and ask them quickly for the definition of the "liberal arts" you might find that there was considerable reason for the variety of the interpretations that we have noticed. Since I am the graduate of a "liberal arts" college and engaged at present in providing some kind of leadership to another institution laying the same

Dickinson College is described as a small, independent, residential, church related, arts college. In a series of articles beginning with this issue, The Dickinson Alumnus will explore these adjectives. The initial issue in this series concerns the concept of the liberal arts and how this idea is applied at Dickinson. To initiate this series we have selected Robert L. D. Davidson, '31, who has been President of Westminster College in Fulton, Missouri since 1955. Dr. Davidson claims an unprecedented Dickinson ancestry, which dates back to Robert Davidson, second President of Dickinson and Robert L. Dashiell, his namesake, her thirteenth.



claim, I think I ought to make my position clear, at least, and then try to be consistent in either promoting it or defending it.

A definitive answer, which would be adequate for all times and places, covering all the possibilities is most difficult if not impossible. This then does not preclude a positive definition even though it may be necessary to approach it indirectly. Cliches and truisms that explain that the liberal arts free one from the "shackles of ignorance" forget that ignorance is only one of the negative factors which must also be overcome for we have, among others, prejudice, limited perspective, and irrationalism. Affirmatively there should be some liberation to develop one's potential as an independent and informed thinker.

There are dangers in such an approach. The terms *objectivity*, *indoctrination*, *persuasion*, and *attitudes* all have important roles both to reinforce and to destroy true liberal education. If we were to add *values*, we are yet more involved. The goal sought might require differentiation between the terms which may be difficult without better-defined goals.

My colleague, Professor Christian Hauer puts it:*

The academic situation is probably at once the stronghold and the fountainhead of the popular uncritical metaphysic in contemporary Western culture, described as an uneasy synthesis of rationalism and empiricism. More specifically, it is a synthesis of the particular brand of rationalism espoused by the Enlightenment and the particular brand of empiricism espoused by nineteenth-century positivism. There are some indications that, although the second half of the synthesis is increasingly well entrenched in popular as well as academic thought, the first portion may be weakening its grip on the popular imagination. Not so in the Academy! One might go so far as to describe the ivy-grown ivory tower as

the scene of the Enlightenment's last stand (or the beach-head for its comeback!).

A beach-head indeed! The liberal arts has become almost a "trend" or "movement." It is now *fashionable* to be a liberal arts college. The "liberal" curriculum flourishes and the engineers, journalists, doctors and teachers want more of it. Devices, which include extending the number of years in college as well as additional courses, are being employed. Hasty revisions of catalogues are being undertaken to convince the suspicious public of the blue-bloodedness and pedigree of the institutional offerings.

BUT HERE I am as guilty as others in dodging the definition that I promised. And I shall remain an artful dodger by again evading the direct answer. Let me use Dr. Hauer again at this point.

It now becomes our task to attempt a phrasing of the nature of the liberal arts education as such. This will be attempted in terms of three basic assumptions, the implications of each being developed in turn. These assumptions may be understood as provisionally constituting a general and functional definition of an ideal liberal arts college, whether as an independent institution or as a school of a larger university. The assumptions are as follows:

1. The *purpose* of liberal arts education is to produce persons who are literate in terms of the culture in which they are to participate.
2. The *process* of liberal arts education is oriented toward conceptual and theoretical understanding rather than verbal learning and technical application.
3. The *pattern* of liberal arts education is cut to the demands of academic excellence.

In the first instance then "to be literate in terms of the culture" in which one is to participate is to be an attribute of our product. Literate here means "an ac-

tive, creative knowledgeability, competence and understanding." To achieve this state assumes a thoroughness in the roots of the culture. Whether or not this must be steeped in classicism as was once the prevalent conviction is dependent on the direct solution to the problem of how it can best be understood—or, from the pedagogical position—taught.

But an understanding of the culture demands also an investigation of its relevance to the present. The social and behavioral sciences are here heavily involved. History and the humanities must be supplemented by self and environmental study. Scientific and mathematical learning can never be sufficient as cultural inheritance even though they are important ingredients. The liberal arts curriculum is a rather broad and generalized structure insofar as this may be accomplished without lapsing into superficiality.

Almost arbitrary limits must now be set up to prevent generalization without some specialization. By the very nature of the four-year college structure, the ordinary student cannot be expected to examine very deeply all of the various disciplines. He should, however, become thoroughly familiar with one or two. Such concentration must always be in precarious balance with the basic liberal arts goal of broad competence. The best liberal arts programs will be in constant struggle to maintain the equilibrium without sacrificing either requirement—someone has to restrict the "empire builders," the vocationalists, the Parkinsonians, and the fragmentists.

A second hazard is introduced when we try to analyze our culture without examining others of our contemporary world as well as the historical ones. Has not the present culture of three-fourths of the world influence or interaction on ours? Is our western culture a conglomerate? What about Latin America? Modern Greece? Quebec? A limitation to our own traditional structure is parochialism totally unacceptable in a liberal

arts program which opens on to both the existing present and a projected future.

The only possible means of overcoming the varying hurdles is the continuing communications among those engaged in the process. From recruitment to graduation, the process is one. And only as it is integrated by the will of those whose disciplinary interests are in part sacrificed to the broad stream of the liberal program, C. P. Snow notwithstanding, can the student be expected to achieve our first purpose.

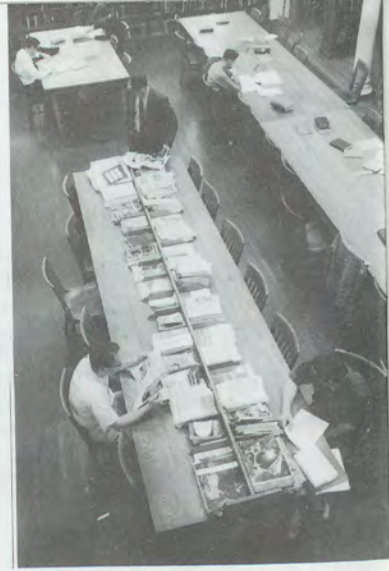
As for our second purpose, we need only to explore the writings of thinkers from Aristotle onwards to discover its importance. The controversy between conceptual and theoretical understanding and verbal learning and technical skills is never over.

The position here is not that the liberal arts is the *only* kind of education; it is that it is a different kind from that which directs toward particular skills. *Theoria* and *techné* are still distinctive concepts and the liberal arts employs the former. The technical emphasis, as we have seen, has had great influence in American higher education, and no one denies the need of some education in technique. But we should be mindful that this education, in a rapid era of automation and unfolding of scientific knowledge, if too specific, is soon outdated.

Again I quote Dr. Hauer:

By contrast, theoretical understanding is not so rapidly dated. Moreover, the type of dynamic *Verstehen* which perceives theory as such, as an abstract device for integrating knowledge, for bridging the gaps between knowns, for dealing flexibly with new situations and launching into the unknown, is *ipso facto* not datable. It is based upon the creative methodological thrust of the human intellect.

The liberal curriculum as here defined seeks to



inculcate precisely this sort of dynamic understanding. Undoubtedly a certain level of conceptualizing ability on the part of the student is essential, and nothing has yet replaced the unpredictable moment of insight. But the educational process cannot pretend to communicate through the osmosis of mystical intuition. Rather, the liberal arts curriculum seeks to lead the student to this dynamic understanding through a process of vital reliving of the quest for knowledge in the various disciplines as an open-end investigation. This assertion, let it be happily admitted, makes hash of the dichotomy between teacher and student. It demands that the liberal institution be peopled with teacher-scholars and student-scholars.

It also rules completely out of court those courses that are cast as exercises in verbal rote-learning. Courses which do no more than drill students to "name" the kings of England and "quote the facts historical from Marathon to Waterloo in order categorical" are in the liberal curriculum as irrelevant as Mr. W. S. Gilbert portrayed his major-general. Now, lest these and preceding remarks be caricatured as an advocacy of contentless courses, let it be plainly understood that the quest for facts retains its value—but facts as a source or product of meaning, not a convenient source of raw materials for constructing easily scored "objective" tests.

An additional relevant consideration is raised by the apparent course of Western civilization. The increasing orientation of Western culture toward consumption and leisure-time activities raises a formidable need for persons who can consume intelligently, use their leisure constructively and serve as leaders in the establishment of critical taste. The alternative is a world peopled with the manipulated objects of the

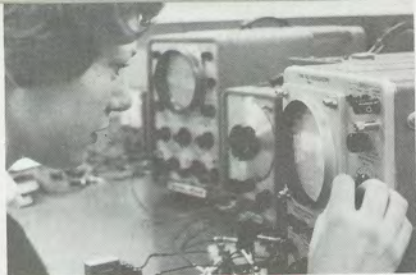
cathode ray tube. The breadth of liberal education, plus its emphasis upon abstract and critical intellection, suggests that it may contribute to the meeting of the need.

Now in our third assumption we talk of academic excellence. The type of college projected in this essay obviously makes heavy demands upon all those related to it. In the nature of the case, its primary and essential thrust must be toward a high level of intellectual activity. Excellence is an overworked (and frequently abused) word in the academic vocabulary. But, scrubbed clean of the mud it has been dragged through in commencement orations at mediocre institutions, it well expresses the goal of the liberal arts college.

BY USING the term pattern we are forced to include all possible areas of campus experience: *faculty, students, library*, and general environment. Total resources utilized toward intellectual achievement are demanded of a program that is to deal with the conceptual, the imaginative, the interpretive, or the creative in our liberal arts program. There must be an atmosphere to challenge the best and reduce the full potential of each member of the learning community.

Faculty members will have to be well above stodgy, unimaginative presentation of respectable subject matter. They will have to continue to find new and better ways of presentation and challenge and, perhaps, new and better courses—even reintroducing some which were sacrificed on the altar of Mammon in past years. They will have to be certain to magnify theoretical understanding even at the expense of verbal content, if necessary to make the idea more meaningful. Teachers must be willing to be the preceptors in a learning community—to share experimentation and discovery, investigation and production, with each "apprentice." They will have to be as carefully selected and developed as a race horse for the task before them.

It is a truism to suggest that students must be



capable. But there is not much hope to gain success in discursive and conceptual learning with learners who cannot read or whose limited capabilities hamper or forbid the academic process. I am willing to concede that were we to know better the motivation, zeal, ambition, desire, or "drive" of each student, we might make a better selection of our learning community. But, there are no known substitutes for perception, sensitivity and intellect.

The tools must be at hand. The library, laboratories, classrooms, seminar rooms, clinics, computers, charts, etc., are an integral part of the process. They must not only be available but they must be used, examined, refurbished, replaced and constantly reevaluated. There are no races won with worn out, obsolete equipment and no current battles won with bow and arrow.

The foregoing merely serve to aid the environmental influence which is paramount for academic excellence. Are the great teachers recognized and rewarded? Is there a tradition of excellence; of learning? Is the out-of-class time used as part of the true enterprise? Is the informal as well as the formal contact between "master" and "apprentice" frequent and stimulating?

SINCE I have leaned on Dr. Hauer's thesis so frequently I should be embarrassed to continue to borrow but the concluding paragraphs of his monograph are better than I could do:

Variety should be the spice of a liberal arts faculty and administration if the primary and inescapable demands of high competence and commitment to the liberal arts ideal have been met. Likewise, within reasonable limits, a fairly broad spectrum of students should be able to profit from the liberal arts experience, and the college should profit by their presence. Basically, the goal should be to make the cut-off point on the curve of ability somewhere in the "average but able" range, and weight the distribution toward the high end.

It is nevertheless true that the liberal arts curriculum must be for the few rather than the

many. It demands a level of concentration that is simply not feasible in the sprawling educational metropolis of the public college/university system and the burgeoning populations engendered by philosophies of mass education. This is not to denigrate either the public college/university system or mass education. It is merely to recognize a matter of fact: that some things cannot be done under some conditions. Indeed, recognition is given this fact by a number of large universities in the creation of "honors colleges" and similar programs which have the effect of establishing a small, intense learning environment, frequently oriented on a liberal arts model, within the university college of arts and sciences. One might say that liberal arts colleges are being set up as islands of excellence within the larger structure.

These observations do not mean that liberal education is an "aristocratic" education in the pejorative sense. It should be available insofar as possible to those who have the ability and motivation to cope with it, without regard to race, creed or family income. Neither "liberal" nor "conservative" social theory, when at their best, have been unfriendly to the emergence of an "aristocracy of talent." And in democratic terms, the people as a whole are best served when all citizens have their talents and capacities developed to the maximum level. The liberal education process aims to do precisely this in the educational realm for those whose abilities and goals range upward from "high average." If this be aristocracy, make the most of it! For, if the best of the tradition that has nurtured and been nurtured by the liberal arts has been communicated through this process, it will not be an aristocracy of privilege but an aristocracy of service.

*Hauer, Christian E., Jr., "The Nature and Purpose of Liberal Arts Education: A Point of View," in *Liberal Education*, May 1963. Dr. Hauer is Associate Professor of Bible and Philosophy at Westminster College.

THE UNIVERSITY OF PENNSYLVANIA
LIBRARY

THE UNIVERSITY OF PENNSYLVANIA
LIBRARY



DICKINSON COLLEGE

Grammar school founded in 1773. College chartered in 1783, and named for John Dickinson. "Old West," built 1804, was designed by Benjamin H. Latrobe, architect of the national Capitol.

a home for the spirit of learning....

CRITICAL reflection on the meaning of liberal education today is a responsibility of considerable significance for one who is a citizen of this land—and a Dickinsonian; significant because there is a direct relationship between liberal education and the good life of freedom our people cherish—and such education is Alma Mater's business.

Happily, there is no universally accepted definition of the nature and techniques of liberal education. This is a fortuitous circumstance, allowing for the full play of the imaginative and creative forces in the field, a necessary condition if liberal education is to play its role of leader and nurturer of a blessed life for human kind at a time when man's social conditions are changing more rapidly than ever before in history.

A call to all of us for critical reflection on the meaning of what we do at Dickinson is a call for a response that can do much to influence young men and women in a time of great change—that can do much to influence the forces of change toward the enhancement of human life. For it is our firm belief that out of liberal education come those intellectual, moral and spiritual forces that can best fashion individuals of worth, most effectively establish human relationships of a high order, and can unlock the creative powers of man that will serve his better destiny.

Such was the faith of those who founded our early American colleges of the liberal arts. It was the faith of those who founded a college in Carlisle and pledged it to do its part in promoting the security and welfare of the new nation through "virtuous principle and liberal knowledge instilled into the minds of the rising generation." It remains our faith today at Dickinson in another age of revolution and change.

What do we mean by this education in which we put our faith? It is not vocational alone, though we serve the vocational interests of our students. Dickinson

has always been a

good college for preparation for the professions, and it will remain so. But it has not, nor should it, become merely a preparatory school for graduate and professional schools. I believe the College possesses a soul which it does not want to sell to vocationalism. It has something to give to men and women over and above preprofessional training. There is hardly a parent send-

ing a son or daughter to college who isn't asking for something more than vocational training. Few would want to attempt to describe this "something more." It is not merely the hope of an added increment to a future pay check. It has something to do with a quality of life, a faith that a liberal education *can* do something significant for a person's life and destiny. But what do we mean by this education in which we put our faith?

MY OWN reflections on liberal education—or, as we sometimes call it, education in the liberal arts—invariably hover around the theme, "the learning that becomes a free man." It leads us to the kind of learning that develops the quality of freedom in a person and in a people. Those who hold to this theme believe there is no visible freedom without such learning. But what is such learning? Our college offers no course marked Freedom 11 and 12 for freshmen, or Freedom 101 and 102 for the advanced student, nor any courses designating the "something more" of a liberal education. Yet a College offers a formal course of studies, and what a college means by a liberal education must grow out of the course of studies.

That is why we at Dickinson support today's movement toward more prescription for a student's undergraduate studies. But we do not join this trend without thought. Its acceptance connotes serious thought about the concept of what a liberally educated person really is, the kind of person who should receive the college's diploma. It signifies wrestling with the problems of what studies a college is not at liberty to allow its students to miss if it is to be true to its character as a liberal arts institution. It holds to the hope—a presumptuous one in the eyes of many—that there *is* a definable liberal education. It presupposes that a curriculum can go far in creating a life for the individual and for the collegiate community. It is making the bold assumption that all the disciplines of learning are ultimately one discipline, and that a true liberal education deals with parts of a whole.

Dickinson is now going through its own study of the curriculum of the College. The study of our offerings in the fields of man's knowledge and their place in our curriculum uses the conventional divisions of the humanities, the social sciences, and the natural sciences. In this study we are re-examining our distribution requirements with the hope that all of our students will have not merely a sampling of the major fields of knowledge but first-hand insight into them. It is our belief that the wellgrounded generalist is better equipped to live effectively in a changing world deluged with a tide of expanding knowledge than the specialist whose life consists of mincing down a narrow path that ends in obsolescence. The well-trained specialist, a necessity

in life today, should have gained in his undergraduate years the breadth of the generalist, the intellectual scope of the liberally educated man. To delay his intense specialized training until graduate school works toward his enrichment as a person. At the same time, lest we be charged with attempting to eliminate "individuality" in the education of our students, we are re-examining our concentration requirements so that each student will be assured of a sound competence in a major field of knowledge, ready to pursue that field in the years beyond college.

We are re-examining our curriculum structure and methods of instruction with a view to enlarging the possibilities for all students to see the relationships among the disciplines of learning. Nothing gives more assurance of the continuance of a life of learning after college and the experience of the joy of learning in college than the student's discovery of the inter-relatedness of the fields of knowledge. We are failing our students if they do not understand, as one writer has expressed it, "proportion is something equally present in arithmetic, in geometry, in architecture, in music, in physics, in the human body, in poetry where its name is metaphor;" if we do not "study tragedy as a process in ideas parallel to the course of calamity in the lives of persons." It is our belief that the life of learning is made up in great part of understanding the inter-relationships in all learning. The scientist and the humanist must teach each other a higher, common understanding of truth.

Our curriculum study has consumed innumerable hours of faculty time—many hours in organized deliberation, many in informal discussion. There is a serious weighing of our present curricular components. Searching and courageous questions are being asked. The incidence of internal "politics" for selfish advantage and struggles for the irrational preservation of "academic empires" is barely noticeable. There is a general involvement of the faculty in the process. There is a unified desire to produce a curriculum that will challenge the highest intellectual potential of each student, engage the full capacity of each student as a person. In this searching process, teachers are teaching each other, with the result that, whatever emerges as a formal curriculum, the life of learning at Dickinson will be richer because there will be more mutual involvement of students *and* faculty in the total curricular life of the College.

But no matter what the formal curriculum may be, the whole would be a lifeless thing if it were not pervaded by something called *the spirit of learning*. It is this spirit that "catches up" our planning of things and makes it effective in the life of a student. It is this spirit that brings forth the "something more" parents want

for their sons and daughters, that relates education to the "good life of freedom."

SHALL attempt to describe the spirit of learning by listing some of its more obvious characteristics.

(1) It is a critical and questioning spirit. (2) It is responsive to good reasoning and is repelled by bad. (3) It seeks integrity of mind and character and rejects the base and the incomplete. (4) It looks upon factual knowledge as material to be interpreted and by all means evaluated. (5) It looks upon ideas as concepts to be wrestled with and ultimately served when found worthy. (6) The spirit of learning brings assiduity to the process of learning, compassion to its human relationships, and, above all, a love of virtue to those caught by its contagion. It is, of course, this spirit that makes education "liberal" and therefore becoming of free men; for it is this spirit—critical, logical, integrative, evaluative and idealistic, with assiduousness, passion and virtue—that keeps men free from slavery and ignorance; fights oppression, bigotry, and baseness.

But how does one bring this spirit out of the catalogue or the pronouncements of the presidents into the life of the college? Of course it will die if it is confined to the pages of a publication or even to a classroom. This spirit must be a part of the total life of a liberal arts college. The phrase "community of learning" must describe a live community pulsing with the spirit of learning.

How does one create such a community? All related to the college—alumni, parents, and trustees, as well as those on the campus—share this responsibility. But the means of such a creation lie in great part in the realization on the part of the faculty of the college that it, as a body and especially as individuals, has a responsibility for this life. No longer must college teaching consist only (if it ever did for great teachers) of conducting a lecture and seeing a few students by appointment. Instruction alone is only a means for awakening the spirit of learning. Teachers must transport this spirit beyond the conventional paths of instruction into the wider, less definitely marked areas of total campus life. Teachers must look with a sense of personal responsibility on the often-expressed student question, "How can we get to know our teachers?" To me, this is a plea for this spirit. Happily, at Dickinson there is a growing responsiveness to this plea. It is a natural sense of companionship in the life of learning I have been attempting to describe that is being sought after—unconstrained conversation, interchange, dialogue, a common pursuit of ideas. Someone has paraphrased the motto of Sigma Xi ("Companions in zealous research") as a motto for a true

collegiate community of teachers and students: "Companions in the zest for learning." It is my belief that a faculty can create such a community because dedicated men through "the gentle infection of friendliness [make the spirit of learning] a general contagion."

At Dickinson, as we endeavor to put meaning in liberal education through the characteristics of the spirit of learning, we are aware of the tremendous educational effectiveness of student on student, the educational impact of contemporaries. When, in a collegiate community, the formal and informal association of undergraduates is antagonistic to, or merely ignores, the spirit of learning, there is no true community; and everyone associated with it loses—the instructor, the student, the donor, and the parent who pays the bills. The question that should be asked at many a college, including our own, is "Does the spirit of the classroom ever enter the fraternity living room?" A liberal education is ultimately a matter of the appropriate spirit in a natural association of students and teachers—companions in learning. This we hope is the becoming collegiate character of Dickinson.

I must express my personal debt for much of the substance of the foregoing reflections on the meaning of a liberal education to Woodrow Wilson, who, in a memorable Phi Beta Kappa address at Harvard during the time of Wilson's presidency at Princeton, proposed a philosophy of education that has given light to many of us who cherish for our nation strong, independent, liberal arts colleges promoting for our people a saving liberal education. Here is Wilson's summation.

"My plea then is this: that we now deliberately set ourselves to make a home for the spirit of learning; that we reorganize our colleges on the lines of the simple conception that a college is not only a body of studies but a mode of association, that its courses are only its formal side, but its contacts and realities. It must become a community of scholars and pupils—a free community, but a very real one in which democracy may work its reasonable triumphs and accommodations, its vital processes of union."

ALUMNI who have been following the course of events at Dickinson and are aware of the planning for the future will see an immediate relationship between these reflections and the stirrings at the College. Our curriculum study was early conceived as more than placing the course of study into the hands of tinkers or even surgeons. It was conceived in the light of our concept of liberal education as a study of the total collegiate character of the College divided for the convenience of study into three parts: the academic program, the learning process, and the community of learning. We are concerned with the kind of liberally

educated person who will spring forth from the total association of Dickinson life.

A few years ago when the College was facing the problem of fraternity housing and consequently fraternity life itself, the Steering Committee of the College, made up of trustees, officers and faculty, very properly approached the problem from the larger view of the over-all physical needs of Dickinson in the light of its collegiate character. A timely combination of educa-



tional philosophy and sound economy brought forth a plan for the solution of the physical needs of the College that supports the concept of a "home for the spirit of learning": a library conceived as the physical center of the learning community and, at the same time, to be designed to accommodate the scholarly work of an individual; a college center designed to serve the community's social and boarding needs in a manner to allow for the free interplay of all the elements and forces of our collegiate association; a fraternity housing complex to free the fraternities from many of the problems that have been pursuing them in recent years and to allow the brotherhoods to maintain their natural and intimate association for the nurturing of the education of their members through associating the strength of fraternity idealism with the concept of liberal education at Dickinson.

At first blush, it might appear that such comprehensive planning works to undermine the value and freedom of the individual in the educational process. In response to such a charge, I must say that our concept of education at Dickinson moves us to sustain a society that frees the individual through deliberately nurturing the forces that keep men free. Can an individual be free without asking the critical question about all assumptions? Can he be free yet snared by illogical thinking, fragmented by lack of integrity, unable to discern values from facts, having nothing to which to commit his life? Can an individual be free who knows nothing of hard work, cares not for his neighbor, nor loves virtue? Individual freedom is a spiritual matter, found in a community that nurtures the things that serve freedom. It is our belief in the worth of the individual that responds to Wilson's concept of a college as a "home" for the spirit of learning. A home possesses in community those forces which serve the unique worth of the individual member.

These reflections on liberal education at Dickinson College are inevitably inadequate and will remain so in the light of the many facets of college life that could be spoken of as mirroring or needing to mirror the spirit of learning as we have described it, but I must comment briefly on an aspect of college life that comes to the minds of many people when their attention is drawn to undergraduate living. Is there a relationship between the quality of undergraduate social life and the spirit of a community of learning? Is virtue or moral character part of the meaning of a liberally educated person? Our founders thought so, and we affirm that belief today.

Liberal education is not "liberal" if it separates the intellectual life from the moral life. Such a separation is an educational fallacy. Virtue and developed intel-

ligence must be understood together and sought together or dangers arise. It is dangerous to place intellectual power into hands that are less than honorable. At the same time, morality must be a reasoned morality. Good moral choices, the mark of virtuous principle in a life, cannot be made unless undergirded by wisdom and inspired by a love of virtue. Unreasoned morality can be offensive to the child of God endowed with His gift of intelligence. Irrational morality can be monstrous, as we have seen so tragically in our nation so recently. Ultimately, virtue cannot be taught, but it can be loved. This is a part of the spirit of learning.

It is my contention that as the College awakens this spirit, regulations regarding behavior will have the support that a reasonable community invariably gives to those things that are necessary for people to live together in harmony. Moral decisions will be wiser, and the love of virtue will ascend among us. I would emphasize each word of the Biblical statement: "As a man thinketh in his heart, so is he." I would also suggest that our Lord's Sermon on the Mount is at least a plea for the love of virtue. A college would be foolhardy if it sought to teach morality unrelated to its collegiate character. The spirit of learning *is* a virtuous spirit. The pursuit of excellence is a total pursuit and loses effectiveness when splintered. The moral quality of undergraduate life rises with the soundness of the "collegiate character" of an institution. This statement will be challenged, but I will rest my case on the oneness of the truth we search and serve.

OUR REFLECTIONS on education at Dickinson are being carried on at a time when the very idea of the colleges of the type that trained us are under direct challenge. Our liberal arts colleges have been called "the displaced pedagogues" of American education. Those who use this appellation speak of our inadequacies in meeting the need for mass education in our land. They tell of the advances of the secondary schools into the subject matter that makes up a part of our curriculum. They remark on the nation's great need for specialized training. The development of specialists is certainly not our prime mission. They tell us that our present hazardous economic life, depending in great part on alumni support, will move us rapidly to bankruptcy and that many of us will not be on the scene in a decade or two. These critics are not fools, though I would judge them to have shortness of vision. The pedagogues who would displace us have their own problems if they are sensitive to the values that have made us a great people and the values that have supported the best we know in education.

What is to happen to the individual whose worth has been a part of the nobility of our American way of life if we attempt to answer our people's needs for education by submitting to our current compulsion to bigness and the mass approach? What happens to human beings when they become more narrowly specialized? Do they become less and less whole people? In a revolutionary, rapidly changing day, what is the rate of obsolescence of the specialist?

Certainly our high schools can do more and more with subject matter. There would be little justification for liberal arts colleges if our social task were merely helping students amass knowledge and develop technical skills. More and more of this can be done at the high school level; but who, to use Whitehead's phrase is to turn "the knowledge of a boy into the power of a man?" Are there not powers within us that need to be "liberated?" Have we come to the time in our national life when free people are so unconcerned about the spirit that keeps them free that they no longer want to support its free pursuit or provide this pursuit for their children? Can America afford the risk to her freedom by answering all its educational needs through "statism?" I think not.

As pedagogues, we in the tradition of liberal education have a mission that is significant for the destiny of free men and women. It is a spiritual mission. It is a spirit marked by critical questioning, responsiveness to good reasoning, the elevation of integrity of mind and character, the service of ideas found worthy, pursued in a community that is assiduous in its attention to its business, compassionate in its human relations, and alive in the love of virtue.

We are deliberate about the furthering of such a home for the spirit of learning at Dickinson. We believe this is the finest way for the College to serve in its traditional role of service to young people.

I realize that I have been writing in terms of an ideal, and not a measurable fact. This is ever the responsibility of the head of an institution if an institution is to give more than lip service or "catalogue treatment" to its high purposes. But it is a responsibility I share with alumni and friends of the College. The ideal will be realized to the extent that all of us sympathetically participate in, develop and support our reflections on the meaning of education at Dickinson College. This rising generation is no less in need of "liberal knowledge and virtuous principle" than the generations that have been finding their way to Carlisle for almost two centuries.

—Howard L. Rubendall

December 1963

Dickinson's International Community

Part 1



Robert Salomon	El Salvador
Petra Netz	Germany
Laila Nada	Egypt
Shu Man Fu	Hong Kong
Hsiau-Mei Tsou	Singapore
John Edwards	Great Britain
Ismail Noaman	Aden
Alem Habtu	Ethiopia
Herbert Cerutti	Switzerland
Sachiko Fujimoto	Japan
Hassan Abbey	Somali
William Hsiong	Singapore
Hans Koeze	Netherlands
Richard Lo	Hong Kong
Salih Leon-Fauzi Loya	Iran
Richard Lin	Taiwan
Mohammed Boudjelkha	Algeria
Artur Lambo	Mozambique
William Pan	Taiwan

AT A TIME when world peace and universal freedom are facing their greatest threat, Dickinson has assumed a greater responsibility in serving these principles than ever before.

Adding 19 students from 15 different foreign countries to the student body, sending nine students to spend their junior year abroad, and having more and more faculty traveling abroad during refresher year leaves has given Dickinson international horizons. In this and future issues of *The Dickinson Alumnus* we will explore these horizons. This issue will take up the story of the 19 foreign students at Dickinson.

Under the leadership of the foreign student adviser, Professor Donald Flaherty of the Political Science Department, Dickinson is entertaining the most foreign students ever to be assembled on the campus at one time. In addition to the scholarships offered by the College, the State Department, the Institute of International Education and other agencies, Dickinson fraternities have taken the responsibility of feeding the male foreign students on a rotating system. While vigorously pursuing its primary goal of the advancement of knowledge, Dickinson is also contributing to a primary goal of the United States foreign policy, that of the preservation and support of the free nations around the world. Dickinson is furthering the economic, political and social development of these free countries through the education of foreign nationals who will return to their homelands to assume positions of leadership. At the same time, these foreign students enhance the educational experiences of Dickinson students, faculty and the community.

Rather than telling their story, *The Dickinson Alumnus* has asked the foreign students to speak for themselves about their initial impressions of Dickinson and its educational opportunities.



One of the main reasons I came to Dickinson is that it is a small college with a friendly atmosphere. My interest in Dickinson increases when I learn that a student has the freedom of choosing many of his courses with the help of his advisor. This interests me greatly because in a university in Singapore, a student's curriculum is fixed and everyone in the same department takes the same courses. I am a chemical engineering major and am at present under the 3-2 engineering program. I lived in Morgan Hall last year and had a chance to learn something about the American way of life. I found that year very profitable and rewarding.

William Hsiong/Malaysia



My relationship with my fellow American students is much firmer than I ever thought it could be. Going abroad is a big event in any

student's life, and the months preceding his departure from home are usually spent in dreaming of what will happen and how people will treat him and if it will be enjoyable. This of course was the case with me; and being a person who loves people and loves being with people, I was wondering if the students in U. S. were too different in comparison with my good friends at home. I can proudly confess that the friends I have made here—whether dorm mates or classmates—are always ready to "help you out." Judging from this short period in which I have been here, I think I can say that I am looking forward to making some good friends—probably the best friends I will ever have. In closing, I would like to add that I consider myself a really privileged individual. I am eagerly looking forward to four years full of joy and success.

Laila Nada/Cairo, Egypt



Conformity has become an important aspect of the American way of life: same clothes; same ideas; same flat and standardized discussions.

There is so much fear to be an exception or to be criticized that here, the people undeliberately accept others' opinions. No sieve to stop the improper elements; no critical spirit to control exterior influence. But does not this critical spirit make us responsible for our deeds? Does not this critical spirit preserve our real freedom? Thoreau and Jefferson are certainly the early champions of the "self-reliance." Do the American students of today gain something by reading their forefathers' philosophy; or do they carefully keep it in books? This, I believe, is the principal defect of the American system. The qualities, however, deserve the highest admiration. Very early in its history this country understood the necessity of a popular education. In many African and European countries only few people can continue their higher studies. Education is very much selective and qualitative while it is mostly quantitative in the U.S. Professor-student relationship also merits high praises. Two years ago, I had in Algeria semi-gods, not teachers. Very few questions are allowed. Needless to say that no "social activity" is provided by the university. To sum up I feel that the individuality of the American student is greatly needed; but this depends on himself. On the other hand, facilities are tremendous.

Mohamed Boudjelkha/Algeria



As my major is English linguistics, I wanted to come to U.S. to study and the interview with Dr. and Mrs. Horlacher while they stayed in

Japan two years ago materialized my desire. I am really happy in Dickinson now and I greatly appreciate Dr. and Mrs. Horlacher and all the others who kindly arranged the things for me. The first thing that surprised me is the orientation for the freshmen. The discussion in a small group with the counsellors is very effective. The dinks are interesting. The counsellor system is almost perfect here and helps the freshmen a lot to go on the right way. The students are very friendly and I hope we stimulate each other to get more knowledge. While I stay here for one year, I would like to collect the American dialects by tape recordings with some kind of analysis.

Sachiko Fujimoto/Japan



Unfortunately, I have been very busy with my studies since school started, therefore I lost many wonderful opportunities to communicate with

the students and professors on the campus, so I am not familiar with this college in many ways. However, as time goes on I have made a few observations. The first thing I have noticed is that everyone here is in a hurry, whether they are studying, eating, working or even playing. It may be that Americans feel that time is more important than people of other countries do. That is a good habit. Generally, the Americans are friendly and polite. They are especially willing to give help to the foreigner. This friendliness shows that the Americans have a good character. From this we can see why America has a lot of allies. I came to America to learn what we do not have in our country and to observe American life, especially the life of the American student. I also hope that I can bring some bits of culture of my native country to America. I am very happy that I have the chance of studying in Dickinson College and expect to complete my four years college at Dickinson.

William H. Pan/Formosa



I chose Dickinson because I wanted to come to a small, co-educational college in the East, and Dickinson seemed to offer all this plus some courses in fields that interest me. When I finally got here, Dickinson turned out to be exactly how I expected. I immediately fell in love with the campus,

and was very glad to see how friendly and outgoing most of the people were. Another thing that especially made me like it here so much was that none of the students in my dormitory, or on campus, considered me "different" for being a foreign student. This made me take an immediate liking to them as well as to the college because it made me feel like I really "belonged."

Robert Salomon/El Salvador



My home is in the southern part of West Germany. I came to Dickinson College because Col. Martens with whose family I am living got

his new assignment to the Army War College at Carlisle. My father who is a major in the Germany Army worked together with him at the 7th Army Headquarters at Stuttgart, Germany. As I want to become an interpreter my major field of study is languages. This 1st semester I am only taking one course "American Literature" with Dr. Schiffman, but in the 2nd one I'll take more. I will return to Germany in September 1964 and will attend a language school there. The relationship with my fellow American students is very close. As we have that excellent foreign student advisor, Mr. Flaherty, the relationships between the foreign students are very, very close.

Petra Netz/Germany



It would seem surprising to some people that an English student should reject the higher education offered by his own Universities and

choose a small American college to gain a degree. Having taught at Junior High School level since leaving high school in 1960, I felt that I needed a sounder knowledge of various subjects if I was to succeed financially and academically. The courses at Dickinson seemed ideal for my purpose and I chose this college in preference to the concentrated study of a specific field in an English University.

For an Englishman who has seen the American influence on life in his country, it was a comparatively easy task to adjust to the new way of life. Most of the preconceived ideas that accompanied me to the States on student life were confirmed by Dickinson. The informality is perhaps the most striking quality of campus life, but I have been overwhelmed by the hospitality and kindness shown towards the students from abroad and these first weeks at Dickinson have assured me of a rewarding and enjoyable experience in the U.S.A.

John Brooke Edwards/England



I first heard of Dickinson College when I received the terms of appointment from the representative of my former sponsor. At that time,

all I knew about Dickinson was that it was a small liberal arts college with a long history. After more than a year of studying here, I know that Dickinson is a college of high academic standing and the atmosphere here is exceedingly amiable. I am also fascinated by the liberal arts education which would not benefit me if I were staying home. It provides students a broad educational background and in term broadens students' horizon. I am looking forward to another profitable year.

Shu Man Fu/Hong Kong



Thank you very much in giving me this opportunity to write some of my impressions in *The Dickinson Alumnus*.

Well, one rather interesting incident is the strike the Dickinsonians made in Bosler library last month in demanding increase in library hours. Rather consciously I was observing the situation, and I soon shivered since it reminded me of the last student's strike at home. Very peacefully the situation was over and the library hours were increased. What a difference it is! At home the college might have been locked for a couple of days if not more. Because as the officials would declare: Students are not allowed to interfere in *Politics*. Before I conclude my statement I would like to mention that my home is still under the British rule.

Ismail Saeed Noaman/Aden



I shall stay for one year here in Dickinson. My major field is physics, but I take very different courses such as history, English, philosophy, physics

and mathematics. I had no choice for any particular college, since this has been arranged at the Institute for International Education, but I am happy to be now in a smaller college rather than in a big university because the contact between students and leaders and between students themselves is much closer. I was accepted by my fellow students as one of them and I never felt really as a foreigner. I pick up their habits and language very fast and even some *dorm-slang*, I am not supposed to learn. A big difference between the study here and in my home country is the strong part social life plays in this country. Dickinson College and its students help me very much to understand this country a little bit better than I did before.

Herbert Cerutti/Switzerland

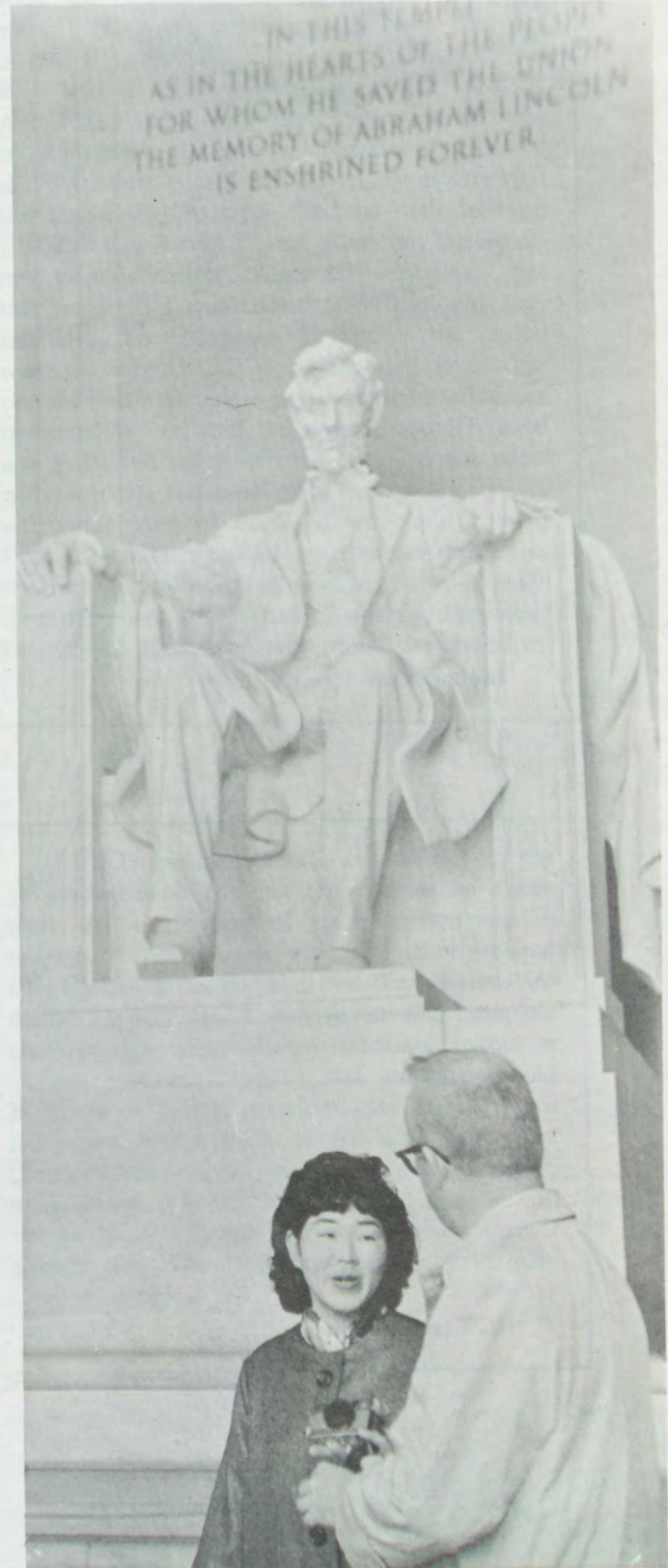


Alem Habtu (Ethiopia) and Artur Lambo (Mozambique)



Left, Herbert Cerutti (Switzerland) and Salith Leon-Fauzi Loya (Iran)

Sachiko Fujimoto (Japan) and Foreign Student Adviser Donald Flaherty

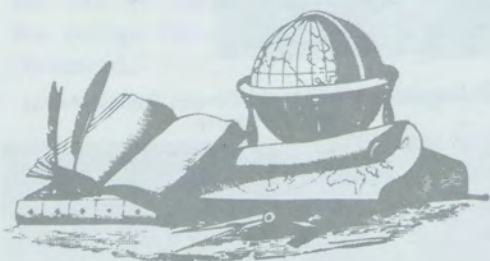


Ismail Noaman (Aden)



Soccer—An International Sport

LETTERS TO THE EDITOR



1917 Football Team Identified

PAUL "IRISH" WALKER's Nov. 20th *Home Star* carried the following item. The "weary" editor thanks the *Home Star* reader and editor Walker. "Dickinson Alumnus in current issue carried picture of Dickinson's undefeated football team of 1917—and an undefeated football team at Dickinson is something to write home about, comments a regular reader. The weary "Alumnus" editor neglected to include the names, and the one on the end of the top row (right) caught our eye: William M. Young, a Harrisburg attorney. Others in the picture will stir many a local memory: Top row: Richard H. McAndrews (the ageless Mac), Pritchard, Hoff, R. Young, Hollaway, Lorimer, Bill Young (see above.) Lower row: Puterbaugh, Bowes, Wertacnic, Hyman Goldstein (the Carlisle attorney, who defies age, ever young), Rev. Will E. ("Red") Swope, Bob Masland, Healey, Rockwell, and Mike Glowa. Only 16 men on the squad! What coach today would venture on the field with only 16 men. Many Dickinsonians commented the omission and they recalled the coach that year: Francis E. Dunn, now a Johnstown (Pa.) attorney, whose nickname in those days was "Mother Dunn" because he took such good care of his boys. Judge Homer L. Kreider remembers he was a freshman that year . . . 46 years ago? Time marches on! and how!"

I THOUGHT of Dickinson when I was in the Soviet Union this summer and other eastern European countries when they were showing us pictures of universities. I felt that the emphasis on higher education which they were talking about did not appear to be superior to what a student could anticipate at Dickinson. The present controversies concerning drinking and related difficulties which are being talked about extensively should be dealt with in alumni publication. This may sound like a wild idea but I think a responsible institution should not fear responsible discussion. I do not want to see Dickinson become an institution of the highest academic quality which does not at the same time attempt to provide the circumstances by which a student may become theologically sound.

Howell O. Wilkins/44

DICKINSON was a basically secular college. However, it claimed a church connection. For the undergraduate student who is not equipped to enter the theological arena, this presents a frustration that can be met two ways. He can dump his faith as intellectually irrelevant, or he can hold it, but in a dormant state incapable of growing because there can be no interaction between what he is learning and what he believes. Not that there could not be, but if the academic community shows no understanding or acceptance he must either side with it or against it. As it was, I sided against it. I took what it could give—knowledge. The understanding had to wait for other surroundings. This could be avoided by seeing that a broad spectrum of Christian persuasion is represented by the faculty, so that the student is not confronted with a united attack on his deepest convictions. If he can identify with one authority figure, he is in a position to evaluate. If not, he can only stand his ground. The personal task becomes especially severe because the new student does not expect to face this in a “church related” college.

William H. Scarle/53

THE RECENT “social experiment” in permitting use of alcoholic beverages in the fraternities during restricted hours, etc., speaks clearly of a problem which the administration admits to be a serious one on the campus. The College can not escape the fact that it seeks to educate the whole man. If this is a part of the education my sons would receive, I believe they could live without being educated at my Alma Mater. The College merely reflects the affluent society of which it is a part. If it is a truly Christian College, it ought to challenge the mores of the society in which it exists, seek to lift the sights of its student body to higher levels of moral living, rather than to succumb so easily to the Mores, of that society.

J. Carl Williams/50

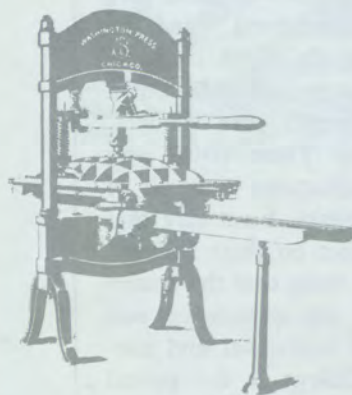
I THINK fraternities should be eliminated. My experience was that the College and students existed for the benefit of the fraternities. I could go on with a long tirade against fraternities, but I want to point out two things in particular. At least 90% of the men belonged to fraternities. The other 10% did not belong, not because they did not want to, but because they were not wanted—were considered “undesirables.” They did not wear the right clothing, or had some unforgiveable personality defect; at least that is what the fraternity men thought. And I had these same ideas. These 10%, who were probably stronger of character than all of us 90%, were considered rejects. I am sure that this had a very harmful effect on their feelings. I believe that it was a cruel thing that the fraternity attitude caused. Also, my experience was that fraternities emphasized superficial and useless ideas and practices. College is the period when a fledging should be learning about important and great ideas and how to discriminate between the real and the unreal, between good and evil—and not whether 3 button coats, pants without pleats and small print ties are the socially acceptable kind of dress. If we could convert fraternities into organizations, that not only carry out the true purposes of college, but also teach their members some kind of charity, they may be justified. Otherwise they should be abolished.

Henry J. Rutherford/55

I LIKE the small liberal arts college for the student who can get the courses he needs there. Although most of my education was in religiously inclined—or at least church-related institutions—I do not care for the religious influence in college. I believe in the complete elimination of religion from education, except as elective courses. I believe that morality should be based on ethical principles and love of one's fellowmen, which can be taught in the home and the elementary school, making organized religion unnecessary. I hope, therefore, that religion will not be given a larger role at Dickinson than it already has. This probably puts me in a very small minority.

John W. Long, Jr./37

BOOKS



With this issue, *The Dickinson Alumnus* initiates a continuing feature concerned with books. On these pages will appear reviews of books written by alumni and faculty, a bibliography of the other publications of our faculty, and an annotated list of suggested reading

for alumni prepared by the chairman of each of the academic departments. This issue we present reviews of books by alumni and a suggested reading list prepared by Milton E. Flower, '31, Chairman of the Political Science Department



Suggested reading for alumni from the political science department. The Political Science Department from time to time has made lists of suggested readings which they send to their alumni, confident that their graduates wish to continue reading in certain areas. *THE ALUMNUS* has requested this current list prepared for alumni reading.

Arendt, Hannah, **Between past and future: six exercises. In Political Thought**, New York: Viking, 1961, \$5.00; Paperback Meridian Books, 1963, \$1.45. Provocative and arresting essays which demand a re-thinking of our thinking concerning our concepts and definitions in regard to authority, freedom, education, and culture.

Bell, Daniel, **The Radical Right**. New York: Doubleday, 1963, \$4.95. The disposed components of the Radical Right are scrutinized by the author of *THE END OF IDEOLOGY*.

Burns, James MacGregor, **The Deadlock of Democracy**. New York: Prentice-Hall Inc., 1963, \$5.95. A description of our four-party system with bold proposals for change.

Ernst, Morris and Schwartz, Alan, **Privacy: The Right to Be Let Alone**. New York; Macmillan, 1962, \$6.00. A casebook on the evolution of the modern legal concept of the right to privacy.

Felix, Christofer, **A Short Course In The Secret War**. New York: Dutton, 1963, \$5.00. An American intelligence officer perceptively analyzes secret operations and their role in the world today.

Herz, John H., **International Politics In The Atomic Age**. New York: Columbia, 1959, \$6.00; Paperback \$1.95. One of America's outstanding political scientists assesses the implications of the atomic age for the traditional nation-state.

Jacobs, Jane, **The Death And Life of Great American Cities**. New York: Random House, 1961, \$5.95; Paperback, Random House, \$1.95. Miss Jacobs lives in and loves cities and is critical of city planners (many of whom live in the suburbs) who design monumental urban re-developments with apparently little concern for their future inhabitants.

Lilienthal, David E., **Change, Hope And The Bomb**, New Jersey: Princeton University Press, 1963, \$3.50. The former chairman of the AEC surveys the atomic energy status, searches for possibilities in universal solutions and suggests we tend to over-estimate the value of this energy in peaceful pursuits.

Lippmann, Walter, **The Essential Lippmann**, Edited by Rossiter & Lare. New York: Random House, 1963, \$7.50. A comprehensive selection of his writings, including speeches, books, pamphlets, and newspaper columns.

Newstadt, Richard E., **Presidential Power: The Politics of Leadership**. New York: Wiley, 1960, \$5.50; Paperback Science Editions, 1962, \$1.65. A "primer" for Presidents which influenced President Kennedy. Critically hailed as the best short study in recent years.

Sorensen, Theodore, **Decision Making In The White House: The Olive Branch or The Arrows**. New York: Columbia University Press, 1963, \$3.50. President Kennedy's speech writer and adviser discusses the problems inherent in decision making: where the political finds itself vis-a-vis with the ideal or where facts confront principle.

Tocqueville, Alex de, **Democracy In America**, (Many Editions) New York: Knopf, 1944, \$7.95 Set; Paperback, Vintage Books, \$2.90 Set. This famous work in two small volumes, published in 1835 and 1840, is one of the most illuminating works on American democracy. Quoted by scholars and journalists alike, it is well worth reading as a genuine "classic."

Paul D. Leedy '30, **Read With Speed And Precision**. New York: McGraw-Hill Book Company, Inc., 1963.

Read with Speed and Precision is a book of innovations, sound principles, and excellent practice materials and study devices that stands out in a field overrun with books purporting to help college-bound high school juniors and seniors, college students, and adults improve their reading ability. Actually, the book is aimed at high school upperclassmen and college students who are serious about strengthening the most important of all study skills and who desire to promote their personal growth through more masterful reading. While the book may also prove to be a valuable tool for adults, from housewives to business executives and professionals, Leedy's earlier publication, **Reading Improvement for Adults** (McGraw-Hill, 1956), still remains unsurpassed at this level, in the opinion of the reviewer.

Perhaps the most striking feature, from the reader's standpoint, consists of the attractive and helpful Procedure Charts which introduce each of the eight chapters on learning the basic techniques of reading with speed and precision. These charts provide enumeratively the steps to follow for achieving proficiency in reading areas or skills treated in the eight chapters: I. The Paragraph; II. The Chapter; III. The Book; IV. The Assignment (in the social, physical, and natural sciences; poetry, the novel, and other forms of literature); V. The Library; VI. Graphic Presentations; VII. Critical Reading; VIII. Short Cuts to Speed and Comprehension.

An innovation is the three-dimensional location guide to the answer key to tests and practice exercises. This mechanical feature is designed to save time and argument about correct answers. A fifth feature included in the back of the book, "Learn from Your Mistakes," enables the student to analyze and profit from his errors in the practice exercises and tests. This feature is an advantage to the instructor since the student may make his own diagnosis prior to consultation with the teacher.

The book is organized into five sections. Part A (15 pages) offers a better-than-average section on self-analysis, including a novel test of "P-R" (page response), and presents the five basic steps for reading improvement: 1. Isolate the trouble. 2. Learn the basic techniques. 3. Practice. 4. Verify your success. 5. Build on your success. "Part B: Learn the Basic Techniques" (87 pages) consists of the eight chapters mentioned above. "Part C: Practice" (172 pages) consists of 59 pages of practice material corresponding to various chapters in Part B plus 36 excellent prose and poetic selections sampling the liberal arts for practice in comprehension. (It is here that Leedy's background as an English professor pays handsome dividends to the reader.) Part D consists of comprehension tests for the 36 reading selections. Part E contains the answer key, vocabulary lists, rate and progress charts.

It is predicted that most users of the book will fulfill the author's hope that "the development of reading ability and skill can be a challenging and exciting adventure."

Donald T. Graffam, Professor of Psychology and Education

Paul D. Leedy is a professor of education at The American University, Washington, D. C.

Reprinted by permission from *The Journal of the Reading Specialist*, vol. 3, no. 2, December, 1963, Lehigh University, Bethlehem, Pennsylvania.

Lois Eddy McDonnell, '35. **Stevie's Other Eyes**. Friendship Press, New York, New York, 1962. Stevie's other eyes are his ears and his fingers, and he sees with them, because he is blind. Stevie is six years old when we meet him, and eight when we leave him. In the meantime, he has gone to school, learned to swim and to row, caught a frog, and even shared with his next-door neighbor Billy the discovery that under certain circumstances the blind can do useful things for those who can see.

Stevie is luckier than many blind children. He has understanding parents, sympathetic adult friends, and the opportunity to go to the very best of boarding schools and camps especially for blind children. His problems are all minor ones. Yet this is not a Pollyanna-ish book. It is intended for children; it attempts to convey to them what it is like to be blind, but not to frighten them. It does not soften the fact that the blind child is all too familiar with loneliness and boredom, that he endures unintentional cruelty from his peers, that to him an unfamiliar noise can be a source of helpless terror, especially if he is alone. But its emphasis is on the self-reliance of the well-trained blind child, and especially on his complete lack of self-pity. One of the most moving things in the book is the un-self-conscious way in which Stevie thinks of himself as "looking at" some new object—a toy sailboat, or a jack-o'-lantern.

Stevie's Other Eyes is, as I have said, intended for children. How does it appeal to them? For an answer to this question, I consulted my daughter, who is an authority on the subject, being a child. She had read **Stevie's Other Eyes**; how had she liked it? "I liked it very much," she said, "and **Hana's New Home** is just as good." (**Hana's New Home** is also by Mrs. McDonnell.)

Before writing her book, Mrs. McDonnell spent weeks visiting with blind children at home, in school, and at camp. Her account of Stevie's adventures is remarkably effective in communicating the sensations and emotions of childhood, as well as of blindness. The normal child should gain from it a sympathy with the limitations of the blind child, but also respect for the surprising range of his capabilities. The child facing blindness should find strength and courage in Stevie's story. And the most cynical adult might well rediscover his faith in the human race in the spectacle of Stevie and his friends matter-of-factly preparing themselves to live a nearly normal life. This is a tender, moving, and uplifting little book.

William R. Bowden, Professor of English

Lois Eddy McDonnell is an elementary school teacher in the Carlisle School System.

AROUND THE CAMPUS



NEW APPOINTMENT

Evan C. Frey, '59, has been appointed Director of Annual Giving and Public Affairs, a new administrative position at Dickinson. In his new post, he is a member of the College development staff and will also assist in the Alumni Office. His major task will be to administer the Alumni Fund, the Parents' Fund and other annual giving programs which provide funds for the current operating expenses of the College.

Evan is a native of Philadelphia and was graduated from Lansdowne-Aldan High School, Lansdowne. While at Dickinson, he was a member of Kappa Sigma fraternity and participated in the Pershing Rifles, the Religion-in-Life Week, was a member of the Danforth Commission, the Student Christian Association, and served as president of the Methodist Student Movement.

Upon his graduation from Dickinson, he received a regular Army commission as a second lieutenant in Armor and served for two years before being reassigned to the Quartermaster Corps. While serving at Fort George G. Meade with the Quartermaster Corps, Evan assisted in organizing a system for supplying the newly mobilized troops deployed in Berlin for which he was awarded the Army Commendation Medal. In July, 1962, he resigned his commission and joined the chemical propulsion division of the Hercules Powder Company in Kenil, New Jersey, as a defense contract specialist. He left this position in November to accept his position at Dickinson. Evan and his wife, the former Carol J. Christiansen, '60 became the parents of a daughter, Janet Susan, on November 22.

COLLEGE GUESTS

Leonard Baskin, distinguished American artist, sculptor, and engraver, was the recipient of the 1963 Dickinson College Arts Award on October 17. The Award takes the form of a Wedgewood medallion and carries with it a \$1,000 prize. Baskin—elected earlier this year to the select membership of the National Institute of Arts and Letters—is the fourth recipient of the Arts Award since it was initiated by Dickinson faculty action and endowed by the trustees in 1958. Previously honored on the campus were Robert Frost, Eero Saarinen, and Dame Judith Anderson. Baskin was selected by the Arts Award Committee. Dr. Rubendall pointed out, for his "high distinction in the fine arts." He noted that the artist has had 21 one-man shows in America and Europe, and his works are in the permanent collections of more than 25 museums including the National Gallery, Washington; Art Institute, Chicago; and the Metropolitan Museum of Art, New York. Two dozen of the artist's works were on display at the Dickinson College Art Gallery. A professor of printmaking and sculpture at Smith College, Baskin has an extensive background in the field of fine arts.

Dr. John W. Findlay, British physicist, was honored at Dickinson College on October 23 for achievement in a relatively new field of science-radio astronomy. He received Dickinson's Glover Medal and delivered the annual Glover Lecture. The lecture subject was "Radio Exploration of the Universe." Dr. Findlay helped build and is deputy director of the National Radio Astronomy Observatory, Greenbank, W.Va., a center for the study of outer space used by scientists from all over the world. The center has the largest moveable reflector in the world and the largest precision telescope. Dr. Findlay, who was brought to the U.S. from England in 1956 to help set up the observatory, aided in the design of both instruments. Dr. Findlay was scheduled to receive the award last February but he became ill and the ceremony was deferred.

Margaret Webster, distinguished figure in the American theatre, was at Dickinson College on Nov. 15, to give dramatic readings from the work of Shakespeare. Her program, the fourth in the College Cultural Affairs Series, was titled "His Infinite Variety: A Shakespearian Anthology." This was the first of a number of programs at the college this term in observance of the 400th anniversary of the birth of Shakespeare. Miss Webster is famous as an actress, author, and director of Shakespearian drama. Her classical training in London included her debut in John Barrymore's *Hamlet* and several seasons at the Old Vic with Sir John Gielgud.

FACULTY

Alan Coutts, associate professor of speech and former Dean of Men, died suddenly at his home on October 14 at the age of 56. Professor Coutts, who came to Dickinson in 1957 as Dean of Men and instructor of speech, gave up his administrative duties to devote full time to teaching this fall. A native of Tacoma, Washington, he was graduated from Oregon State University in 1931. In 1936 he received a master's degree in speech and drama from Northwestern. From 1938 until 1955, he served the New York University as a speech instructor and director of student activities. He became Dean of Men at the University of Vermont in 1955, which post he left to come to Dickinson. His deep interest in young people, the drama and swimming were evidenced by his active participation in debate, the Allenberry Playhouse and his service as a diving coach for the College swimming team. A memorial service was held on October 17 and, in lieu of flowers, it was requested that contributions be made to the College library for books.

Flint Kellogg, Chairman of the History Department, has earned a Ph.D. degree at Johns Hopkins University with a history of the National Association for the Advancement of Colored People. The thesis titled *The National Association for the Advancement of Colored People: The New Abolition Movement Confronts the New Slavery*, will be published in book form. Prof. Kellogg who did much of his research on an \$8,500 grant from the Fund for the Republic, has written widely in the field of civil rights and is regarded by the NAACP as an authority on its origin and development. He is a graduate of Bard College and has a master's degree from Harvard.

One of the nearly 1800 titles in the new White House library is the two-volume biography of Charles Willson Peale, the American painter, by **Charles Sellers**, librarian of Dickinson College. The biography was hailed as the definitive life of Peale when published in 1947. Volume one deals with the early life of the painter, from 1741 to 1790; volume two his later life until his death in 1827. Former President Kennedy established a "working library" for himself and all the presidents to come. It was his wish that it embrace the best by American authors. After a year of culling, 1780 titles in 32 categories from

art to sports were selected. Dr. Sellers is an art historian of note and biographer of early American figures. His latest book *Benjamin Franklin in Portraiture* was published last winter.

William R. Bowden, Professor of English at Dickinson College, was a member of a team which made an evaluation of Marist College, in Poughkeepsie, New York, for the Middle States Association of Colleges and Secondary Schools. The team was headed by Dean Calvin Linton of Columbian College, George Washington University, Marist, founded as a religious college, is changing to a liberal arts curriculum and seeks its initial accreditation by the Middle States Association, a major accrediting agency.

A philosophical classic out of print 112 years has been returned to the academic world by the initiative and scholarship of **Frederick Ferre**, Chairman of the Department of Philosophy and Religion. The book, *Natural Theology*, by William Paley, Anglican archdeacon of Carlisle, England and prominent liberal of his day, was published in 1802 and went through 20 editions in 49 years until forgotten by all but scholars. A new edition by Prof. Ferre has just been published by Bobbs-Merrill Company for use in colleges and universities in the United States and Britain. Three years ago Prof. Ferre, then teaching at Mount Holyoke, became interested in Paley's philosophy and decided to use the book in one of his courses. To his dismay he found the book had been out of print since 1851. For the new edition Prof. Ferre cut much of the outmoded scientific material from the original, carefully annotated the remaining text and wrote an extensive introduction. Dr. Ferre is also the author of *Language, Logic and God*, published in 1961, and co-author with Kent Bendall of *Exploring the Logic of Faith* published just a year ago.

Joseph Schiffman, Chairman of the English Department, will spend the second semester of this academic year in India as the result of a State Department grant. He will help to establish a research center for American studies in Hyderabad, India. Dr. Schiffman and his family leave for India on February 7 and expects to be gone for about seven months.

Donald T. Graffam, Professor of Education and Psychology, has written an article as the lead chapter in a new book entitled, *Understanding Human Motivation*. Graffam's article is entitled, "A Brief Historical Introduction to Motivation." The book was published in the late fall by Howard Allen, Inc.

Roger Doran, newly appointed Director of Information Services, has been appointed to the program committee for the soon-to-be-realized educational television station in Harrisburg.

SPORTS

Football It was the year of the "bomb" for the Red Devils as they racked up a 5-2 won-loss record and a second-place finish in the Southern division of the Middle Atlantic Conference. Scoring nearly half of its 22 touchdowns on plays going more than fifty yards, the Dickinson eleven upset the forecasters who predicted that Dickinson would finish near the bottom of the league standings. There were many contributing factors to the successful season which was cut short by one game cancelled due to the assassination of President Kennedy. The prediction itself inspired the team to prove itself; the addition of a sizeable number of exceptional freshmen helped; the fine qualities and ability of new line coach, Harold McElhanney, played an important role; the experience and leadership of eight seniors led by Captain William Smith was invaluable; and a continuing good spirit aided by winning ways, were all factors in the success of the season. The explosiveness of the Red Devils was established in the third game against Franklin and Marshall when senior halfback William Penney, who scored 42 points during the season, returned two F & M punts for touchdowns of 89 and 62 yards. The other starting senior halfback, Dan Shaver, chipped in with a 78 yard off-tackle sprint for the goal against Lebanon Valley and 68 and 40 yard pass plays against Pennsylvania Military and Johns Hopkins. Returns of two intercepted passes for touchdowns of 87 and 85 yards by sophomore halfback Dallas Winslow and freshman back Robert Averback indicate that the Dickinson defense was tough. The unusual talent of the freshmen was recognized by Coach Donald Siebert in his use of two units of equal ability. Thus, explosive offense combined with a tough defense enabled a team which was picked to finish last to be up with the front-runners all season. Gone for next year are the eight starting seniors, but returning are fourteen lettermen led by junior quarterback, Harold Harris, who was the Conference leader in total offense, and several members of a junior varsity team, coached by law student F. Lee Shipman, '59, and who gained collegiate experience in their four game season.

Cross Country Led by Gordon Faulkner, who holds the College record, the Dickinson cross country team won seven of its ten meets for the seventh consecutive winning season and a cumulative won-loss record of 46-13. Two of the team's three losses were against university division teams, its only college loss was to PMC. Its greatest victory was against Moravian, 15-50, in which meet the Dickinson harriers sent nine men across the finish line before a Moravian runner.

Soccer After a lapse of 23 years, Dick-

inson returned to intercollegiate soccer this year with four games. In addition to gaining another varsity sport, this season contributed to international good will since six of Dickinson's foreign students participated. It was the interest of these foreign students which resulted in the re-institution of soccer in the varsity sport picture this year. The booters defeated Shippensburg 4-1 and lost to Elizabethtown junior varsity twice and Gettysburg once in compiling a 1-3 record. Individual scoring honors were won by last year's Athlete of the Year, basketball and baseball stalwart, sophomore Tony Hermann.



Mr. J. S. Hanckel, Vice President of Harrisburg Division, Pennsylvania Power and Light Company presents the College with a \$5,000 contribution



Alan Coutts



Evan C. Frey, '59



Leonard Baskin

Dr. Rubendall

ALUMNI AFFAIRS



AN OPEN LETTER TO ALUMNI

On December 9, I submitted my resignation as Alumni Secretary and Editor of *The Dickinson Alumnus* to accept a position with the Pennsalt Chemicals Corporation effective early in 1964.

I have enjoyed my three years at Dickinson during which the College has begun to recognize the important role the alumni can play in its future growth. At the same time it has been gratifying to realize that many, many of Dickinson's former students have acknowledged their responsibility to Alma Mater.

I want to recognize the tireless efforts of the many alumni who have worked for Dickinson in the numerous phases of our alumni program. To the two Alumni Association presidents with whom I have had the pleasure of working—Weston C. Overholt, Jr. and Robert G. Crist—I extend a special public acknowledgment of indebtedness for their help in the revitalization of the Alumni Association.

The Alumni Council, in conjunction with the College administration, is seeking a replacement and is desirous of considering all interested applicants.

To my unnamed successor, I wish "God speed." You will have the opportunity to serve a great College and a wonderful alumni body who are willing and able to help you, as they have me.

Yours sincerely,
Thomas H. Young, Jr.
Alumni Secretary

ALUMNI COMMITTEE OF THE ACADEMIC STUDY

"A request for your ideas instead of for your dollars" is the theme of a series of meetings being held in 18 areas of alumni concentration throughout the Middle Atlantic States this fall and winter. These meetings are sponsored by the Alumni Committee of the Academic Study, a group organized by the Alumni Council to help the College in its study of the academic program at Dickinson. At these meetings, alumni are being asked their reactions to their experience at Dickinson and for their comments on proposed changes to the academic program at the College. Professor Amos B. Horlacher, who is the coordinator of the Academic Study for the faculty, one member of the Alumni Committee of the Academic Study, and the Alumni Secretary are representing the College and the Alumni Association at these meetings. Through these meetings, alumni opinions are heard and the College is explaining to the alumni the thinking which is going into the study of the academic life at Dickinson. The meetings will be concluded in late January. On February 15, the Alumni Committee of the Academic Study will meet to present a series of recommendations to the faculty committee of the Academic Study based on the returns from the lengthy questionnaire which was sent to all alumni and the opinions rendered by the alumni at these regional meetings.

HOMECOMING MEETING OF THE ALUMNI COUNCIL

The fall meeting of the Alumni Council was held on Saturday morning of Homecoming week-end, October 5, in the Adams Hall recreation room. The meeting was chaired by Association President **Robert G. Crist**, '47. The bulk of the meeting was devoted to the reports of the Standing and ad hoc Committees. Association Vice President, **Howell C. Mette**, '48, chairman of the Alumni Committee of the Academic Study, reported on the regional meetings and the returns of the Academic Study questionnaires. **C. Richard Stover**, '35, chairman of the Alumni Events Committee, made several recommendations for Commencement weekend, which this year will be held on June 4, 5 and 6. Among them were that alumni registration and the Saturday luncheon be held on the John Dickinson campus near Old West. A second recommendation was that consideration be given to informal gatherings of classes not celebrating five-year reunions to stimulate the return of greater numbers of alumni for the Commencement weekend.

Alumni Fund Chairman, **Samuel J. McCartney, Jr.**, '41, reported on the record-breaking campaign for 1962-63 and announced the 1963-64 quota of 3,600 contributors and \$125,000. **George C. Hering, III**, '53, chairman of the Alumni Clubs Committee, announced the preparation of a questionnaire which will be sent to all club presidents to collect information which will be contained in a book on Alumni Clubs. It is the hope of this committee that increased interest in Alumni Clubs will be realized as the result of this book. **Sidney D. Kline, Jr.**, '54, who is chairman of the Continuing Education Committee, reported that the committee will send a questionnaire to selected alumni to determine their interest and views on special alumni lectures or symposia and recommended that reviews of published books and articles by faculty members be announced and reviewed in *The Dickinson Alumnus* in order to keep the alumni up to date on current educational developments in the academic disciplines.

A special committee concerning Alumni Awards was chaired by **James McElfish**, '43. His committee recommended that recognition be given to all past presidents of the Alumni Association; that the committee not give annual awards or any awards which would require the selection of alumni for recognition at specified times; and that a distinguished service award be made whenever, in the opinion of the Alumni Council, a member of the Alumni Association has distinguished himself or herself by extraordinary service to Dickinson College.

Chairman **Helen Dickey Morris**, '33, of the Life Membership Committee, presented several proposals which are concerned with membership and voting privileges in the Alumni Association. These By-Law changes will be voted upon by the Alumni Council at their June meeting and will be announced in *The Dickinson Alumnus* at that time.

The meeting was concluded by a report from Bruce Keiner, a senior who is president of the Student Council. Mr. Keiner in his remarks indicated that the dominant theme of the College has become dynamic and stimulating because of several factors: the new buildings, the new blood in the administration and faculty, and the new ideas resulting from a more diversified student body. He stated that the "student of today is a more enthusiastic Dickinsonian than ever before and only the conservatism of the Board of Trustees and the students was holding back a forward thinking administration."

ALUMNI FUND REPORT

The report of the 1962-63 Annual Giving Fund contained an error which could not be considered to be covered by the alibi "to error is human." The listing of the hard working and productive regional chairman was completely in error. To rectify this error and to give those loyal alumni their proper recognition the following is the corrected list.

Altoona/Benjamin I. Levine, Jr., '57, Baltimore/Austin W. Brizendine, Jr. '39, Connecticut/Henry Blank, '40, Delaware County/Robert Grainger, '37, Johnstown/Earl V. Lynam, '52, Lancaster/John de Groot, Jr., '48, Lehigh Valley/Robert Witwer, '49, Long Island/James Speer, '56, New York City/Benjamin R. Epstein, '33, Pittsburgh/James Bruggeman, '50, Southern New Jersey/Ronald Goldberg, '54, Washington/William J. Batrus, '38, York/J. Eugene Stumpf, '47. THE ALUMNUS publicly apologizes and thanks each of the above names for their fine support and efforts in the 1962-63 Fund.

ALUMNI CLUBS

A weekend in Washington for some of Dickinson's students from abroad was the occasion for the November 2 luncheon meeting of the Washington Alumni Club at Blackie's House of Beef, 22nd and M Streets, Washington. Four of Dickinson's 19 students from abroad spent the weekend at the homes of some Dickinson students' parents, toured Washington and were the guests of honor at a luncheon attended by 45 alumni and friends of Dickinson College. Another

honored guest was Chaplain of the Senate, Frederick Brown Harris, '09, who gave the invocation and benediction. Professor Donald Flaherty of the Political Science Department, who is the advisor for the foreign students, gave the principal address on the subject of "The Non-Western World Comes to Dickinson." Alumni Secretary Thomas H. Young, Jr. and Professor of History David Fischer also attended. During the business meeting, the following slate of officers was elected to serve a two-year term: Eric F. Cox, '54, president; Harold Keatley, '27, vice president; Allen E. Beach, '55, re-elected treasurer, and Judith Beck Helm, '60, as secretary.

FOOTBALL GAME PARTY

On October 12 following a 12-7 victory over Haverford, 150 Dickinson alumni and friends gathered at the Merion Cricket Club. In addition to the fellowship, this affair gave the Philadelphia alumni the opportunity to discuss the current college plans, problems and progress with President Howard Rubendall, Alumni Secretary Thomas H. Young, Jr., and the Development Director Richard D. Cheshire who were present at the gathering. Preliminary plans for a March 13 meeting of the Philadelphia alumni at a dinner dance were discussed.

THANKS FOR YOUR RESPONSE

To date the Alumni Office has received nearly 5,000 responses to a request for biographic information. This information is being transcribed to a

new and more efficient method of record-keeping which will be of service to the College as well as to the Alumni Association and the individual alumnus. In addition the Alumni Office will publish a new directory of alumni early in 1964. Information for the book is also being excerpted from the returned questionnaires.

At the same time, the Alumni Office, in conjunction with the Alumni Committee of the Academic Study, is asking our alumni to answer a lengthy questionnaire on their educational experience at Dickinson. The responses to this questionnaire have also been heartening. To date nearly 2,000 of these have been returned.

If you have not responded to either request, it is not too late to send it to the College. A tabulation of both questionnaires is presently being made and summaries on both questionnaires will appear in future issues of *The Dickinson Alumnus*. To those who have spent several hours pouring over these forms, the Alumni Office and the College offer their sincere thanks.

Philadelphia Alumni Club's

Annual Dinner

Friday, March 13

Dinner Dance

Springfield Golf Country Club
Reserve the date now—details later



FROM A TO Z—The Alumni Office is hard at work transcribing information the alumni provided on their biographic questionnaires (left) to a new visible margin record system and from there to a new alumni directory (right) which will be published and mailed to all alumni in early Spring.

PERSONAL MENTION



Carlton S. Johnson, '31

1904/60th Reunion/June 5, 6, 7, 1964

1909/55th Reunion/June 5, 6, 7, 1964

1910/Walter V. Edwards, of Springfield, Ohio, represented the College at the inauguration of John Nissley Stauffer as the ninth president of Wittenberg College in Springfield.

1914/50th Reunion/June 5, 6, 7, 1964

1915/Edith Weil Hecht, wife of **Lester F. Hecht**, of Philadelphia, died on November 6. Mrs. Hecht was a well known sculptor who had exhibited her works both in Philadelphia and New York City. Her bust of Victor Herbert is now displayed at **Robin Hood Dell** in Fairmount Park. She was also the organizer of a group that made recordings for blind students at both the University of Pennsylvania and Temple University. She is survived by Lester, three sons and six grandchildren.

1917/Bishop Fred P. Corson received the honorary doctor of letters degree from St. Joseph's University. It was the first time a Methodist Bishop had ever received an honorary degree from a Catholic college. The ceremony took place at the college on October 6.

1918/Frank E. Masland, Jr., a member of the Board of Trustees of the Philadelphia Academy of Natural Sciences since 1956, presented a program at the Academy in November relating to his experiences during his travels in the land of Anasazi.

1918/The Rev. Raymond D. Adams served as the representative of the College at the inauguration of Roosevelt David Crockett as the fifth president of Philander Smith College, Little Rock, Ark.

1919/45th Reunion/June 5, 6, 7, 1964

1923/In June, Harold W. Keller retired from one of his three careers as he left the classroom for the last time leaving behind him a teaching career of 42 years. The last 17 of these years were spent in Lower Bucks County's Neshaminy School System, where he was head of the math department. He remains active as an elder in the Greenwood Avenue Methodist Church. His third career is with the Boy Scouts, which organization he has served more than 41 years. In June 1961, he was awarded the highest award bestowed upon volunteers in the Boy Scouts of America, the Silver Beaver.

1924/40th Reunion/June 5, 6, 7, 1964

1925/Dr. A. Witt Hutchison, who has served on the chemistry faculty of Pennsylvania State University since 1931, has been named assistant dean of the Graduate School and director of the King of Prussia Graduate Center.

George W. Meyer has retired as principal of Ocean City High School, New Jersey, a position he held since 1938. Following his graduation from Dickinson he went to Ocean City High School as an unassigned teacher. In 1928 he was made a civics and history teacher.

1927/Trustee of the College, Rolland L. Adams, received a citation on October 26 for "distinguished community service to the Lehigh Valley" at Lehigh University's Centennial Convocation.

1928/Professor Raymond M. Bell, a member of the faculty of Washington and Jefferson College, represented the College in October at the inauguration of Bennett M. Rich as president of Waynesburg College, Pennsylvania.

Dorothy E. Harpster, associate professor of English at Shippensburg State College, was elected president of the Pennsylvania Council of Teachers of English in October. She had previously served as vice president in charge of colleges.

1929/35th Reunion/June 5, 6, 7, 1964

Third of the books written by **Fred A. Lumb** is entitled *Handbook for the Life Insurance Office*. His ability to sense the need of potential readers and meet that need is proven by the success of his two earlier books. The entire first edition of *The What's of Agency Management* was purchased by *The Saturday Evening Post* and distributed as a good-will builder. The example was followed by *Life* with the entire first edition of *Guide to Estate Planning*.

1930/Dr. Everett F. Hallock retired from the Newark Annual Conference of the Methodist Church, at the session held in June, 1963, at Drew University. The retirement was for reasons of poor health. The Hallocks now reside at 4607 West 16th Avenue, Hialeah, Florida.

1931/J. Sydney Hoffman, Judge of the Philadelphia County Court, was an unsuccessful candidate for Judge of the Superior Court of Pennsylvania in the November elections.

Donald G. Lee is employed by the Department of the Navy in Australia.

Carlton S. Johnson, Col., USA, who is a student in the Class of 1964 at the Army War College in Carlisle, was recently cited for performing outstanding services as the Department of Defense representative to the Disarmament Conference in Geneva, Switzerland from 1961 to 1963. The Commandant of the Army War College presented the Legion of Merit to Col. Johnson on November 8. On November 21 he was promoted to the rank of Colonel.

1932/A leaflet written by **Lowell M. Atkinson** entitled *The Renewing Power of Christmas* has been recommended by the General Board of Evangelism of the Methodist Church for use at Christmas time.

1933/Alumni Council member Helen Dickey Morris, who worked as assistant director of Information and Reference Service for the Health and Welfare Council of Philadelphia for the past three years, is now a social worker with the Department of Public Welfare in Philadelphia.

Frederic W. Ness, executive vice president of Hofstra University, has assumed the duties of president with the resignation of Dr. John C. Adams due to ill health.



Jack B. Daugherty, '33



Richard H. Ellis, '41



Winfield A. Peterson, '43

1933/Jack B. Daugherty, professor of physical education at Indiana University, has been appointed by the Governor of Indiana as chairman of the Indiana State Athletic Commission. Daugherty is also chairman of the professional education section of the American Association for Health, Physical Education and Recreation.

1934/30th Reunion/June 5, 6, 7, 1964

1935/George E. Reed, of Harrisburg, Pennsylvania, was recently promoted to the grade of Lieutenant Colonel in the Air Force Reserve. He is director of public information of the Associated Petroleum Industries of Pennsylvania.

1939/25th Reunion/June 5, 6, 7, 1964/William E. Breene, of Oil City, Pennsylvania, received Masonry's highest award, the 33rd Degree, in September. The others receiving this award from Pennsylvania included Senator Hugh Scott and the President of Pennsylvania State University, Eric Walker.

Joseph Sansone, executive vice president and co-publisher of the Lebanon News Publishing Company, was elected president of the Lebanon County Trust Company. He had previously held the position of vice president.

William H. Hendrickson was recently appointed manager of the South Amboy sales district of the Sun Oil Company. Since joining Sun Oil in 1940, Bill has served as manager of the Reading, Pennsylvania and the Fort Wayne, Indiana sales districts.

1940/Dr. J. Kenneth Miller, of Harrisburg, Pennsylvania, was certified in surgery in October by the American College of Osteopathic Surgeons. He received his doctor of osteopathy degree at the Philadelphia College of Osteopathy. Dr. Miller is president of the staff of the Osteopathic Hospital in Harrisburg and is a member of the Dauphin County, state and national Osteopathic Associations.

Harry Wilson is in his eighth year at Wyoming Seminary and is presently serving as baseball and football coach, as well as athletic director.

1941/With the baseball completed until spring training begins next month, Lou Hatter, sports writer for the *Baltimore Sun*, is taking a well deserved rest. In addition to covering all the Orioles games, Lou was appointed by Commissioner Ford Frick as the official scorer at both the major league all-star games in Cleveland and for the World Series. During the World Series he was elected president of the Baseball Writers Association of America. One of the duties of his new office is to preside at the annual induction ceremony of baseball mortals at Cooperstown, New York this summer.

Brigadier General **Richard H. Ellis**, of Laurel, Delaware, recently took over as commander of the Air Force's 315th Air Division, a combat cargo command, in Tachikawa, Japan. Prior to his present assignment, Dick was executive officer to the United States Air Force Chief of Staff, General Curtis E. LeMay in Washington.

1941/Marjorie Stern Boyes and her husband have been in Brazil for one year directing a children's home and school in Belem. The school is for the children of the U. F. M. missionaries in Brazil and also in British and Dutch Guiana. There are 34 children in the school of which Marjorie is the principal and one of four high school teachers. There are three teachers for the first seven grades.

John I. Jones is a sales representative for Granite Hosiery Mills, Inc. in Rochester. He and his family recently moved to 39 Bittersweet Road, Fairport, New York.

1943/Winfield A. Peterson was recently appointed Rate Planning Engineer in the New England Telephone Company, Boston, Massachusetts. Prior to his new appointment, he was district manager in Lowell. He and his family live at 9 Longfellow Road, Natick, Massachusetts.

Dr. C. Law McCabe, professor of materials science and technology, was recently appointed dean of graduate studies at Carnegie Institute of Technology.

Associate professor and head of the biology department at Monmouth College, Illinois, **John J. Ketterer** was a founding father and is an active participant in a summer program in biology and geology sponsored by the Associated College of the Midwest. These programs for the faculty and students of the Associated Colleges are conducted in a wilderness field station on Basswood Lake in Northern Minnesota.

1944/20th Reunion/June 5, 6, 7, 1964/In September, David M. Boyd was sworn in as district attorney of Wayne County. In accepting this office, Mr. Boyd resigned as Wayne County Solicitor.

The Rev. **Howell O. Wilkins** was one of 22 churchmen who took a tour of European countries and Russia to study world peace. Sponsored by the Board of Social Concerns of the Methodist Church, Howell and his colleagues were gone from July 16 to August 27. The minister of the St. John's Methodist Church, Seaford, Delaware, made several observations. (See "Letters to the Editor" p. 15)

1949/15th Reunion/June 5, 6, 7, 1964/Mr. and Mrs. William Scherzer (Elizabeth Minerva Adams), of Boiling Springs, Pennsylvania, announced the birth of a daughter, Susan Minerva, on June 14, 1963.

John R. McGhee, of Norristown, was appointed assistant administrator of the Coatesville Hospital in September. He had previously served as assistant to the administrator of the Chestnut Hill Hospital, Philadelphia.

1950/George W. Ahl, Jr. and George W. Bricker have announced the formation of a partnership under the name of "Bricker and Ahl" to continue their work as consultants to management in all aspects of management planning and control. Their office is located in Wilton, Connecticut. George is also a vice president and director of the Ashton Dunn Associates, a management consulting firm in New York.

1950/James Pooley has completed his first year as head football coach at Nether Providence High School in suburban Philadelphia. Jim had formerly served as a coach and teacher at the Wheaton Academy, Illinois for five years and before that had been in San Marino, California for five years.

Mr. and Mrs. Woodrow Reynolds (**Victoria K. Hann**) are living in Oakland, California, where Woody is skipper of the M/V Acania, a Stanford Research Institute ship which is tied up in the Oakland Harbor between projects. Vicki has used the boat as an informal "Dickinson-in-California." Many Dickinsonians who live or visit in the San Francisco Bay area have visited the Reynolds. Among them are **Mary Bunyan**, '58, who is with Standard Oil in San Francisco, after several years of

graduate study at the University of California; **Stephen Warner**, '63, who is a student at the Army Language School in Monterey; **Kathryn Farquharson**, '56, who is teaching in San Mateo; **Richard Parkins**, '57, who is an instructor at San Francisco State College; **Elizabeth Kennedy**, '57, whose husband is with Kaiser Aluminum; **Paula Stephan Lee** and her husband, who is an architect and is now in the Coast Guard; **Dave and Pat Simmons Stephan**, '57, '58, who stopped in on their way to Honolulu where Dave is working for IBM; **Ed Harrell**, '54, who was on his way back to New York City for graduate work in economics at Columbia University after three years in India and the Far East, and Donald Flaherty, a member of the Political Science department at Dickinson, who was doing a summer research project at Berkeley.

1951/Mr. and Mrs. William J. Morrison (Margaret McMullen) announced the birth of their second daughter, Bonnie Leah, on June 10.

1952/Mr. and Mrs. Richard Zilling, announced the birth of a son, James Richard, on June 12.

Marianne Luckenbill PUNCHARD is now living in Mart, Texas. Her husband, Bill, a graduate of Baylor University, is an internal revenue agent. The Punchards have three children; Anne, 7, Frederick, 4, and Jeanne, 16 months.

Richard J. Patterson, M.D., who was a resident in orthopedic surgery at the Mayo Clinic, Rochester, Minnesota, is presently on an off-campus assignment in Los Angeles taking six months training in hand surgery.

1953/John A. Swenson, M.D., has opened an office in North Palm Beach, Florida for the practice of internal medicine and cardiology.

Mr. and Mrs. **Bruce S. Pagan (Barbara Fox)**, of Havertown, announced the birth of their third child, Karen Ann, on August 5. Karen joins her sisters Susan, 9, and Janet 5.

Joseph F. DiOrto, II, is a resident director in the French House for upperclassmen at Middlebury College, where he is completing work for a master's degree in French. He is also taking work in Latin, English and Italian.

1954/10th Reunion/June 5, 6, 7, 1964/Gorden Haney, who is in the real estate business in Anaheim, California, was married in June. His wife, Judy, a graduate of the University of Southern California, is a school teacher.

ATTENTION Class of 1954

Join the "WAS YOU THERE, CHARLIE" Contest

Here are snapshots of eight members of the Class of '54 as they look today. "Was you there?" Do you remember your classmates? Enter now and see how your memory serves you. Simply name the face and return your entry today to Alumni Secretary Tom Young at the College. Glorious prizes will be awarded to those persons getting all right. Less glorious prizes will be awarded to everyone else. *But you must be in Carlisle* on June 6, 1964 to collect these prizes. That's the date for the CLASS OF '54 TENTH REUNION! Plan to attend. Run your own "Was you there, Charlie" contest. Bring your new face (ten years newer) and see if your classmates recognize you. Exciting REUNION details will follow . . . but HOLD JUNE 6th OPEN!





David Theall, '56

1954/**Donald E. Hallock**, formerly with the firm of Lybrand, Ross, Broymers and Montgomery of New York, is now assistant comptroller of the Central Bank and Trust Company of Miami. Don and his family reside at 621 S.W. 71st Way, Pembroke Pines, West Hollywood, Florida.

1955/**Phyllis J. Engel** and **William Herbert Sheldon** were married on August 24. The couple now reside at 113 Dover Street, Easton, Maryland.

In September, **Cody H. Brooks** became a partner in the law firm of Warren, Hill, Henkelman & McMenamin in Scranton. Along with this announcement, the Brooks (**Elizabeth Baird**, '56) announced the birth of a daughter, **Cydney Carolyn**, on April 25, 1962.

David D. Hukill is working for The United Telephone Company at their home office in Middlesex as a Personnel and Public Relations Counselor.

Mr. and Mrs. **M. Charles Seller (Jane Myers)** announced the adoption of a son, **Timothy Myers**, in July. Timothy was born on January 12, 1963.

NEW LIFE MEMBERS

The following have become Life Members since the October 1963 issue of *The Dickinson Alumnus*:

- Louis Cohen**, '26
- E. Mac Troutman**, '34
- Bernard J. Sheeler**, '41
- Nancy Bashore Lindsay**, '48
- William C. Kollas**, '53
- Milton W. Eddy**,
Faculty Emeritus

1955/**William N. Knisely** received a master's degree in education administration at the September 1st Commencement exercises at Pennsylvania State University.

1956/**David D. Theall** received the Department of the Army's Certificate of Appreciation for outstanding service as a member of the Staff Management Division Office of the Chief of Staff, United States Army during the past two years. Dave is employed as a management analyst with the United States Army Materiel Command. The citation read in part "Mr. Theall's high sense of responsibility, individual initiative, professional competence, and thorough knowledge of the difficult field of manpower utilization and control materially contributed toward a successful management program in the Office of the Chief of Staff. He constantly demonstrated an acute analytical ability in coordination and presentation of complex issues."

1958/**Gwendoline Finkey** was married to **Michael A. Merolle** on October 12 in Mt. Vernon, New York. Gwen is a research librarian with Consumers Union in Mt. Vernon. The couple live at 631 North Terrace Avenue.

Doris A. Weigel is attending the School of Library Services at Columbia University. She left her position with Chilton Publishing Company to return to school.

Robert M. Brasler has been appointed assistant vice president in the industrial division of the Binswanger Corp. His new duties will include the development of new industrial sites and liaison with lending institutions in arranging the financing of industrial real estate transactions.

1959/5th Reunion/June 5, 6, 7, 1964/On August 3, **Joan M. LeVan**, of Short Hills, New Jersey, married **Raymond W. Jones**, a photo-journalist for the Newark Evening News. The Joneses live in Stanhope, New Jersey. Joan spent last year at Boston University and hopes to receive a master's degree in public relations this month.

Charles D. McElrath, of Boonsboro, Maryland, taught at the Boonsboro Junior High School from December 1959 until June 1961, when he was transferred to the TV Center of the Washington County Board of Education. He is serving as a studio teacher and teaches approximately 1,700 junior high school science students three times a week over a closed television circuit. Charles and his wife, **Bonnie Lou**, announced the birth of their first child, **Dennis Charles**, on October 2.

Graydon A. Tunstall, Jr., 2d Lt., USA, completed a nine-week orientation course at The Armor Center, Fort Knox, Kentucky.

After spending the season in summer stock in Beloit, Wisconsin, **Sue Murray** has returned to New York to resume studies at the H-B Acting Studios. A member of the resident acting company of the Court Theater in Wisconsin, Sue had the leads in *Sunday in New York*, *Girl on the Via Flaminia* and *The Reluctant Debutante*.

Luann Laning was married on August 10 to **Daniel C. Davis**, a graduate of Juniata College. Luann is teaching junior high school Spanish in Fullerton, California, and her husband is teaching in Santa Fe Springs.

1959/Mr. and Mrs. **James A. Jackson, of Wickford**, Rhode Island, announced the birth of a son, **Jonathan Andrew**, on September 26, 1963.

David M. Ford, agency supervisor of Connecticut Mutual Life Insurance Company in Newark, New Jersey, was awarded the Chartered Life Underwriter designation in September. Dave has been with Connecticut Mutual Life Insurance Company since his graduation from Dickinson. During his career he has received the "Man of the Year Award, National Quality Award" and has qualified for the Leaders' Round Table, Four Club and the Presidents' Club.

Edward Teitelman, who is an intern at the United States Public Health Service Hospital, Staten Island, is the co-author of a paper entitled "The Personal Style of Wilson Eyre," which was presented at a meeting of the Society of Architectural Historians in Philadelphia this month. The paper introduces the work of Wilson Eyre, a late 18th century Philadelphia architect.

1960/The following June graduates of the Dickinson School of Law successfully passed the Commonwealth of Pennsylvania Bar Examinations taken on July 25 and 26: **David W. Bupp**, **Marx S. Leopold**, **Harold J. Smith**, **Jan M. Wiley**, and **Charles B. Zwally**.

John T. Hall, 3rd received his master of arts degree in drama and television from the University of Maryland in June. He is now an instructor in speech and director of dramatics at the University of Baltimore, Baltimore, Maryland.



Bryson Goss, '62



John F. Ulrich, '63



James W. Foreman, '63

1960/Joan Asch and Roy A. Brown, a Yale University graduate, were married on May 31. Joan is employed by the United States Plywood Corp. as a personnel assistant at the New York City offices. Her husband is a reading consultant in Greenwich, Connecticut.

Delbert T. Kirk, Jr. and Eleanor Jane Rowe, of Sunbury, were married on July 27. Delbert is employed as a process engineer at General Electric Company. The couple reside at Glenolden, Pennsylvania.

Anthony J. DiGioia was recently promoted to administrative assistant in engineering with the Bell Telephone Company of Pennsylvania.

Joseph G. A. Holden and Nancy L. Alsvary, an alumna of West Chester State College, were married on October 26 in Carlisle, Pennsylvania. The couple live at 560 South Hanover Street. Joe is studying for his master's degree at Penn.

Bernice Foster spent the summer in Europe, studying at the Sorbonne in Paris and traveling in Italy, France and England. She resumed teaching French this fall at Keith Junior High School, Horscham, Pennsylvania.

Charles Brown is teaching junior high mathematics and English in Coral Shores, Florida.

Claudie Juliard was married to Lynmar Brock, Jr. on October 19. Her husband is a graduate of Dartmouth College and is a student in the Graduate School of Business Administration. Claudie was awarded a master's degree in French this summer from Middlebury College.

1960/Paul McGuckian and Eileen Smith were married on September 11 in Washington, D. C. The couple now reside in Silver Spring, Md.

Announcement has been made of the engagement of **Robert D. Richardson** to Sandra Lee Sprout, a graduate of the Wilkes-Barre Business College.

1961/Mr. and Mrs. Harold R. Gallagher (Sandra Deichler, '60) announced the birth of a son, Keith Kendig, on August 18. Harold is vocal music instructor for South Middleton Township Schools and organist and choirmaster of St. John's Episcopal Church, Carlisle. Sandra completed her third year of teaching high school English at South Middleton. The Gallaghers are completing work for master's degrees at the University of Pennsylvania.

L. Emily Grimm has been named second assistant cataloger at the new Lafayette College Library.

Announcement has been made of the engagement of **John J. Quirk, Jr.** to Virginia O'Brien, of North Caldwell, New Jersey. John is associated with Pan American Airlines at Idlewild Airport.

Announcement has been made of the engagement of **Virginia Louise Miller** to Robert F. Barnes, a graduate of Massachusetts Institute of Technology who is studying for his doctorate in physics at the University of Wisconsin. Virginia is teaching English and psychology at the Tyrone Area High School.

Kimball R. Stuhlmuller, Lt., USA, was married to Barbara L. Baum on September 17 in Basel, Switzerland. The Stuhlmullers are living in Frankfurt, Germany.

1962/Benjamin D. Giorgio is a graduate student at the University of Wisconsin. He is taking work in English and is serving as a dormitory resident.

William F. Weigle, Lt., USAF, was married on September 7 to Pamela Ann Keller, a student at the University of Michigan. Bill, a distinguished graduate of the Air Force Officer Training School at Lackland Air Force Base, Texas, is presently studying meteorology at the University of Washington.

Linda Bryan and **Bryson Goss** were married on August 10. After extensive training, Bryson has joined the sales staff of Vantage Products. The couple reside at 18 Lakeview Gardens, Natick, Mass.

Richard A. Davis, Ens., USN, was married to **Carol Greenip, '65.** Dick is stationed in Norfolk, Virginia aboard the USS Aucilla.

Gwendolyn Coronway was appointed a career Foreign Service Officer by President Kennedy in October. This appointment makes her a Vice Consul and a Secretary in the Diplomatic Service. Gwen, daughter of **A. Todd Coronway, '20,** is attending the Foreign Service Institute in Arlington, Virginia.

Announcement has been made of the engagement of **Carol E. Jones** to William F. Hoadley, a graduate of Georgia Institute of Technology, and is in the management training program of the Humble Oil and Refining Company. Carol received her master of arts degree from Middlebury College and is teaching French at the Witherspoon School, Princeton, New Jersey.

1962/The engagement of Dorothy C. Hand to Paul S. Gri/5n, a student at McCoy College of Johns Hopkins University, was made known recently.

William J. Butcher was married to Rita E. Farndell, a student nurse at Hahnemann Medical School of Nursing, on October 12. Bill is employed as a research chemist with the Hastings Company of Philadelphia.

1963/1st Reunion/June 5, 6, 7, 1964/Edward N. Slomin, of Massapequa, Long Island, was graduated from Adelphi University in June with an A.B. degree in English. On September 8 he was married to Carla Perkell, a medical technician at the Jewish Hospital in New Hyde Park, New York. Edward is presently in an executive trainee program with Slomin's, Inc., a fuel oil and heating and air conditioning company. He intends to study for his M.A. degree in English in the spring.

Sue Pastore has taken a job as a chemist with Union Carbide's Research Institute in Tarrytown, New York.

Linnea Bartels is employed by the Connecticut General Life Insurance Company as a traveling trainee for the Policyholder and Field Services Department.

Barbara Buechner is a trainee in the census bureau of the Penton Publishing Company, Cleveland, Ohio.

John F. Ulrich and **James W. Foreman** were commissioned second lieutenants in the Air Force upon completion of Officer Training School at Lackland Air Force Base, Texas. Both are now at Tyndall Air Force Base, Florida undergoing training as a weapons controller.

1963/Lester A. Creps, 2d Lt., USA, completed an orientation course at The Artillery and Missile Center, Fort Sill, Oklahoma, in September and is now serving in Korea.

John L. Mellot, a graduate student at the University of Delaware, presented a paper at the Eastern Branch meeting of the Entomological Society of America in New York City on October 25. The title of the paper was "Spider Mite Mortality Possibly Caused by a Fungus." According to John the reception to his paper was "amazing." Several men of the

audience indicated this was the best talk of the entire 60 that were presented during the program. One mycologist is positive that John discovered a new species of pathogenic fungus.

Announcement has been made of the engagement of David Joel Eskin to Eileen L. Finzimer, a student at Drexel Institute of Technology. Dave is a student at the University of Pennsylvania School of Medicine.

The engagement of David S. Woolston to Julie M. Parker, a student at Wilson College, was made known recently.

Christine Ellis is starring in the Theater Nashville production of "Under the Yum Yum Tree" in the role of robin, a young biology graduate which in real life is Christine's vocation at Vanderbilt University.

Marjorie Bierman is a student at the University of California where she is working toward her master's degree in theatre arts.

Donald E. Umlah, Sp-4, USA Medical Corps, was married on September 21 to Lynne Treloar in Sturbridge, Massachusetts. The Umlahs are living in San Francisco, California.

The marriage of Reed C. Banks, Jr. to Maureen McGill, a student at the Butler Business School, took place on October 26 in Trumbull, Connecticut. The assistant pastor for the wedding ceremony was the Rev. Louis E. Young, '38. Reed is employed by the Bridgeport Brass Company and has been accepted by the U. S. Air Force Officer Candidate School.

1966/The engagement of Natalie R. Zilinsky to Robert A. Kaplan, a graduate of New York University, was made known recently. Natalie is attending Barnard College.

OBITUARIES

1891/The Alumni Office has learned of the death of Rev. A. Lincoln Millet of Glendolden, Pennsylvania. No further details are presently available.

1895/The Alumni Office has learned of the death of Edgar R. Stratford on December 29, 1959.

1898/John Whellington Jones died on August 14, 1963 in Wilmington, Delaware, at the age of 92 after a short illness. A Methodist minister, he served in the Peninsula Conference. He was a member of Sigma Alpha Epsilon. He is survived by a daughter Dorothy Jones Schoolfield of Wilmington.

1902/William H. Gillespie, of Oakland, California, died on March 19, 1963 following a stroke at the age of 81. A native of Philadelphia, he graduated from Central High School before matriculating

at Dickinson where he was a member of the Belles Lettres Society and Sigma Alpha Epsilon fraternity. After leaving Dickinson in 1901, he worked with the YMCA for several years before going to Temple University as business and financial manager. When he left Temple he went into sales work. He is survived by his wife and two sons.

1903/Daniel P. Ray died at the Allegheny Lutheran Home in Johnstown on November 3 at the age of 83. A native of Tyrone, he received an A.B. degree from Dickinson where he was a member of Phi Kappa Psi, Raven's Claw and was secretary of his class. He graduated in 1907 from Johns Hopkins Medical School and interned at McKeesport Hospital and West End Hospital in Pittsburgh. He opened his practice of medicine and surgery in Johnstown in 1908

and was chief of urology at Memorial Hospital from 1920 to 1949. In 1950 he was appointed medical director of the Johnstown Regional Blood Center, from which position he retired in 1955. He was a Captain in the United States Medical Corps during World War I, serving in France and Germany. He was president of the Cambria County Medical Society in 1931 and was also a past member and past president of the Southmont School Board. In 1959, the urology specialist was honored for 50 years of medical practice by the Cambria County Medical Society. He is survived by his widow, the former Margaret Phillips, and a brother.

1906/Joshua I. Tracey died on October 7 following a long illness at Maple Farms Nursing Home in Akron, Pennsylvania, at the age of 80. A native of Reistertown, he graduated from Franklin

High School before matriculating at Dickinson where he was a member of the Belles Lettres Society and was elected to membership in Phi Beta Kappa. He was assistant professor of physics at Dickinson for two years before receiving his doctorate in 1912 from Johns Hopkins University. He was on the faculty at Yale University from 1913 until his retirement in 1952. In 1945 he went to Europe on a leave of absence to serve as chairman of the mathematics department for Biarritz American University. He also served on the faculty at Texas Christian University. He is survived by a son and a daughter.

1907/William M. Hoffman died at General Hospital in Baltimore, Maryland on May 5, 1963 at the age of 85. He served a number of charges in the Methodist Church in and around the Baltimore and Washington, D. C. areas,

and was an active minister in the Baltimore Annual Conference for 41 years until his retirement in 1949. He was a former secretary of the Baltimore Conference. He was a member of Phi Delta Theta. He is survived by his widow and daughter.

1907/Charles M. Kurtz, of Sinking Valley, Pennsylvania, died in Mercy Hospital on August 22 at the age of 80. Born in Juniata County, he graduated from the Altoona High School before entering Dickinson, where he was a member of Phi Delta Theta. He graduated from the Dickinson Law School in 1909 and practiced in Blair County from 1910 until his death. A Mason, he was a charter member of the Altoona Kiwanis Club and a life member of the General Alumni Association of Dickinson College. He is survived by his widow, three children, seven grandchildren and a brother.

1909/Fred R. Johnson died on September 30 in the Presbyterian Hospital, Denver, Colorado, after a long illness at the age of 77. Born in Mt. Carmel, he attended Dickinson Preparatory School before matriculating at Dickinson, where he was a member of Phi Kappa Sigma and an editor of the *Dickinsonian*. He also attended the Yale University School of Forestry and started his work with the United States Forest Service as an examiner in the Denver region. He retired in 1951 as assistant regional forester of the Rocky Mountain Region. He was a member of the Colorado Forestry and Horticultural Association, the board of the Denver Botanic Gardens, and of the editorial committee of the *Green Thumb* magazine. He was also a member of the Park Hill Masonic Lodge of Colorado, was on the board of directors of the Denver Area Council Camp Fire Girls and secretary of the Colorado Engineering Council. He is survived by two daughters; three sisters, one of whom is Martha L. Johnson, '13; and two grandsons.

1911/Homer H. Snyder died on October 18 in the Community Medical Center after a short illness at the age of 77. Born in Mifflinville, he attended Bloomsburg Normal School and spent one year teaching before entering Dickinson for his pre-medical study. While at Dickinson he was a member of the Glee Club, the Debating Society and Phi Delta Theta Fraternity. He received his medical degree from Hahnemann Medical College in 1913. After an internship at Hahnemann he returned to Scranton where he practiced medicine for 50 years until his retirement in 1963. He had been chief of the department of medicine and president of the medical staff at Hahnemann Hospital, which is now the Community Medical Center East, for many years. He was honored last May by the Lackawanna County Medical Society for 50 years of medical practice. He held memberships in the Asbury Methodist Church, the American Medical Association, Masons, the Elmhurst Country Club, the Scranton Club, Green Ridge Club and a charter member of the Scranton Lions Club. He is survived by his daughter, Mrs. Kenneth S. Dolph, and three grandsons.

1913/The Alumni Office recently learned of the death of **Edith Tatnal Reuwer**. No further details were available.

1916/Robert S. Hodgson died on October 9 in the Eugene duPont Memorial Hospital, Wilmington, Delaware, at the age of 73. Born in Felton, Delaware, he graduated from the Wilmington Conference Academy before matriculating at Dickinson. In 1921 he received a bachelor of divinity degree from Drew Theological Seminary. Before his retirement several years ago, he was an active clergyman serving churches in Delaware and Maryland. After his retirement, he served two small churches in Delaware. He was a member of Alpha Chi Rho fraternity. He is survived by his widow, a daughter and a son.

1917/Burt K. Brendle, of Baltimore, Maryland, died on May 28, 1963. He was born in Ephrata and attended the Coatesville High School before matriculating at Dickinson. He was a member of the faculty of the Baltimore City College and later was engaged in real estate in Baltimore. He is survived by his wife and two sons.

1924/The death of Huston G. Foster has been reported to the Alumni Office. Dr. Foster was a staff physician at the Eastern Shore State Hospital, Cambridge, Maryland at the time of his death. He had previously served as assistant surgeon of the United States Public Health Service in Weston, West Virginia. He received his medical education at the University of Pennsylvania from which he was graduated in 1927. He was a member of Phi Delta Theta. No further details are available.

1926/Horace B. Mitchell died at his home in Westfield, New Jersey, on October 6. A native of Philadelphia, he attended Germantown High School before matriculating at Dickinson where he was a member of Beta Theta Pi fraternity. He had been in the retail clothing business for many years and at the time of his death was boys' clothing buyer for Best and Company in New York. He held memberships in the Lions Club, the Boy Scouts of America and the Apparel Trade Group, and was a Sunday School teacher at the First Methodist Church in Westfield. Surviving are his widow; three sons, Peter, Frank, a member of Dickinson's freshman class, and Robert, and a daughter, Margaret.

1927/Glenn W. Zeiders died suddenly in the Cleveland Clinic Hospital on April 21, 1963. A native of Altoona, he received a bachelor of science degree from Dickinson College where he was a member of Phi Kappa Sigma and was elected to membership in Phi Beta Kappa. He was

graduated from the Johns Hopkins Medical School and served internships and residencies at Johns Hopkins and the Hospital for Women of Maryland. He had been a surgeon in Canton, Ohio since 1936 and was a member of the Aultman Hospital staff. During World War II he served in the European Theater as a commanding officer of a medical team attached to the First Army, was a member of the first medical team to land on Utah Beach on D-Day and was awarded the Croix de Guerre and the Bronze Star. He held memberships in the American Medical Association, the American College of Surgeons, the International College of Surgeons, the American College of Abdominal Surgery, the Canton Club, Oakwood Country Club and the Brookside Country Club. He was president of the Aultman Hospital staff in 1954. He is survived by his widow and two sons.

1929/The Alumni Office recently learned of the death of **Wayne M. Cook**, of Erie, Pennsylvania on July 21, 1961.

1930/Donald S. Shoemaker, of Pittsburgh, Pennsylvania, died on September 16. He was an attorney with offices in Pittsburgh.

1930/The Alumni Office has recently been informed of the death of **Robert G. McKibben, Jr.**, of Silver Spring, Maryland.

1931/William M. Morrow died in the Dunham Army Hospital, Carlisle Barracks on September 3 after an extended illness at the age of 54. Born in Altoona, he attended Dickinson and served as a personnel officer prior to entering the Air Force in 1942. He retired as a Lieutenant Colonel from the Air Force in 1962. He is survived by a brother and a sister.

1939/The Alumni Office recently learned of the death of **Clarence F. Sasso**.

Honorary President

Gilbert Malcolm '15

OFFICERS

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Secretary Margaret McMullen Morrison, '51
Vice President Howell C. Mette, '48

THE ALUMNI COUNCIL

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C. Richard Stover '36
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Term expires 1964
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Term Expires 1966
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Wyoming Valley No elected officers, contacts include: J. Edwin Lintern, '54 Center Moreland, Pa. Esther Chambers Teller, '32 181 N. Franklin St., Wilkes-Barre, Pa.

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THE DICKINSON ALUMNUS

Dickinson College
Carlisle, Pa.

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"IF I KNEW AT THE TIME THEY WERE THE BEST YEARS OF MY LIFE, I THINK I'D HAVE DONE SOMETHING ELSE."