SEPTEMBER, 1970

THE BUCKNELL ALUMNUS

Cover Art Courtesy of Algonquin Press, N. Y. C.

ARNAUD C. MARTS H'46

1888-1970

Seventh President of Bucknell

1935-1945

A recent Bachrach portrait of Dr. Arnaud C. Marts

Dr. Marts Dies at Age 82

Dr. Arnaud C. Marts H'46, seventh president of Bucknell University, 1935-45, died Saturday, July 11, at the age of 82. He had suffered a broken hip and had undergone corrective surgery at Doctor's Hospital in New York City.

Widely known for his long career in philanthropic fund-raising, Dr. Marts was co-founder and honorary chairman of the board of Marts & Lundy, Inc., one of the oldest and largest professional fund-raising firms in the country. He saw annual private giving for public causes in this country rise from less than $500 million in the early years of the century to its present level of over $17 billion. The increase was due in large part to the management techniques which he helped to pioneer.

In 1926 he founded Marts & Lundy, Inc., in partnership with the late George E. Lundy and served as president of the firm until 1957 when he was elected chairman of the board.

From the beginning of his fund-raising career, Dr. Marts was devoted to the cause of establishing and maintaining high ethical standards and practices in the fund-raising calling. One outgrowth of his efforts in this direction was the organization of the American Association of Fund-Raising Counsel. Through the years Dr. Marts served three times as president of the AAFRC and was often referred to by its members as the elder statesman of the fund-raising profession.

In 1920, he married the late Ethel A. Dagett, who died in 1953. In 1958, he was married to the former Anne McCartney who survives him.

Funeral services were held on Monday, July 13, at the Marble Collegiate Church in New York City, with the Reverend Dr. Norman Vincent Peale officiating. Interment was at East Aurora, N. Y.

Dr. Marts as he began duties at Bucknell in 1935

The Marts Decade at Bucknell

"Arnaud Marts changed his status at Bucknell University from Acting President to President under dramatic circumstances in March 1937. As he was about to dismiss the Thursday morning assembly, two students, Ambrose Saricks '37 and Edward G. Hartmann '37, members of classes in history under Professor J. Orin Oliphant who helped them with their planning, arose from their seats, stepped into the middle aisle, and asked for permission to address the President. This was granted. They stepped forward, turned around, faced the audience, and read a petition which they handed to President Marts. They said this was signed by every student, faculty member, administration member, and other campus employees. This petition requested President Marts to drop the word 'Acting' from his title and become the 'President' of Bucknell University."*

THIS description of a dramatic moment in the life of a University and of Dr. Arnaud Marts is taken from page 179 of his biography, *Arnaud Cartwright Marts: A Winner in the American Tradition*, published this year by the Algonquin Press, New York. The biographer is Dr. Paul C. Carter, a lifelong friend and admirer of Dr. Marts and former official of the American Baptist Board of Education and Publication.

Presentation of that petition came as a complete surprise to the

* *Dr. Ambrose Saricks is now professor of history and associate dean of the University of Kansas Graduate School. Dr. Edward G. Hartmann is professor of history and director of libraries at Suffolk University, Boston, Mass.*

"Acting President" of Bucknell. However, he promised to give the petition careful thought, thanking everyone for their expression of confidence in his leadership.

After consultation with his wife, his business partner, George Lundy, and other officials, he agreed to drop the word "Acting" from his title, but with the understanding that he would continue to divide his time in New York and in Lewisburg on the same schedule which he had been following as Acting President. The Board of Trustees agreed to this arrangement.

THE election of a university president by student, faculty, administrative, and employee petition is a rare phenomenon, even for 1937. In just three years Dr. Marts had made his impress on Bucknell. His leadership abilities had been recognized by the board of trustees as well as by the students. He had confronted major problems and had achieved major solutions. He had accomplished all this on a part-time basis, commuting from New York to Lewisburg for three days of intensive work as an academic leader, returning to New York for four active days as a partner in one of the major fund-raising concerns in the United States.

But drama seemed to accompany the events of life for Dr. Marts. The son of Reverend William G. and Irene C. Marts, he was born at Reeds Corners, N. Y. He worked his way through Oberlin College, Ohio (two of his summers were spent in an occupation he humorously described as a "tree surgeon"), and graduated in 1910 with honors and election as a member of Phi Beta Kappa. He became affiliated with the Standard Life Insurance Co., Pittsburgh, after graduation and became a vice president of that firm in 1914. Early attracted to the Boy Scout movement and other welfare work, he served as Associate National Director of the $18-million campaign for War Camp Community Services in the first World War. He was also a member of the National Committee

President Marts at cornerstone laying ceremonies for Davis Gymnasium (September 30, 1937).

President Marts and his predecessor, Dr. Homer P. Rainey, at dedication of Vaughan Literature Building (February 10, 1938).

of 35 in charge of the United War Work Campaign for $175-million. After the war, he continued in the work of raising funds for philanthropic institutions. He served as president of the firm of Marts and Lundy until 1957 when he was elected chairman of the board.

It was in 1932 that Dr. Marts agreed to accept election to the board of trustees, a post he was to hold for two decades. Three years later Dr. Homer P. Rainey, President of Bucknell, resigned his post to become Executive Director of the American Youth Commission. A special meeting of the board of trustees was called on short notice and the trustees agreed to invite Dr. Marts to accept the presidency. Judge J. Warren Davis '96, then vice chairman of the board, journeyed to New Jersey to convey the invitation to Dr. Marts. This is how his biographer, Dr. Carter, describes that meeting:

"Marts thanked Judge Davis for the honor and confidence, but declined the election. He explained that he and his partner, George Lundy, were engaged successfully in building a new business and he would not leave his partner in such a manner which would be unfair to him, nor would he turn his back on 40 employees of the firm who were dependent for themselves and their families upon the success of Marts and Lundy, Inc.

Judge Davis was a determined and persuasive man and he persisted until the two men came to a compromise agreement. Marts agreed to give one-half time for a limited period for a year or so as Acting President of Bucknell, and in that limited term he would help the trustees find the right man for their president, and meanwhile would help work out Bucknell's pressing problems.

It was agreed that Marts would spend a portion of each week in Lewisburg and he would retain his business office in New York and his residence in New Jersey. Thus Marts began the Wednesday - night - sleeper ride from New York to Lewisburg where he was to arrive at six o'clock each Thursday morning for a stay of two or three days each week. This agreement was reported to the board of trustees who promptly approved it. They elected the dean of the university, R. H. Rivenburg, Vice President of Bucknell, who would be in charge of faculty and academic affairs and who would be in authority during the days of Marts' weekly absences." (pp. 146-147).

THE new president was presented to the faculty and students at a special assembly on October 15, 1935. At the beginning of the 1935-36 term, the university had enrolled the largest freshman class that had so far entered, 325 students. Total enrollment stood at 1,085. The faculty numbered 78. Total endowment of the institution

Dirt is dynamited into the air, left, as President Marts and Prof. Charles A. Lindemann, Class of 1898, officiate at groundbreaking ceremonies for new wings of Dana Engineering Building (September 29, 1938).

at that time was $1,300,000, and the interest-bearing debt stood at $335,000.

There were other problems, and the acting president attacked one of these with vigor. "Old Main" had been destroyed by fire in 1933, and the debris of a portion of this building was still in evidence. The onset of the depression had made it difficult to raise funds to replace this building, but at the first meeting of the board of trustees Dr. Marts asked them to authorize a fund-raising program of $350,000 with which to rebuild the destroyed center section of the building and to recondition and modernize the East and West wings. He received both the approval and help of the board, including a gift of $100,000 from trustee Daniel C. Roberts H'38. Since Dr. Martz was a firm believer of building only when money was at hand, construction on the central part of the new structure did not begin until 1937, and Daniel C. Roberts Hall stands today as a memorial to the generosity of the former honorary chairman of the trustees.

The new president also brought some streamlining to the Administrative Office. He appointed an Executive Committee of the trustees to work intensively on university business and created a Faculty Advisory Committee to examine the situation in the university from time to time and report its findings to the faculty for adoption or rejection. A man who believed in the collection of facts and the study of those facts in the process of decision-making, Dr. Marts was to analyze many facets of the university's operation, laying a factual groundwork for the solution of the problems of the University.

By the time the 1937 academic year had begun, a freshman class of 399 was enrolled and total enrollment reached a new peak of 1,205 students. The trustees voted to restore faculty salaries in full, cuts which had been made at the onset of the depression during a period of declining enrollments. With Old Main under construction, Dr. Marts pushed a building program to complete the Engineering Building and to equip it, and also initiated efforts to build the first unit of the gymnasium. By the end of 1938, President Marts reported to the trustees that the first unit of the new gymnasium for men was complete and that Tustin gymnasium had been remodeled for the use of women students. Meantime, a service building had been erected to house repair shops and equipment, and the Engineering Building was complete for 375 freshmen admitted for the 1938-39 school term. Enrollment reached a peak figure of 1,322.

Mr. Daniel C. Roberts, a trustee and generous benefactor of Bucknell, at dedication ceremony for Daniel C. Roberts Hall (November 13, 1937).

Dr. Marts outlined some of his problems in his book, *The Generosity of Americans* (1966):

> *"My first job on the presidential side of the desk at Bucknell was to raise one half million dollars to rebuild 'Old Main' which had burned down a couple years previously. That was scarcely accomplished when I was informed by the Engineering Council of Professional Development that I would have to reorganize the Engineering courses and build a new Chemical Engineering Laboratory in order to retain the accreditment of the Engineering courses. And then came the necessity for a new gymnasium, a new library and the transformation of the Bucknell Junior College at Wilkes-Barre into a fully accredited four year college which is now called Wilkes College."*

IN a booklet prepared by the board of trustees and issued in April 1939, accomplishments of the "Acting President" were detailed. These included, in addition

to those already cited, the inauguration of a faculty pension retirement system; the creation of a faculty study group known as the Bucknell Scholars; the appointment of a Dean of Men; the organization of "Friends of the Library;" the installation of a chapter of Phi Beta Kappa; and the wiping out of a capital debt of $350,000.

While all this was going on at Bucknell, Dr. Marts was working to build the Bucknell Junior College at Wilkes-Barre. During these years, he simultaneously led Bucknell out of its depression days and laid the foundations for the ultimate creation, in 1947, of Wilkes College on the superstructure of the former Junior College.

Dr. Marts was also defining his attitude toward education and the goals it must serve. In an address to the Northern Baptist Convention in 1940, he observed:

> *". . . Too many of us have become more interested in the subjects we teach than in the young people we teach. We must begin to care with all our hearts about the character and life purposes of the young people who walk out of our halls into the active life of our nation.*
>
> *We have built up a system of education that is bigger and more powerful than are we, the people who built it. We no longer run it. It runs itself. We no longer set goals for it. It has become an end in itself—rather than a means to an end. I believe it is time to de-institutionalize it—to re-humanize it—and to make it serve a large and noble end."*

That large and noble end was his constant inspiration, and it must have been this inspiration which the entire faculty and student body sensed when they petitioned him to become President of Bucknell.

When the war years came, Dr. Marts enlisted for other duty. In addition to his roles as President of Bucknell, driving force on several boards of trustees and private business executive, he became a member of the cabinets of Pennsylvania Governors Arthur H. James and Edward Martin, serving as executive director of the State Council of Defense. In January 1943, he was commissioned as a Captain in the U. S. Coast Guard Reserve in charge of the Division of Temporary Reserves. At the conclusion of this tour of duty he was awarded the Navy Commendation Medal and Ribbon.

President Marts served as a member of the Cabinet of Pennsylvania Governor Arthur James (1938-42), shown here receiving a Civil Defense pin from Mrs. William Clothier, and of Governor Edward Martin, successor to Mr. James. The president of Bucknell also participated in several coast-to-coast radio programs (below).

To these varied roles he brought his driving energy and talents. He told the graduating class of 1941, in a speech entitled, "Under Three Flags":

> *"I fear we have put more emphasis than we should in recent years upon physical comforts and social security as aims of human happiness. Ease is not the greatest good. Pain and discomfort and danger are only necessary parts of human experience. I, personally, do not want a flabby, sweet-scented life of constant ease, and I know you do not either . . .*
>
> *Do not mourn the loss of the sort of life you had expected. Perhaps the days of pain and difficulties will prove to be finer and more rewarding than those easier days which we have lost. Out of travail and agony a new world is being born. That new world promises to be either a world of*

great shame and disaster, or a world of great hope and freedom. I believe it will be the latter."

In June 1944, President Marts presented his resignation to the board of trustees and told the Alumni of the University:

". . . When the Selective Service Act was enacted and then when America entered the present war, I realized that it would be my duty to stay at the helm until the special problems of the war period would be met. I have done this, and now Bucknell must begin to shape its plans for the postwar years. Our Navy training unit is decreasing in size, and returning veterans are already on our campus, the advance guard of an important element of postwar Bucknell. This provides a semicolon, as it were, when it seems quite timely to me to make the change which I have long desired and to ask that my successor be selected to lead us into the coming era.

. . . Bucknell will enter upon its finest era immediately following the war, in my opinion. Higher education will surge forward as never before in America. Bucknell will be in the forefront of that advance. As soon as feasible, we shall build a new library, raise faculty salaries, and enlarge the faculty, erect new scientific laboratories, and new recitation halls and other buildings, and endeavor in every possible way to make our '300 acres' a campus of the highest standards and of the noblest spirit."

BEFORE Dr. Marts left the campus at the end of June 1945, he was presented by the faculty and administration with a testimonial of appreciation and thanks. This reads in part:

"By his mental poise, his executive capacity, his profound vision, his humane outlook, and his influencive personality, he has challenged the admiration of his associates and immeasurably increased the prestige of Bucknell University. Educator, administrator, public servant, he has translated his useful life into the vital structure of the institution he has served with conspicuous success during a critical period of its history."

Dr. Marts greets his successor as president of Bucknell, Dr. Herbert L. Spencer H'53, at 1945 commencement.

In 1946, Bucknell conferred upon him the honorary degree of Doctor of Humane Letters. And on March 22, 1968 the administration center at Bucknell was named Arnaud C. Marts Hall in honor of the school's seventh president. The building which bears Dr. Marts' name was completed in June 1961 and is an extension of the Vaughan Literature Building. It completes the north side of Bucknell's Academic Quadrangle and houses the major administrative offices of the university.

Coast Guard Captain Marts wins congratulations of Admiral R. R. Waesche as he receives the Navy Commendation Ribbon (August 1945).

Speaking at the dedication ceremonies, held in the Union League Club in New York, President Charles H. Watts II said: "Not only was Dr. Marts' term as president critically important for Bucknell in particular, but his long and illustrious career has contributed immensely to education and progress in general." Dr. Watts emphasized that no ordinary measures sufficed to describe the tremendous growth which Bucknell had experienced under the direction of Dr. Marts in his ten years as president. "The institution was strengthened in so many ways that his was truly a decade of decision for Bucknell. The academic program was, of course, his principal concern, but this in turn required strong finan-

cial support and an adequate physical plant, for the depression had weakened the university and to save it a strong leader was required. President Marts became that leader."

Though he returned in 1945 to full-time duty as founder of Marts and Lundy in New York City, Dr. Marts remained a driving force at three educational institutions. He continued his service on the board of Bucknell University, and joined the board of Wilkes College (founded in 1947 as an outgrowth of Bucknell Junior College), and accepted a position on the board of trustees of his alma mater, Oberlin College.

HE also continued his writing and his articles on philanthropic and educational matters reached around the world. His most recently published work was *The Generosity of Americans* (1966). In June 1970, his biography, written by Dr. Paul C. Carter, was published by Algonquin Press.

The honors he has received were numerous and included honorary doctorates from Oberlin, Hillsdale and Hobart Colleges and Bucknell. In addition, many words of praise have been spoken or written about Dr. Marts. But none perhaps define more clearly his vision and role as seventh president of Bucknell than those he spoke himself at a chapel talk he gave on January 18, 1940:

> *"I am doing what I am doing at Bucknell because I believe with all my heart that here in this beautiful spot can be created and maintained a little world of nobility in the midst of a world of mediocrity and sham and cruelty. That here in this little world, young men and women may develop such deep and undying loyalty to the nobler way of life that wherever they may go thereafter, they will carry some measure of that nobility to enrich life about them. It is because I believe that, that I have been willing to pay the price to serve you."*

President Charles H. Watts, above, addresses assembly at campus ceremonies dedicating Marts Hall (June 1968). Below, Trustee Robert L. Rooke '13, H'51, unveiled the plaque in lobby of building honoring his close, personal friend, Arnaud C. Marts.

AROUND CAMPUS

New Provost

Dr. Wendell I. Smith '46, professor and chairman of the department of psychology, has been appointed provost of the University. He began his new duties on September 1.

In announcing the appointment, President Charles H. Watts noted: "I was most interested in finding someone with considerable administrative talents and with a background in the sciences and feel that Professor Smith most ably meets these qualifications. His scholarly capabilities have been much in evidence during his 24 years on the Bucknell faculty, his tenure as chairman of one of the University's very strongest departments has been highly productive, and he has served with distinction on numerous faculty committees. Professor Smith's abilities as a teacher were formally recognized by the University when he was named recipient of a Lindback Award in 1965."

The President also noted: "I am most grateful to Professor Lester Kieft for the service he has rendered as acting provost. Bucknell has been fortunate to be able to call upon a man of his diverse talents."

Recipient of B.A. and M.A. degrees from Bucknell and a Ph.D. degree from The Pennsylvania State University, Dr. Smith served

Provost W. I. Smith '46

as director of educational research for the McGraw-Hill Book Co. for one and one-half years and has also been a consultant with the Bureau of Research of the U. S. Office of Education and a consultant on mental health for the Commonwealth of Pennsylvania. He was promoted to the rank of professor in 1955 and succeeded the late Dr. Phillip Harriman as chairman of the department of psychology in 1957.

Vitally involved as a citizen of the local area, Dr. Smith has served varied roles in community affairs, including election as a member of the Lewisburg Area School Board. He resigned that post on August 1.

The author or co-author of several books and numerous scholarly articles, Dr. Smith's latest publication is *Human Learning*. The book is co-authored by Dr. Nicholas Rohrman, a former member of the psychology department, and is part of McGraw-Hill's El Pro series.

Currently he is the administrator of a $250,000 grant awarded to the University by the National Institute of Mental Health for a special program designed to prepare psychology students for a mid-level professional career in research or college teaching. Known as the "3-2 Program," both the A.B. and M.A. degrees are awarded to students who complete it.

The new provost is married to the former Mary Haupt and they are parents of a son, Alex, an honor graduate of Lewisburg High School who began studies at Bowdoin College this month.

President Watts also thanked the student-faculty committee which aided in the selection of a provost. Student members included Lawrence Baker '70 and Melvin Hill '70. Faculty members included Professors Lester Kieft, chemistry; Michael Santulli, philosophy; Hugh McKeegan, education; and Charles Walker, electrical engineering. This committee evaluated nominees from other institutions as well as Bucknell faculty members before a final selection was made.

Class of 1974

The Class of 1974, just beginning studies at Bucknell, already possesses some statistical distinctions.

Numbering 800, one of the largest freshman classes admitted to Bucknell, in terms of scholastic aptitudes and high school rank, it may be one of the strongest groups of students to enroll at the University. The class is composed of 528 men and 272 women.

Of the 5,270 applicants, the largest in the University's history, 2,075 were offered admission (1,485 men, and 590 women), and 930 potential students were placed on the waiting list.

There were 182 Alumni children (or 3.4 percent of the total) among applicants for admission. Of this number, 120 were offered admission and 76 were enrolled. Seventy-six percent of these applicants were in the top fifth of their graduating classes, and Alumni children make up approximately nine percent of the class of 1974.

Among the class are 32 National Merit Scholarship recipients, a Presidential Scholar, and 404 members of the National Honorary Society (222 men and 182 women). Ranking in the top tenth of their high school graduating classes were 56 percent of the men and 88 percent of the women (in the top fifth, 85 percent of the men and 97 percent of the women). The average S. A. T. scores for men were 593 verbal and 661 math; for women, 627 verbal and 643 math.

The range of interests of freshman class members has some barometers: 58 men and 12 women served as class presidents; 21 men and four women served as student government presidents; and 65 men and 79 women served as editors of their high school publications. In addition, 136 were members of the Boy Scouts and 30 were Girl Scouts. There are 112 men and 65 women who were part of high school drama groups; 109 men and 40 women who are debaters; and 14 men and two women who have been disc jockeys.

Eighty-one percent of the class comes from the Mid-Atlantic states; nine percent from New England; five percent from the North Central States; three percent from the South and one percent from the West. About one percent are students from outside the continental U. S.

Financial aid amounting to $340,000, including scholarship loans and jobs, was offered to 187 of the students enrolled who had established need—or about 25 percent of the freshman class.

Members of the Class of 1974 arrived on campus Monday, August 31, to begin an orientation program. Classes began on Friday, September 4.

Presidential Scholar

Martha A. Dahlen, Charlottesville, Va., who entered Bucknell University as a freshman in September, is one of 119 men and women throughout the country named Presidential Scholars by President Nixon.

One boy and one girl from each state, the District of Columbia, and Puerto Rico, and fifteen at large were selected by the Commission on Presidential Scholars to represent the able students of the country. Those named were entertained at the White House.

A graduate of Lane High School in Charlottesville where she was editor-in-chief of the weekly student paper, Martha is the daughter of Mr. and Mrs. Paul A. Dahlen, 1621 Yorktown Drive, Charlottesville.

Bucknell is one of only three Pennsylvania schools which the Presidential Scholars indicated they were attending.

Lindback Awards

Three Bucknell faculty members, one of whom retired at the conclusion of the 1969-70 academic year, have been named recipients of Lindback Foundation Awards for Distinguished Teaching.

They are Dr. J. Ernest Keen, associate professor of psychology; Dr. David S. Ray, associate professor and chairman of the department of mathematics; and Donald E. Wagner, assistant professor of civil engineering. Professor Keen was also named recipient of the

Dr. J. Ernest Keen, associate professor of psychology, is one of three recipients of the Lindback Awards for Distinguished teaching. He also is recipient of the Class of 1956 Lectureship awarded annually for inspirational teaching.

Class of 1956 Lectureship, a graduation gift of the Class of 1956 which is awarded annually for inspirational teaching.

The Lindback Awards, which include cash prizes, have been made available each year since 1961 by a grant from the Christian R. and Mary F. Lindback Foundation. The late Mr. Lindback was a member of Bucknell's Board of Trustees from 1937 to 1950.

A member of Bucknell's faculty since 1964, Dr. Keen received a bachelor of arts degree from Heidelberg College in Ohio and a Ph.D. degree from Harvard University. While studying for his doctorate he held fellowships from Harvard and from the National Institutes of Health. Before coming to Bucknell he served one year as a clinical psychology trainee at the Veterans Administration Hospital in Boston.

Dr. Ray, who also joined the faculty in 1964, earned a bachelor of arts degree at Washington and Jefferson College, a master of arts degree at the University of Michigan, and a Ph.D. degree at the University of Tennessee. He served as an instructor in mathematics at Tennessee for six years before coming to Bucknell. In addition to serving on the mathematics faculty, Dr. Ray is also coordinator of graduate studies at the University.

Professor Wagner, who has retired from active teaching and now holds the title of assistant professor of civil engineering emeritus, graduated from Bucknell in 1927 with the degree of bachelor of science in electrical engineering and received a professional degree in electrical engineering from the University in 1932. In addition to working as a professional engineer, he served 24 years with the Pennsylvania State Police before joining the Bucknell faculty in 1956.

Summer Study

Grants from the National Science Foundation and the National Institute of Mental Health made it possible for nine undergraduate students to spend 12 weeks at Bucknell University this summer gaining experience in research in psychology and animal behavior.

The students, seven of whom attend Bucknell, worked with Dr. Douglas K. Candland, professor of psychology, and Dr. Tim T. L. Dong and Dr. Alan I. Leshner, assistant professors of psychology.

Two of the participants, Pamela G. May, a Bucknell sophomore from Wilmington, Del., and James Kuisma of Lafayette College, studied how syntax and grammar are learned and remembered. The general purpose of this study is to understand the mechanisms of human memory.

Four Bucknell students, R. Jay Poliner, a junior from Easton; Jeffrey J. Kassel, a junior from Baltimore, Md.; Richard B. Zandler, a sophomore from Pennsauken, N. J., and Q. Thomas Novinger, a sophomore from Williamsport, worked in the psychology laboratories at Bucknell learning how to telemeter heartrate from the Japanese snow monkey and studied the relationship between heartrate and social behavior of these primates. Three of these students spent a month at Bucknell's field station in Goulds, Florida to study the behavior of the 200 free-ranging monkeys living in Monkey Jungle.

John A. Gardner, a Bucknell junior from Clarks Green, Kirk A. Speicher, a Bucknell senior from Wilkes-Barre, and William Walker of Union College, studied effects of overpopulation on the endocrine system of rodents in order to determine how overcrowding produces changes in the reproductive system.

Bucknell Review

An interpretation of John Booth's *Giles Goat-Boy* by Dr. John W. Tilton '52, associate professor of English, is one of seven scholarly articles included in the Spring, 1970 issue of the *Bucknell Review*.

Among the other articles are "Westernization: Russia and China," by T. H. Von Laue, Washington University; "Hesiod and History," by Douglas H. Stewart, Brandeis University; and "The Problem of Philosophy in the Novel," by Donald Pizer, Tulane University.

Issued three times per year, the *Bucknell Review* is edited by Dr. Harry R. Garvin, professor and chairman of the department of English.

Top Award

David P. Wohlhueter, Bucknell's sports information director, is the University's latest winner of a national honor.

Bucknell's 1969 football brochure, compiled and edited by Mr. Wohlhueter, was judged the finest in the country among College Division schools in competition sponsored by the Football Writers Association of America. The award presentation was made at the summer meeting of the College Sports Information Directors of America in Chicago.

The Bucknell brochure was judged the best among College Division schools in District Two (New York, New Jersey, Pennsylvania, and Delaware) and then was victorious in competition among the eight district winners. Syracuse University captured District Two and national honors in the University Division.

The 1970 Bucknell Football Guide, which some have said is better than the prize-winning 1969 edition, has been mailed to newspaper, radio, and television sports reporters and a copy will be sent to every Bison Club member. The book includes biographical sketches of the Bison players, a rundown on the ten 1970 opponents, biographical sketches of the coaching staff, complete 1969 statistics, all-time Bucknell records, a capsule outlook for the 1970 season, a complete team roster, scores of all Bucknell football games, and a complete list of all former Bison football lettermen.

Higby Memorial

The University has received a $5,000 bequest under the will of Jane McKinney Higby as a memorial to her late husband, Professor Chester P. Higby '08.

An historian on the faculty of the University of Wisconsin, Professor Higby received his M.A. degree from Bucknell in 1909 and an honorary doctorate in 1934. A similar bequest in his memory was made to the University of Wisconsin.

Miss Trennie E. Eisley '31, director of public relations, congratulates David P. Wohlhueter, sports information director, for his award-winning work. Dave's 1969 football brochure was voted best in the nation by the Football Writers Association.

Funds from the bequest will be used to aid the teaching and study of modern European history. Since the adequacy of library facilities was a primary concern of Professor Higby during his teaching years, initial funds will be used to purchase books in the field of modern European history. Bookplates will be placed in each volume to indicate purchase by the Chester P. Higby European History Fund.

Bucknell Parents

John B. Young, of Glen Ridge, N. J., is president of The Bucknell Parents, succeeding Hans Aron, of Seaford, N. Y.

Parents of all students automatically become members of this organization, whose purpose is to provide for better understanding between parents and the University, and to stimulate interest in higher education and in the opportunities offered by Bucknell.

Named to serve with the new president are Melvin Axelrod, of Lake Success, N. Y., president-elect; Mrs. R. Ross Houston, of New Wilmington, vice president; and Mrs. Andrew J. Hinlickly, of Glyndon, Md., secretary-treasurer.

The parent representatives are as follows:

Class of 1971—Jack L. Bruckner, of Manhasset, N. Y.; Richard Carter, of Cumberland, Md.; Mrs. Bernard Gardner, Wantagh, N. Y.; and Mrs. Howard Stier, of Clifton, N. J.

Class of 1972—Richard A. Dickson, of Chatham, N. J.; Mrs. Lloyd Geer, of Cresco; Mrs. Edward Nachshin, of Oceanside, N. Y.; and Vincent P. Richards, of North Caldwell, N. J.

Class of 1973—Howard R. Berninger, Sr., Mifflinville; Mrs. Elizabeth W. Ewing, Tarrytown, N. Y.; Mrs. John C. Hellyer, Pennington, N. J.; and Harvey Scherer, Merrick, N. Y.

Win Scholarships

A senior woman and a junior man received fraternity scholarships for the coming year.

Marilyn R. Emerich '71, of Bethlehem, is the recipient of a $1,000 scholarship awarded by Kappa Kappa Gamma fraternity for the coming year. The scholarship commemorates the 100th anniversary of

the founding of the fraternity and is given on each campus where the fraternity has a chapter. In the coming fall Miss Emerich will be one of 94 Kappa Centennial Scholars studying throughout the country.

She is a biology major and plans to take graduate work in physical therapy.

The Interfraternity Council Scholarship for the 1970-71 year has been awarded to Timothy W. Shay '72, of Elkland. The $400 grant was given on the basis of need, academic achievement, and contribution to the fraternity system.

Mr. Shay is studying for the bachelor of science degree in mechanical engineering and is a member of Theta Chi fraternity.

Faculty Promotions

Promotions for 14 Bucknell University faculty members, effective in September, were approved at the recent semi-annual meeting of the University's Board of Trustees.

Those receiving promotions from associate professor to professor are Dr. James F. Carens (English), Dr. Sidney L. Miller (business administration), Dr. Harvey M. Powers, Jr. (English), Dr. David S. Ray (mathematics), and Dr. Douglas E. Sturm (religion and political science).

Dr. William H. Becker (religion), Dr. Gerald Eager (art), Dr. John D. Kirkland, Jr. (history), Dr. David W. Milne (psychology), Dr. Mark D. Neuman (history), Dr. James M. Pommersheim (chemical engineering), and Dr. James N. Zaiser (mechanical engineering) were promoted from assistant to associate professor.

Barry R. Maxwell (mechanical engineering) and William E. Yeomans (physical education) moved up from instructor to assistant professor.

A member of the Bucknell faculty since 1964, Dr. Becker received a bachelor of arts degree from Colgate University, a bachelor of sacred theology degree from Harvard Divinity School, and a Ph.D. degree from Harvard University. He will be studying under a Danforth Foundation Post-graduate Fellowship for Black Studies during the coming year.

Dr. Carens, who is also editor of the Bucknell University Press, joined the faculty as an instructor in 1955. He received degrees from Harvard, Yale, and Columbia Universities.

Recipient of a bachelor of arts degree from Wesleyan University, a master's degree from Columbia, and a Ph.D. degree from the University of Minnesota, Dr. Eager joined the faculty in September 1965.

Dr. Kirkland, who also joined the faculty in 1965, earned a bachelor of arts degree at King College in Bristol, Tenn. and master of arts and Ph.D. degrees from Duke University.

Professor Maxwell, who received bachelor and master of science degrees in mechanical engineering from Bucknell, joined the faculty in 1961. He has been on leave of absence while pursuing a doctorate program at the University of New Mexico.

A member of the faculty since 1964, Dr. Miller received bachelor and master of arts degrees from Stanford University and a Ph.D. degree from the University of Pennsylvania. He previously taught at the Wharton School of the University of Pennsylvania.

Also a member of the faculty since 1964, Dr. Milne was awarded bachelor and master of arts degrees by Hofstra University and a Ph.D. degree by Cornell University.

Dr. Neuman, who earned master of arts and Ph.D. degrees from the University of California after receiving a bachelor of arts degree from Pomona College, has been on the Bucknell faculty since 1965.

Dr. Pommersheim, who joined the faculty in 1965, received bachelor and master of science and Ph.D. degrees in chemical engineering from the University of Pittsburgh.

Recipient of a bachelor of arts degree from Tufts University, a master of arts degree from Johns Hopkins University, and a Ph.D. degree from Cornell University, Dr. Powers joined the faculty as an instructor in 1949. He also serves as director of the University Theatre and director of the Institute for Foreign Students.

Also coordinator of graduate studies at the University, Dr. Ray has been on the faculty since September 1964. He received a bachelor of arts degree from Washington and Jefferson College, a master of arts degree from the University of Michigan, and a Ph.D. degree from the University of Tennessee, and previously taught at Tennessee. He was honored with a Lindback Award for distinguished teaching at Bucknell's recent Commencement exercises.

Dr. Sturm, who received a Lindback Award in 1966 and the Class of 1956 Lectureship in 1968, joined the faculty as an assistant professor in 1959. He received a bachelor of arts degree from Hiram College and bachelor of divinity and Ph.D. degrees from the University of Chicago Divinity School.

Mr. Yeomans, who also serves as assistant football coach, joined the faculty in 1964. He received a bachelor of science degree from East Stroudsburg State College and a master of science in education degree from Bucknell.

Recipient of bachelor's, master's and Ph.D. degrees in mechanical engineering from the University of Delaware, Dr. Zaiser joined the faculty in 1965.

New Chairman

Dr. Richard W. Henry, associate professor of physics at Union College, Schenectady, N. Y., has been named professor and chairman of the department of physics at Bucknell University. Dr. Henry succeeds Dr. Owen T. Anderson who has served as acting chairman of the department during the current academic year.

Recipient of a bachelor of science degree from Union and master of science and Ph.D. degrees from the University of Illinois, Dr. Henry joined the Union faculty in 1958. In 1963-64 he held a National

Science Foundation Postdoctoral Fellowship for study in neurophysiology at California Institute of Technology and in 1967-69 he was a visiting associate professor of electrical engineering at Massachusetts Institute of Technology.

He is co-author of *Physical Electronics*, a textbook published in 1962 and revised in 1968. He was responsible for the section of the book dealing with solid state theory and devices.

New Director

Miss Judith A. Judy, a residence hall director at Illinois State University in Normal, Ill. for the past three years, has been appointed director of University residence halls at Bucknell University.

Miss Judy, whose appointment was announced by Dr. John P. Dunlop, dean of student affairs, replaces Miss Suzanne K. Herman who has been named assistant dean of students at Lafayette College.

A native of Kankakee, Illinois where she graduated from St. Patrick Central High School, Miss Judy received bachelor and master of science in education degrees from Illinois State University. She previously taught mathematics in junior and senior high school.

Leonard P. Smolen, who was named associate director when the Office of University Residence Halls was created last year, will continue to serve in that capacity.

The Office of University Residence Halls is responsible for the operation of the upperclass residence hall areas which include two large co-residential complexes, New Residence Hall and Swartz Hall; Hunt Hall, for women; Larison Hall, for men; and six small houses.

The director and associate director are aided by a staff of residence directors and 40 undergraduate resident assistants who work with individual students and groups within each hall. Hall government councils and programming groups are active in the development of educational, social and recreational activities.

Miss Judith A. Judy

Miss Brenda E. Gordon

New Office

Creation of the Office of Freshman Residence Programs and the appointment of two current staff members as director and assistant director of the office have been announced at Bucknell University by Dr. John P. Dunlop, dean of student affairs.

Miss Brenda E. Gordon, who was named assistant dean of women at Bucknell in 1965 and promoted to associate dean last September, has been appointed director of freshman residence programs. Ron M. Jenkins, an administrative assistant for student affairs for the past year, has been named assistant director.

A graduate of Frenchtown (N. J.) High School, Miss Gordon received a bachelor of arts degree from Trenton (N. J.) State College and a master of science in education degree from Indiana University. She taught at Plainfield (N. J.) High School and was on the residence hall staff at Indiana before coming to Bucknell.

Mr. Jenkins, who also serves as diving coach for Bucknell's swimming team, is a native of York, Pa. where he taught for two years at York Suburban High School. He is a graduate of William Penn High School in York and West Chester State College.

The Office of Freshman Residence Programs will be responsible for the operation of the freshman residence halls, and a staff of undergraduate junior counselors will aid the director and assistant director in working with individual freshmen and groups within each hall.

In addition to providing guidance to individuals in a number of areas and helping them to make the major adjustment to a totally new environment, the staff will help coordinate educational, social, cultural, and recreational programs within individual freshman halls and on a quadrangle-wide basis. Freshman men will live in Kress, Trax, and Larison Halls and freshman women in Old Main and Harris Halls.

Political Adviser

Ronald J. Pedrick '60, director of development at Bucknell University, served in August as a member of the Platform Committee of the Pennsylvania Democratic State Committee.

One of 41 men and women selected to the Platform Committee, Mr. Pedrick advised the State Committee on the financing of higher education in the Commonwealth.

Foreign Student Post

Mrs. Gale Stillman Duque, a lecturer in English at Bucknell, has also been named foreign student adviser at the University.

Recipient of a bachelor of arts degree from the University of Rochester in 1958 and a master of arts degree from New York University in 1968, Mrs. Duque has served as a lecturer in English at Bucknell since February 1969. Her field of special interest is teaching English as a second language and she received her master's degree in this area.

Prior to beginning studies for her master's degree she served seven years as a professional worker with the Girl Scouts of America in Rochester, N. Y. and Monmouth County, New Jersey, and one year as a teacher of English in Helsinki, Finland. She is currently a member of the International Selections Committee of the national Girl Scout organization.

In addition to working with individual foreign students attending Bucknell, the foreign student adviser also coordinates the activities of campus and community volunteers engaged in programs for the foreign students.

Mrs. Duque is currently a member of the staff of Bucknell's Summer Institute for Foreign Students, one of two such programs in the country.

A graduate of Potsdam (N. Y.) High School, she is the daughter of Mr. and Mrs. Donald G. Stillman, 7 College Park Road, Potsdam.

Admissions Aide

Buchanan "Buck" Ewing III '65, has been named assistant director of admissions at the University.

Recipient of bachelor of arts and bachelor of science in chemical engineering degree from Bucknell, Mr. Ewing received a master of business administration degree from Boston University this year. Announcement of his appointment was made by Fitz R. Walling, director of admissions.

He served two years as a First Lieutenant with the U. S. Army Corps of Engineers beginning in November 1965, was a project engineer with The Badger Co. in Cambridge, Mass. from February to September 1968 before entering Boston University, and was a marketing research assistant with the United Fruit Co. in Boston in the summer of 1969.

Buchanan Ewing III '65

As an undergraduate at Bucknell Mr. Ewing was enrolled in a special five-year program combining degrees in arts and engineering. He was a member of Pi Delta Epsilon, national journalism fraternity, and the student chapter of the American Institute of Chemical Engineers.

Son of Mr. and Mrs. Buchanan Ewing, Jr., 1949 Paul Avenue, Bethlehem, Pa., he came to Bucknell after graduating from Liberty High School in Bethlehem.

Mr. Ewing replaces Jonathan C. Davis on the Bucknell admissions staff. Mr. Davis plans to do graduate study at Syracuse University.

Intramural Sports

Walter 'Len' Dillinger, a member of the Freshman 'E' team, is the recipient for 1970 of the Al Anderson Award. Honored by his teammates, Len is the son of Mr. and Mrs. Walter L. Dillinger, both members of the Bucknell class of 1937, of Point Merion, Fayette County, Pennsylvania. Len graduated from Gallatin High School in 1968, was an outstanding student and athlete. He deferred entering Bucknell for one year, and as a freshman was the major cog in the Frosh 'E' team championship drive over experienced fraternity and independent teams.

Len Dillinger participated in soccer, volleyball and basketball for the 'E' team, freshman dorm. He was a member of the freshman track team and aspires to be a jumper on the varsity in 1971. A civil engineering degree candidate, Len was initiated as a brother of Sigma Chi in May.

The memorial in tribute to Alexander Anderson '60 was initiated in 1964 by friends and fraternity brothers. The son of Mr. and Mrs. Carl Anderson of Old Lyme, Conn., Al died in a Navy plane crash in 1962 at the time of the Cuban crisis. His untimely death prompted those grieved at his loss to establish an appropriate memorial in his name.

An active intramural participant as a Sigma Chi, Al was one of those people who took much pleasure from the healthy competition of the Bucknell intramural sports program. Befitting his memory, the brothers of Sigma Chi and other close friends chose to award a bowl each year to an outstanding intramural athlete. The student must be a member of the team winning the Pangburn team trophy and is selected by his teammates. The name of the recipient is engraved on the large permanent bowl which is on display in the Davis Gym trophy case. Previous winners include David Wright, 1964, Independent Men; Mac McBeth, 1965, Phi Kappa Psi; Richard Daner, 1966, Sigma Alpha Epsilon; Nels Jantzen, 1967, Phi Kappa Psi; John Willis, 1968, Independent Men; Scott Lutzer, 1969, Sigma Alpha Mu.

Chemistry Program

Three Bucknell students who recently completed their sophomore years have been admitted as poten-

tial candidates in the University's special program for chemistry students combining the degrees of bachelor and master of science.

They are Thomas R. Hoye, New Wilmington, Pa.; Edward T. Peltzer, III, Baltimore, Md.; and Paul G. Williard, Mount Carmel, Pa. These students will be considered for official admission to the University's graduate program during their junior year.

In addition, two women completed their work in the BS/MS program this summer and received master of science degrees in August. They are Mrs. Karen Crane Irving, San Diego, Calif., and Mrs. Bonnie Burns Sandel, Gettysburg, Pa. Mrs. Sandel received a bachelor of science degree at Commencement exercises in May and Mrs. Irving will receive bachelor's and master's degrees in August. They are the fifth and sixth persons to be enrolled in this special program. One of the first four was Mrs. Irving's brother, Lawrence.

The BS/MS program in chemistry at Bucknell provides an opportunity for outstanding students in chemistry to take a special course of study which is significantly more advanced than the normal undergraduate program.

The goals of the program are to give the student the opportunity to participate in a sustained, in-depth research effort under close faculty supervision, and to present more advanced chemistry courses to fill the gap caused by a growing tendency in the larger universities to reduce the amount of classroom work for doctoral candidates.

Students accepted for the program have taken the same courses during the freshman and sophomore years as other bachelor of science candidates in chemistry, but beginning in the summer after their sophomore year they return to the campus for three successive summer sessions devoted principally to research. During the regular academic terms of the junior and senior years the students in the program take more, and more advanced, chemistry courses than the bachelor of science candidate.

Fulbright Scholar

Dr. Gerald B. Cooke, associate professor of religion at Bucknell University, has received a Fulbright-Hays Faculty Research/Study Grant which he will use for six months study in Japan during the coming academic year.

Also the recipient of a sabbatical leave from the University for the first semester of the 1970-71 year, Professor Cooke plans to study the modernization of Japanese Buddhism and its sociological implications.

The Fulbright-Hays grants were established as a program of support for foreign language, area, and international studies which will contribute to the development of the knowledge of the American people of other countries, people, and cultures. Their purpose is also to promote mutual understanding and cooperation and to strengthen our relations with other countries.

A member of the Bucknell faculty since 1962, Dr. Cooke was the recipient of a Faculty Training Fellowship from the American Institute of Indian Studies in 1963-64, and currently holds a ten-week National Defense Foreign Language Grant with which he is studying Japanese at Columbia University.

A magna cum laude graduate of Colorado College in 1950, he also received a bachelor of divinity degree from Yale Divinity School and a Ph.D. degree from Yale University. Professor Cooke was on the faculty at Oberlin College for seven years before coming to Bucknell.

Research Grant

Bucknell University has received a grant of $62,596 from the U. S. Office of Education for a research project entitled "Behavioral Protocols in Language Development: Reading."

The grant, which will be administered by Dr. William H. Heiner, associate professor of education, was awarded through the Bureau of Education Personnel Development of the U. S. O. E.

Gulf Scholarships

Four Bucknell University students will receive scholarships this fall from Gulf Oil Corporation.

John C. Hayward, director of financial aid, has announced that a freshman, sophomore, junior, and senior majoring in chemistry will be selected jointly by the chemistry faculty and the financial aid office to receive the Gulf Honors Scholarships.

The grant to the senior will be for one-year, but the grants to the others may be renewed until the students complete the normal four years of undergraduate study or until they receive the baccalaureate degree.

An incoming freshman will be selected in each subsequent year so Gulf will have four continuing scholarships in force each year.

When the program was set up last year, Gulf had planned to introduce one Honors Scholarship a year to a freshman so that by 1972 and in subsequent years four students would be benefitting from this program.

But, according to E. L. Butcher, secretary of Gulf's Aid to Education Committee, "Since it now appears that there is a very serious need for scholarship support on campuses, Gulf has decided to speed up the procedure by making all four scholarships available immediately."

The Bucknell students will be among 98 receiving Gulf grants in 26 departments of 23 colleges and universities in the United States.

$30,000 Grant

Bucknell University has announced receipt of an unrestricted grant of $30,000 from The Charles E. Merrill Trust.

Bucknell President Charles H. Watts expressed his deep appreciation to the officials of the Merrill Trust for the grant and indicated that it would be used to help finance the University Center currently under construction on the Bucknell campus. The Center is expected to be ready for use in September 1971.

The Varied Worlds of Bucknellians

Ruth Braden McNamee '42

The Mayor Is a Lady

"'Hizzoner' Is a Lady in Birmingham" was a headline in an April issue of *The Detroit News*. The lady is Ruth Braden McNamee '42, and she had just been unanimously elected mayor of Birmingham by the city commission. She has been a member of the commission of that Detroit suburb of 35,000 since 1965. On May 18, 1970, Mayor's Exchange Day in Michigan, she became mayor of the city of Detroit as she traded places with Mayor Roman Gribbs. During her one-day tour of duty as a big city mayor, she cited her strong belief in the mutuality of interest and the interdependence between core cities and their suburbs. Her stand on this was greeted with general acclaim, and the Birmingham City Council backed her in passing a resolution calling for support of a tax program which would raise taxes on non-residents working in Detroit.

After earning her B.A. degree in English and history at Bucknell, Ruth graduated in 1943 from the School of Business Practice and Speech of Rockefeller Center. She then worked in public relations for Pan American World Airways until she married her husband, William A. McNamee, who is now an executive with Ford Motor Company. While her husband was earning his master's degree from the Harvard Business School, Ruth taught at Erskine Junior College in Boston.

Since moving to Birmingham in 1947, she has been most active in community affairs and has been a member and often the president or chairman of many different civic groups. Before her first election to the city commission she was a member of the city planning board. In 1968, she received the Ford Citizen of the Year Award for community service.

The McNamees have two children, JoAnne, a 1970 graduate of Bucknell, and Jeff, a student at Hillsdale College in Michigan.

Good Satire

A satiric article written eight years ago by four Bucknell University students, is being reprinted in a book entitled *The Headshrinker's Handbook* by Dr. Robert Baker, chairman of the department of psychology at the University of Kentucky.

The spoof, entitled "Effect of a Pre-Frontal Lobotomy on the Tsetse Fly," was written in 1962 by four women, all members of the Class of 1963, who were students of Dr. Douglas K. Candland, professor of psychology.

It was originally published in *The Worm Runner's Digest*, a journal devoted originally to work on transmission of DNA and RNA, but which from time to time poked fun at itself and the scientific community with satiric articles.

The paper by these students was first reprinted in 1965 when it came out in a hardback edition of *The Best of the Worm Runner's Digest*.

Authors of the article are Mrs. James E. Sayre, Jr. (Joan M. Klein), 902 Pierce Road, Norristown, Pa.; Mrs. Malcolm C. Moore, Jr. (Kay S. Lathrop), 69 Boardman Road, Poughkeepsie, N. Y.; Mrs. Graham E. Johnson (Elizabeth Lominska), 69 Hamilton Street, Sayville, N. Y.; and Mrs. William W. Hussey (Lesley Seaman), Star Route, Franklin, N. Y.

Honor Physician

The Commonwealth Committee of Woman's Medical College of Pennsylvania chose Edithe J. Levit, M.D. (Edithe Judith Miller '46), secretary and associate director, National Board of Medical Examiners, as recipient of its citation given annually to an outstanding WMC alumna from Pennsylvania.

A member of the WMC Class of '51, Dr. Levit was cited "in recognition of her outstanding contributions in the field of medical education. As secretary and associate director of the National Board of Medical Examiners, she has served as consultant and adviser to medically-oriented groups. She has also played an active role in the Board's research and development activities, especially those related to new testing methods. By her dedicated and unique services she has brought honor to her Alma Mater, to her native state of Pennsylvania and to women in medicine."

During Dr. Levit's past nine years with the National Board of Medical Examiners she has partici-

pated in major decision making, and helped formulate policy. She also has been involved in "some of the exciting changes now taking place in medical education, meeting with distinguished physician-educators in this country and abroad." In April, 1970, at the invitation of the Josiah Macy Jr. Foundation, Dr. Levit worked with international educators in Toledo, Spain to help medical schools in that country plan for the future.

From 1957 to 1961, Dr. Levit was director of medical education at Philadelphia General Hospital. Her association with PGH began with an internship in 1951, followed by a fellowship in endocrinology and later a clinical assistantship in this field. She received her B.S. degree in biology from Bucknell and was a student assistant in psychology.

Currently, Dr. Levit serves on the Board of Directors of PGH's Charitable Foundation, and on the Board of the Philadelphia Council for International Visitors. She is a fellow of both the American College of Physicians and the College of Physicians of Philadelphia. Dr. Levit, whose biography is listed in *Who's Who of American Women*, is married to Samuel M. Levit, M.D. They are the parents of two sons and make their home at 1910 Spruce St., Philadelphia.

Magazine Publisher

The appointment of Peter G. Diamandis '53 as publisher of *Mademoiselle* magazine was announced on June 22 by Perry L. Ruston, President of The Condé Nast Publications Inc. Mr. Dimandis assumed his new post on July 7.

In making the announcement, Mr. Ruston said, "Mr. Diamandis' wide experience in the advertising and publishing business—particularly in the fashion areas—qualify him unusually well for this new assignment."

Since 1962, Mr. Diamandis has been a partner of The Lampert Agency, Inc., most recently serving as senior vice president, secretary and director. In becoming the second publisher in *Mademoiselle's* 35-year history, Mr. Diamandis is returning to the Condé Nast organization. He was associated with *Charm* magazine in 1958 and later transferred to the advertising staff of *Glamour* magazine in 1960.

Peter G. Diamandis '53

Mr. Diamandis received a Bachelor of Science degree in 1953 from Bucknell, and he is married to a classmate, the former Joan Lafferandre '53. The Diamandis' have six children, five boys and one girl. A native of Short Hills, New Jersey, Mr. Diamandis now lives in Rowayton, Connecticut.

He is a member of the Sales Executive Club and The Advertising Club of New York.

To Build Resort

Verdine E. Campbell '50 has been appointed a director of Virginia Beach Festival Park, Ltd., the developer of a proposed $6 million amusement park to be built in the heart of the Virginia Beach resort area. The site for the park, adjacent to the Norfolk-Virginia Beach Expressway, has been acquired.

A licensed engineer in Virginia, Maryland, and Pennsylvania, Mr. Campbell received his B.S. degree in civil engineering from Bucknell. He has been active on highway and bridge construction projects in the U. S., Indonesia and Brazil. He is presently serving as project coordinator for the Pollution Control Division of the Carborundum Corp., Hagerstown, Md.

Mr. Campbell is married to the former Charlotte Stout and they are parents of three children. They reside at 305 Cherry St. Circle, Hagerstown, Md.

College Librarian

Bowdoin College has announced the appointment of Dr. Richard B. Reed '54 as Special Collections Librarian, effective Sept. 1.

Born in Indianapolis, Ind., where he prepared for college at Thomas Carr Howe High School, Dr. Reed received his B.A. degree in history at Bucknell, his M.A. degree at the College of William and Mary in 1958 and his Ph.D. at the University of Wisconsin this year.

During this past summer he conducted research in Tudor-Stuart history on a Folger Fellowship at the Folger Library, Washington, D. C. He was Curator at the Lilly Library of Mendel College, Indiana University, from 1962 to 1967, and a Teaching Assistant at the University of Wisconsin, Madison, in 1960-61. Dr. Reed was a Fulbright Scholar in Brazil in 1959-60.

His main fields of interest in History are Tudor Expansion, Sir Robert Cecil, and Anglo-Spanish Relations (1580-1625). He plans to continue research on Cecil, Richard Eden, and on a bibliogarphy of 16th Century Americana.

A member of the American Historical Association and the Society for the History of Discoveries, he is also a member of Phi Alpha Theta, the national honorary history society.

Dr. Reed is the author of "Richard Eden: An Early English Imperialist," published in "The Serif" at Kent State University; "A Bibliography of Discovery" in "East-West in Art;" and book reviews in "Hispanic American Historical Review," "William & Mary Quarterly," and the "Newsletter" of the Society for the History of Discoveries.

Army First Lieutenant Robert A. Vater '68, right, receives the Bronze Star Medal from Col. N. D. McGinnis at ceremony held July 22 at Fort Bragg, N. C.

Medal Winner

Army First Lieutenant Robert A. Vater '68 has been awarded the Bronze Star Medal. The Medal was presented by Colonel N. D. McGinnis, XVIII Airborne Corps and Ft. Bragg G-1, in a ceremony July 22 in the office of the commanding general.

According to the citation accompanying the medal, Lieutenant Vater was cited for, ". . . meritorious service in connection with military operations from May of 1969 to April of 1970 while serving as district intelligence operations and coordination adviser in Thanh Tri District, and later Ke Sach District, Ba Xuyen Province, in the Republic of Vietnam.

"He was instrumental in establishing a detailed intelligence base which contributed greatly to the denial of areas of operation and bases of supply for the Viet Cong Infrastructure."

Through his efforts, Lt. Vater, ". . . contributed immeasurably to the effectiveness of allied intelligence operations in Vietnam and ground operations against a hostile force."

A 1964 graduate of New Britain (Conn.) High School, the 24-year-old Army lieutenant received his bachelor of arts degree in political science from Bucknell. He is presently serving as Chief of the Commercial Entertainment Branch of Special Services at Ft. Bragg.

Campus Minister

The Rev. James A. LaRue '59 plays a variety of roles in his post as campus minister at Cuyahoga Community College in Cleveland, Ohio.

In an article in the March, 1970 issue of the *Crusader*, Jim notes: "We have a tense situation here. Eighty percent of our students are white and we are in the midst of one of our city's worst black ghettos. There are 55,000 black people living within four blocks of the school. The pressure is on for the college to relate meaningfully to the community."

Jim has gone into the community to understand its needs. For a year he met with a group of black students for four hours every Sunday. "We read a book a week—everything from Kant to Malcolm X. Some would come with dictionaries under their arms — it meant so much for them to understand everything there was to know.

"They called me the 'Jesus cat,' but there was never any question that I would be working with whites when the chips were down."

The administration and faculty are seeking Jim's help. So Jim becomes an interpreter of the community. Beyond this, Jim works with faculty and administration in other ways, does draft counseling, and tries to interpret for the local churches what is happening.

"There is a great myth floating around that says religion and Jesus Christ are dead on the campus," Jim says. "True, no one goes around shouting 'Jesus Christ saves,' and they may start off the conversation by asking me, 'Say, do you believe all that stuff about the virgin birth?'

"But students are ready and willing to talk about faith and theology. Hardly a day goes by that they don't bring it up. What we sometimes fail to see is that underlying all their concerns about peace, racism, ecology, inter-personal relations and other issues is one basic question, 'What does it mean to be a human being in these confusing times?' I can't think of a more theological question."

Ordained in 1962, Jim is a graduate of the Colgate-Rochester Divinity School. He received his B.A. degree from Bucknell and was a member of the D. U. fraternity. He is married to the former Corinne Royer and they are parents of two children. The LaRue family resides in an integrated neighborhood at 19902 Lanbury Ave., Warrensville Heights, Cleveland, O.

New Brokerage Firm

William R. Frazier, Jr. '52 has been named president of the newly merged firms of Woodcock, Moyer, Fricke and French, Philadelphia, and Cummings and Taylor, New York, both members of the New York Stock Exchange. Mr. Frazier formerly served as president of Woodcock Moyer.

Woodcock is one of the oldest brokerage houses in the country, having been founded in 1842. It is a full service firm with its home office in Philadelphia at 1500 Chestnut Street. Cummings and Taylor,

William R. Frazier, Jr. '52

located at 24 Broadway in New York City, was founded by Donald E. Cummings and James A. Taylor. It has developed an institutional and retail business as well as a clearing operation for brokerage firms. The merged firms have offices in five states, including Portland, Maine, and Denver, Colorado.

William R. Frazier, Jr. became president of Woodcock in 1969, moving up from the executive vice president position. He received his B.A. degree in political science and economics from Bucknell and has an extensive background in commercial and investment banking. He lives at 4145 Kottler Drive, Whitemarsh Farm, Lafayette Hill, Pa.

Trust Officer

Russell P. Williams '48 has been elected vice president, personnel administration, of Long Island Trust Company. In his new post Mr. Williams will have over-all responsibility for all phases of personnel administration at Long Island Trust including recruitment, training, salary administration, employee development and personnel relations.

Prior to joining Long Island Trust, Mr. Williams was vice president, personnel administration, of National Bank of North America. From 1948 to 1955 he was employed as a personnel specialist with Marine Midland Grace Company, New York.

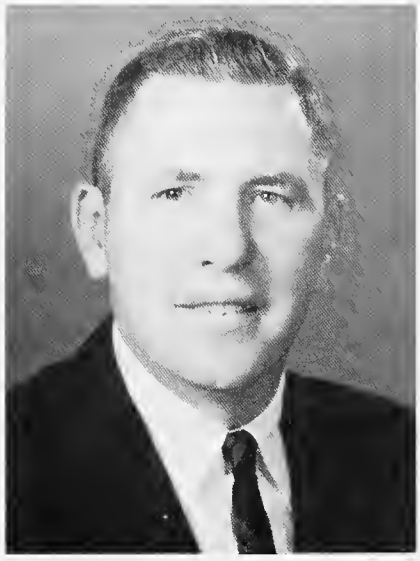
Mr. Williams received a B.S. degree in commerce and finance from Bucknell University, graduated from the American Institute of Banking and studied at the Graduate School of Business Administration of New York University. He is chairman of the Personnel Relations Committee, Long Island Bankers Association.

Mr. Williams is married to the former Lucienne Singer and they are parents of two children, Russell, Jr. and Eden. They make their home in Merrick, N. Y.

New President

J. Edgar Spielman, Jr. '48, formerly vice president of corporate development, has been named president of Farmbest Inc., Jacksonville, Fla. Mr. Spielman joined Farmbest in June 1969 to direct the development of a corporate diversification program. Prior to that time he was vice president of a large national dairy organization where he gained extensive experience in finance and general management.

A certified public accountant, during World War II he served as a naval aviator. He and his wife, have two sons, John E. III, a 1970 graduate of Bucknell, and Jeffrey R.



J. Edgar Spielman, Jr. '48

The new corporate president said he is "highly enthusiastic about the company's current operations and the future in the food business," and he said no other organizational changes are planned.

Farmbest, formerly Foremost Dairies of the South, processes and distributes milk, ice cream and other dairy products under the Farmbest label throughout the Southeast United States and Puerto Rico and operates a refrigeration equipment company.

Stanley C. Marshall '43

Institute Leader

Stanley C. Marshall '43, an officer of Lando, Inc., Pittsburgh, has been reelected president of the Pittsburgh Commerce Institute.

The Pittsburgh Commerce Institute was established in 1967 because of the ever-growing interface between the federal government and the business/academic communities. It aims at transporting information from the federal government to the business man in usable and understandable form, and providing a communications link between the public sector and the business community.

Comprised of eleven business organizations and the graduate schools of business of three Pittsburgh universities, PCI represents a "first." No other city in the United States has a business "organization of organizations" of this type. From

its inception, the Institute has geared itself toward the selection of projects significant and worthwhile enough to draw Pittsburgh business and academic communities together into major interdisciplinary efforts.

Mr. Marshall shares his active concern for community affairs with the university, having served as a director of the Bucknell Engineering Alumni Association and as a member of William Bucknell Associates. He is married to the former Alice Zindel '42 and they are the parents of three children.

Richard E. Fetter '47

New Position

Richard E. Fetter '47 has been elected to the new position of vice president—finance and administration, by Research-Cottrell, Inc. Formerly financial vice president and treasurer of Standard and Poor's Corporation, Mr. Fetter has also served as vice president and controller of F. W. Dodge Company, and manager of finance for General Electric Company's Industrial Heating Department.

A 1947 graduate of Bucknell University, Fetter holds a B.S. degree in commerce and finance. During World War II he was a bombardier with the Eighth U. S. Air Force, stationed in England.

Fetter is a member of the Metropolitan Club of New York, the Financial Executives Institute, the Newcomen Society, Fairmount Country Club, and the Copper Springs Beach and Tennis Club.

Mr. Fetter resides with his wife, M. Virginia Gabriel '48, and daughter in Chatham Township, New Jersey.

Scholarly Editor

Professor Peter A. Tasch '54, a member of the faculty of Temple University, is one of three editors of a new publication, *The Scriblerian*, a news journal devoted to Pope and Swift and their circle. The scholarly journal is published in the autumn and spring at the departments of English of Temple University, Philadelphia, and Northeastern University, Boston.

Editor Tasch received his B.A. degree with honors in English and was a Junior Fellow at Harvard University. He also did graduate work in English at Columbia University.

Professor Tasch and his family reside at 5430 Wayne Ave., Philadelphia 19144.

Executive Post

Mason C. Linn '54 has assumed the top civilian post at the Tobyhanna Army Depot, near Scranton. As the depot's executive assistant he will act as the principal adviser to the command and coordinate activities of the various depot directorates and staff offices.

A 1950 graduate of Council Rock High School, Newtown (Bucks County), he attended Wilkes College for one year to pursue a career in radio and television broadcasting. He transferred to Bucknell University in 1951, graduating in 1954 with a bachelor's degree in economics.

While at Bucknell, he worked his way through school by doing a variety of jobs and was the recipient of scholarships during his three years at the school. He currently is pursuing graduate studies at the University of Scranton and will receive his master's degree in management in the fall.

Commissioned an Army second lieutenant in 1954, he served on active duty from 1955 to 1957. He attended two schools at Ft. Monmouth, N. J., before transferring to Tobyhanna in September 1955. All of his depot service with the military was spent working in stock control division.

He entered federal service in May 1957, after his discharge from the Army. He was staff assistant in stock control division and the deputy commander's office from 1957 to 1960; assistant chief of stock control from 1960 to 1963; division chief of stock control from 1963 to 1965, and deputy director of distribution and transportation directorate from 1965 until moving up to executive assistant.

Mason is married to the former Yvonne Bucher (University of Pennsylvania), Lewisburg. The Linns are parents of four children and reside in Mt. Pocono.

John F. Riefler, Jr. '42

Sales Executive

John F. Riefler, Jr. '42 has been promoted to vice president-sales manager of Thom McAn Shoe Co., Worcester, Mass. He served previously as vice president-personnel.

In his new capacity, Mr. Riefler will be in charge of sales for Thom McAn's 900 stores located throughout the United States and Puerto Rico. With the company since 1949, Mr. Riefler joined as an assistant in the personnel department. In 1957,

he was made director of personnel. He became regional director of field operations in 1960, and was named vice president and regional sales manager in 1961. He was appointed vice president-personnel in 1966, and later that year became a director of Thom McAn.

He received his B.A. degree from Bucknell and served in the Army Air Force during World War II, being discharged with the rank of captain.

He resides in Worcester with his wife Mary, and a son John, III.

New Jurist

Peter Ciolino, Esq. '54 has been nominated by Governor William T. Cahill (New Jersey) for appointment as judge for the Passaic County District Court.

A partner in the law firm of Mandak and Ciolino, Clifton, N. J., Mr. Ciolino received his B.A. degree from Bucknell and his law degree from Fordham Law School in 1957. He served as magistrate of the Clifton Municipal Court from 1962 to 1968.

As an undergraduate, Mr. Ciolino served on the staff of the Bucknellian and was a member of the S. A. E. fraternity. He is married to the former Sylvia Taylor and they are parents of three children. The family resides at 62 Friar Lane, Clifton, N. J.

Pittsburgh Alumni

For many years Bucknell alumni in the Pittsburgh area have been having informal luncheon meetings every Friday. There have been no reservations and no formal programs—just walk in, have lunch and visit with some friendly Bucknellians.

The meetings are now held on the third floor of the Bigelow Square (near the site of the new U. S. Steel Building), starting around noon. Ed Klett '57, Pittsburgh Chapter President, has extended a cordial invitation to any member of the Bucknell community to join the Friday fete for good conversation about Bucknell.

Change In Posts

Standard Oil Company (New Jersey) announced in June the creation of a new position of Director of Washington Affairs and the appointment of Dr. Walter G. Held '43 to fill it. Dr. Held served previously as Director of Business Programs and senior staff member of The Advanced Study Program of The Brookings Institution in Washington.

Under Jersey Standard's reorganized operations in Washington, Mr. Held will work in a constructive corporate role with efforts of the federal government on major national and international problems. Encompassed will be Jersey's policies on air, water and land conservation, educational and urban affairs and public policy analysis and long range planning over a broad selection of domestic and international activities.

Dr. Held, a trustee of the University, was born in Pennsylvania but spent much of his formative youth in Southern New Jersey. He holds an A.B. degree in political science and economics from Bucknell. After graduate study at Harvard, he received M.A. and Ph.D. degrees in Public Administration from American University. Along with his position at Brookings Institution, he has been professorial lecturer, George Washington University and during 1968 was on leave from Brookings to serve as visiting professor of government and economics at The College of William and Mary. Before joining the Brookings staff, Dr. Held served as director of the Government Operations and Expenditures Program of the U. S. Chamber of Commerce. This followed a series of positions, including government service, a member of the full-time faculties of Bucknell and American Universities, and as consultant to federal agencies.

A former president of the Bucknell Alumni Association and of Phi Gamma Delta fraternity, Walter is married to the former Eleanor Parry '42. They are the parents of three children and reside at 2042 Rockingham Street, McLean, Va.

Alumni Authors

Bloody River

"Because of the subject matter, this book is a study in military history. Like all history, it is concerned with the interactions of impersonal forces, which are sometimes vast, and human beings, who are always fallible — men who squabble, cooperate, and, above all, attempt to control and shape not only the forces of destiny that move and change them but also the individuals who stand in their way or are amenable and serve them.

"The effect that men and their occupations and preoccupations have on each other may be called the personal equation in history. It is all too rarely mentioned in military studies. Sometimes it is of little importance. At the Rapido River it was a vital consequence. There, a conflict between ambition and compassion, duty and morality played a prominent role in the behavior of men who are responsible for the lives of thousands under their command. Their struggles—with the enemy, with their colleagues, and within themselves—is what this book is ultimately about."

These are the final two paragraphs of the Preface to *Bloody River, the Real Tragedy of the Rapido,* by Martin Blumenson '39. The work is one of two recently published by the distinguished Bucknellian, whose works include a study of *Kasserine Pass* and of *Anzio: the Gamble that Failed.* After service in the European theater in World War II, Mr. Blumenson commanded the Third Historical Detachment in Korea and was the historian of the joint task force that conducted the atomic weapons test in the Pacific. He was for ten

---

Bloody River, *by Martin Blumenson. Illustrated. 150 pp. Boston: Houghton Mifflin Co. (1970) $4.95.*

Sicily: Whose Victory?, *by Martin Blumenson. Illustrated. 160 pp. New York: Ballentine Books Inc. (1969) $1.00.*

years a senior civilian historian in the army's Office of the Chief of Military History, and most recently served as visiting professor of military and strategic studies at Acadia University, Nova Scotia. He is currently working on the papers of General George S. Patton, Jr.

Mr. Blumenson acknowledges that *Bloody River* is based in very large part on a segment of his documented *Salerno to Cassino* (Washington, 1969), a volume in the series U. S. Army in World War II. It is also the other side of the Anzio beachhead coin and forms, in a sense, a companion volume to his *Anzio* work.

The second study published by Mr. Blumenson, *Sicily: Whose Victory?* is part of Ballantine's Illustrated History of World War II series. This paperback edition is generously illustrated and examines in dramatic fashion one of the significant battles of World War II.

All the details are there, including Patton's wild dash to capture Messina before Montgomery's troops could enter that city, and the episode involving the slap by a general that had effects around the world. Mr. Blumenson does not dodge the issues or the facts, and he does draw his own conclusions.

The same can be said for *Bloody River.* This is a book which certainly will stir controversy in Texas, for it was the men of Texas who were at center stage in this battle. "The action at the Rapido was one of the most shocking defeats of World War II. The 36th Division, originally a National Guard Unit from Texas, suffered complete disaster, a debacle for American arms. Within the shadow of Monte Cassino in January, 1944, the troops tried to cross the river against German opposition and failed. The casualties were heavy," Mr. Blumenson candidly states.

In seeking to determine who was to blame, if the battle was even necessary, or if it was mismanaged, Mr. Blumenson is involved in a detailed study of men and the things that make men leaders of other men. The book is introduced with a quotation from Sun Tzu,

Martin Blumenson '39

writing *On the Art of War* around 500 B.C.: "There are five dangerous faults which may affect a general: . . . the fifth one is solicitude for his men . . ." But solicitude is but one of the qualities examined. The others include determination, ambition, fortitude, bravery, cowardice, intelligence, competence, and insight—in short, all the qualities of being human in an inhuman situation which has kept philosophical discussions going for many centuries.

The battle of Rapido, in fact, continues to stir controversy—only a part of it philosophical. In 1946, more than two years after the engagement had been fought, the Committees on Military Affairs in both the U. S. House of Representatives and the U. S. Senate invited witnesses to appear before them in order to determine whether a full-scale investigation of the battle was justified. Many of the commanding officers of the troops involved testified at these hearings. No full-scale investigation was ever held. Committees concluded that the evidence warranted no further examination of the matter. The finding of Robert P. Patterson, then Secretary of War, was confirmed: the attack at the Rapido had been necessary.

But a real tragedy had occurred at the *Bloody River*, and Mr. Blumenson probes skillfully and portrays masterfully the event and the men involved in it.

Work on Suicide

An English translation of Thomas G. Masaryk's *Suicide and the Meaning of Civilization*, originally published in German, has been made available in the Heritage of Sociology series of the University of Chicago Press. Dr. Morris Janowitz is general editor of the series.

Two Bucknellians are the translators of the work, Robert G. Batson '55 and William B. Weist '50. Mr. Batson, a former Fulbright scholar, is a communications consultant in New York City. Mr. Weist, a former instructor in sociology at Bucknell and former newspaper editor, is managing editor of the Bucknell University Press. The translators acknowledge their debt to Dr. W. Preston Warren, professor of philosophy, who introduced them to the work of the Czech philosopher during their studies at the University.

Thomas Garrigue Masaryk (1850-1937), founder and first president of Czechoslovakia, was one of the most revered liberal democrats of modern times, a man who perhaps came closer than any other to embodying the Platonic ideal of the philosopher-statesman. *Suicide and the Meaning of Civilization*, published in German in 1881, was his first empirical study in sociology, a pioneering attempt to analyze the role of philosophical and moral perspectives in the life of the individual and society.

In the late 1960's there was a resurgent interest in the life and work of Thomas Masaryk. Czech intellectual and social concerns included a new investigation of the alleged "suicide" of his son, Jan Masaryk (1886-1948), Czech foreign minister at the time of the Communist coup of February 26, 1948. This investigation by the Dubcek regime, in its turn, formed part of the background to the dramatic events of August, 1968.

"We surrender our intellects to

Suicide and the Meaning of Civilization. *T. G. Masaryk. Translated by William B. Weist and Robert G. Batson. With an introduction by Anthony Giddens. 288 pp. University of Chicago Press (1970) $10.00.*

learning, our feelings to a religion and a church in which we no longer believe and which we no longer trust—that is the single, but atrocious, failure of our civilization." Masaryk characterizes this failure with the German noun Halbbildung ("half-education"), using the term to describe the lack of unity in the world view of a society. It is "half-education" that rules in the "sick" society, and suicide rates are an index of the depth of the illness and the extent of the divorce between the intellect, the spirit, and the moral act.

Masaryk noted in later works that his work on suicide "gives in a nutshell a philosophy of history and an analysis of the modern era" (*The Making of a State*, English version, 1927, p. 291). He also remarks in another book (*The Spirit of Russia*, Vol. 2, p. 557, English, 1919): "In my attempts at philosophico-historical explanations I start from the conviction that religion constitutes the central and centralising mental force in the life of the individual and society. The ethical ideals of mankind are formed by religion; religion gives rise to the mental trend, to the life mood of human beings."

Almost three decades after its original publication, in 1910, Masaryk sent the work to Tolstoy, with whom he had discussed the subject. Tolstoy, at work on an essay on suicide, noted in his diary for May 3, 1910: "I walked up and down in the park and read Masaryk. I thought about suicide and again read over the book which I had already begun. It is good. It would have been good to write. Wrote Masaryk." (I. Silberstein, "L. N. Tolstoy and T. G. Masaryk," *Slavische Rundschau*, Vol. VII (1935), no. 3, p. 162.)

Masaryk analyzes and evaluates a considerable volume of literature and statistical material which had accumulated on the subject of suicide at the date of writing. He discusses suicide in relation to the effects of nature—climate, weather and seasons; and in relation to the conditions of society—economics, social and political. He also considers, as variants in suicidal behavior, sex, health, age and population growth, concluding with a study of suicide among prisoners and of the effects of one's occupation on suicidal tendencies.

Mr. Batson, who received his B.A. degree in religion and sociology, resides with his wife, Bonnie, and son, James, at 2236 28th St., Long Island City, N. Y.

Mr. Weist resides with his wife, Annamarie, and two sons, Karl and Kurt, at 522 Pennsylvania St., Lewisburg.

In Memoriam

1894

A Patron of the University, Mrs. Gouvernor K. Wattson, the former Ida Gertrude Greene, of the Institute Class of 1894, died June 20, 1970, at her home in Mercedes, Texas. Mrs. Wattson, at the time of her death, was the oldest living alumna of Bucknell. She was the last survivor of her immediate family which had many close ties with Bucknell. Her father, Calvin Greene, a Founder of the University, served on the Board of Trustees from 1894 to 1908; a brother, Edward M. Greene '95, also a Founder and trustee, served the University in the latter capacity from 1922 until his death in 1953. His wife was the former Carolyn K. Wittenmyer, Institute Class of 1891, who died in 1942. Another brother was Raymond Greene '02 of Lewistown, who attended Bucknell Academy from 1895 to 1898 and received his B.S. degree in 1902. He too, was a Founder of the University and passed away in 1935. Mrs. Wattson had two sisters, Nora May Greene, Institute 1894, of Lewistown, who died in 1954, and Esther (Mrs. Hugh Hamilton), Institute 1896, who had resided in the New York City area and passed away in 1948.

Although a native of the Huntingdon area of Pennsylvania, Mrs. Wattson had lived in Mercedes since 1909, where her husband had established a hardware store. She was instrumental in bringing culture and refinement to the area of her adopted home and was a charter member of the Barlow Chapter of the Daughters of the American Revolution, the Rio Grande Valley Historical Society and the Mercedes Study Club. She was the last charter member of the First Baptist Church of Mercedes and was active in its work until confined to her home the last several years. She was one of the founding members of the Valley Hospital of Harlingen (Texas) and a supporter of the Valley Baptist Academy of Harlingen. On her visits to Pennsylvania she usually found time to spend a day at Bucknell and with friends in Lewisburg.

Mrs. Wattson is survived by four nephews, Waldo Greene, Mission, Texas, and Edward Greene, Greenwich, Conn., both sons of Edward '95; Hugh Hamilton, Boca Raton, Fla., and Raymond Hamilton, Bedford, Mass., both sons of Esther Greene Hamilton '96.

1909

Mrs. Robert Yeager (Ida M. Sames) of Norristown, passed away on June 10, 1970. She is survived by a brother, Walter, of Norristown.

1914

The Rev. John E. Kauffman of Santa Ana, Calif., died June 11, 1970. He had served Presbyterian and Congregational Christian churches in Massachusetts, New Jersey and Ohio prior to retiring and moving to California. Survivors include two children and several grandchildren.

1916

Mrs. Stephen F. Puff '20 (Grace E. Starr, DS'16) passed away June 10, 1970. Her death was a shock to their many friends, especially those who had the opportunity of visiting with them during Mr. Puff's 50th Reunion just 12 days earlier, their last visit to the campus. Mrs. Puff was a member of the D. A. R., the Eastern Star and was retired from the Federation for the Handicapped. Among her survivors are her husband (217 Beach Blvd., Forked River, N. J. 08731), two children and several grandchildren.

1918

Barton H. Mackey, former insurance broker of Newark, Del., died of an apparent heart attack July 15, 1970. His wife passed away in 1968 and he is survived by two sons, Barton L., a dentist, and David L., a medical doctor.

1920

David J. Martin of Williamsport, a retired salesman for the Lone Star Cement Company, died July 16, 1970. He received a B.S. degree from Bucknell and was a member of the Phi Gamma Delta fraternity. His wife, a daughter and a sister are among his survivors.

1921

Chelten W. Smith of 17 N. W. 3rd Ave., Clearfield 16830, passed away July 1, 1970. He was a prominent church and civic leader and was a retired executive of the Pennsylvania Electric Company. He received a B.S. degree in electrical engineering from Bucknell and was a member of the Phi Kappa Psi fraternity. Among his survivors are his wife; a son, Chelten W., Jr. '50 of Erie; a daughter, Mrs. Jacqueline Portent '53 of Miami, Fla., and a sister, Mrs. Thelora Musser '19 of Lewisburg.

Arthur E. Harris of Hilton, N. Y. died September 2, 1969. He received a B.D. degree from Colgate-Rochester Theological School but his career was in the field of education. He was principal of the Brighton High School in Rochester, N. Y. and had retired in 1955. Among his survivors is his wife, the former Elsie Rich.

1923

Frank U. Davis, M.D., retired eye, ear, nose and throat specialist of Delray Beach, Fla., died April 16, 1970. He was a member of the Kappa Sigma fraternity at Bucknell and received his M.D. degree from Temple University Medical School. He is survived by his wife, the former Arlene Hoff, of F-23 Briny Breezes, Delray Beach, Fla. 33444.

1926

David L. Miller, retired senior vice president of Allegheny Airlines, died July 15, 1970. He had been with the airlines 28 years after starting as a ground school instructor and progressing through the ranks of traffic operations. Survivors include his wife, the former Jeanne Porter and three sons, Jan, Hugh and Brent, of 410 S. Kensington St., Arlington, Va. 22204.

Harry F. Bird of Jersey Shore, a former bridge and building inspector for the New York Central Railroad, died June 29, 1970. He received a B.S. degree from Bucknell. Survivors include his wife, Kathryn, and several children.

1928

Dr. Paul R. Seibert, well-known retired dentist, died suddenly at his home on July 24, 1970. He received his D.D.S. degree from Temple University Dental School and has always practiced in the Muncy area. He was widely known also as a fancier and breeder of prize winning bantam breeds of poultry. Among his survivors are his wife, the former Kathryn Martin Spotts, a son, Paul R. '59; a daughter, Mrs. James Muffly of Muncy; two step-sons and two stepdaughters.

1929

Mrs. F. Earl Bach '26 (M. Elizabeth Evans) of 88 Coolidge Ave., Glens Falls, N. Y., died July 22, 1970 of cancer, following a long illness. She received an A.B. degree from Bucknell and was a member of the Pi Beta Phi sorority. Among her survivors are her husband, retired president of the First National Bank of Glens Falls; two daughters, Mrs. Betsy Peters and Mrs. Kathy Medina.

1933

Henry W. Hallett, a retired Wilmington school teacher and a professional organist, died August 3, 1970, after a short illness of a heart ailment. He received an A.B. degree from Bucknell and was a member of the Sigma Chi fraternity. Mr. Hallett was never married and his only immediate survivor is his sister, Mrs. Virginia Hallett Stevens '35, of Brinton Lake Club, Lake Drive, Thornton, Pa. 19373.

1938

Dr. Edward P. Kamienski, optometrist of 167 Lake St., Upper Saddle River, N. J., died August 9, 1970. He received an A.B. degree from Bucknell and was a member of the Sigma Alpha Epsilon fraternity. His O.D. degree was awarded by Columbia University in 1940 and he conducted his practice in Passaic, N. J. Among his survivors are his wife, the former Helen Murko; two sons, Edward and Howard; a daughter, Jane; a brother and a sister.

1964

Attorney William S. Nelson of Ithaca, N. Y. passed away June 8, 1970. He received a B.S. degree in business administration from Bucknell and was a member of the Sigma Chi fraternity. He was awarded his law degree by the University of Buffalo in 1967. He then served with U. S. Army Material Command in Washington, D. C. until 1969, with plans for joining a law firm in New York after his discharge. He is survived by his parents, Mr. and Mrs. Carl H. Nelson, 104 Northway Rd., Ithaca, N. Y. 14850.

Coach Henry 'Hank' Peters Dies

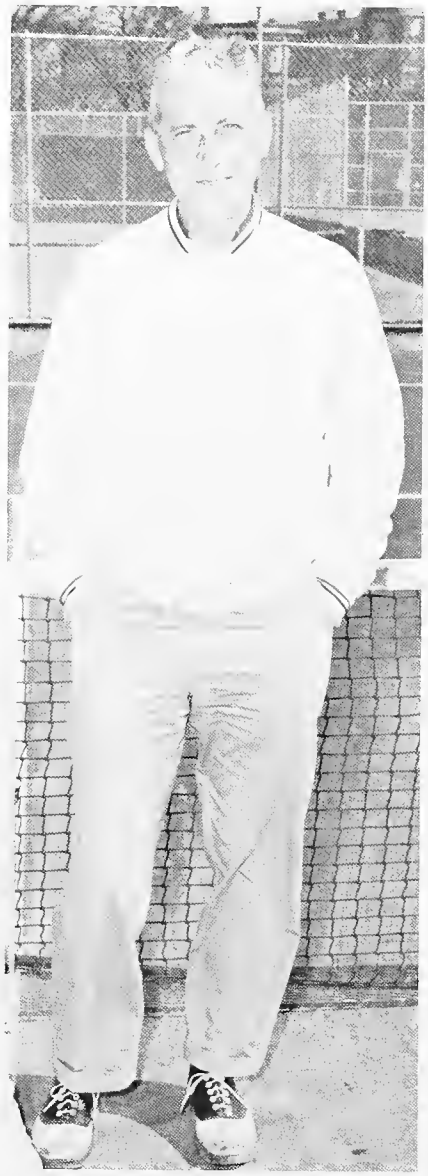
Henry N. "Hank" Peters '39 died Saturday, August 15. Death was ascribed to a coronary occlusion. He was 62.

The renowned tennis coach collapsed about 3:30 P. M. Saturday at the Bucknell courts, where he was supervising the mixed doubles competition in Lewisburg's first invitational tourney, which he organized. Coach Bill Yeomans, a competitor in the event, applied mouth-to-mouth resuscitation, but Hank died before an ambulance arrived on the scene.

An associate professor of physical education, Mr. Peters joined the Bucknell faculty in 1938, serving as coach of the varsity baseball and basketball teams while a senior at Bucknell. A native of Wilkes-Barre, he graduated from Coughlin High School and Wyoming Seminary, completed two years of study at Bucknell Junior College (now Wilkes College), and enrolled as a junior at B. U. in 1937. He received B.S. and M.S. in education degrees at Bucknell and a master's degree in physical education from Penn State. He was a chief petty officer in the Navy during World War II.

A stand-out athlete, "Hank" was a member of the 1938 and 1939 varsity baseball and basketball teams. Though he coached Bison soccer teams from 1952 to 1964 and maintained an intense interest in all sports, it was as a tennis coach that he won his greatest recognition. During his outstanding career as "Mr. Tennis" at Bucknell, his Orange and Blue teams won 158 matches and lost 129. His 1970 Bisons compiled a 14-0 record, repeating their 1969 triumph as champions of the university division of the M. A. C. His 1969 Bisons were 11-2.

A man who developed many top players and coaches, one sports columnist described him this way: "He could talk a leg off you when the subject was tennis. And the impression he gave you was that Hank Peters had little to do with coaching the sport. His boys won simply because they were, as he said, 'terrific.' "



Coach 'Hank' Peters '39

A member of Phi Kappa Psi fraternity, he was scheduled to serve as house manager this year. He was a member of the Presbyterian Church and of the Kratzer-Dull American Legion Post, Lewisburg.

Coach Peters is survived by his wife, the former Margaret G. Williams and a sister, Louise Peters.

Buck's Memorial

Contributions to a memorial in honor of John H. Shott '22, director of Alumni Relations at Bucknell from 1950 to 1968, are still being received at the University.

Although the exact nature of the memorial has not been determined to date, friends who wish to remember "Buck" may make contributions to Bucknell, designating their gifts to the John H. Shott Memorial Fund.

The Bison Club recently honored Buck's long and faithful service to the University by designating that its scholarship fund henceforth will be known as The John H. Shott Memorial Scholarship Fund. Buck served as the club's secretary for almost two decades.

Mrs. Beatrice Shott ("Trix") recently changed her campus address to 308 St. George St., Lewisburg (telephone: 524-9065). She has asked that correspondence be directed to her at this new address.

THE BUCKNELL ALUMNUS

Published every month except February, June and August for Alumni and friends of Bucknell University. Entered as second-class matter at the post office at Lewisburg, Pa. 17837. Return requested on Form 3579.

IN THIS ISSUE

THE BUCKNELL ALUMNUS, Vol. LVI, No. 2, Sept., 1970. Published by Bucknell University. Lewisburg, Pa. 17837. William B. Weist '50, Editor. Photos by Ralph Laird. Emil Kordish '42, President, The General Alumni Association. Jack E. Brothers '58, Director of Alumni Relations. David W. Hayes, Associate Director. Mrs. Janet Myers, Classnotes Editor.

HOMECOMING WEEKEND

October 2-3, 1970

Friday, October 2

Freshman Football: Bisons vs. Lafayette—3:00 P. M.

Meeting of Board of Directors, Bucknell Alumni Association

Bison Club Round-up, Hotel Lewisburger—8:00 P. M.

Saturday, October 3

Bison Club Breakfast—8:00 A. M.

Homecoming Float Parade—10:30 A. M.

Soccer: Bisons vs. Rutgers—11:00 A. M.

Alumni Luncheon—11:45 A. M.

Football: Bisons vs. Gettysburg—2:00 P. M.

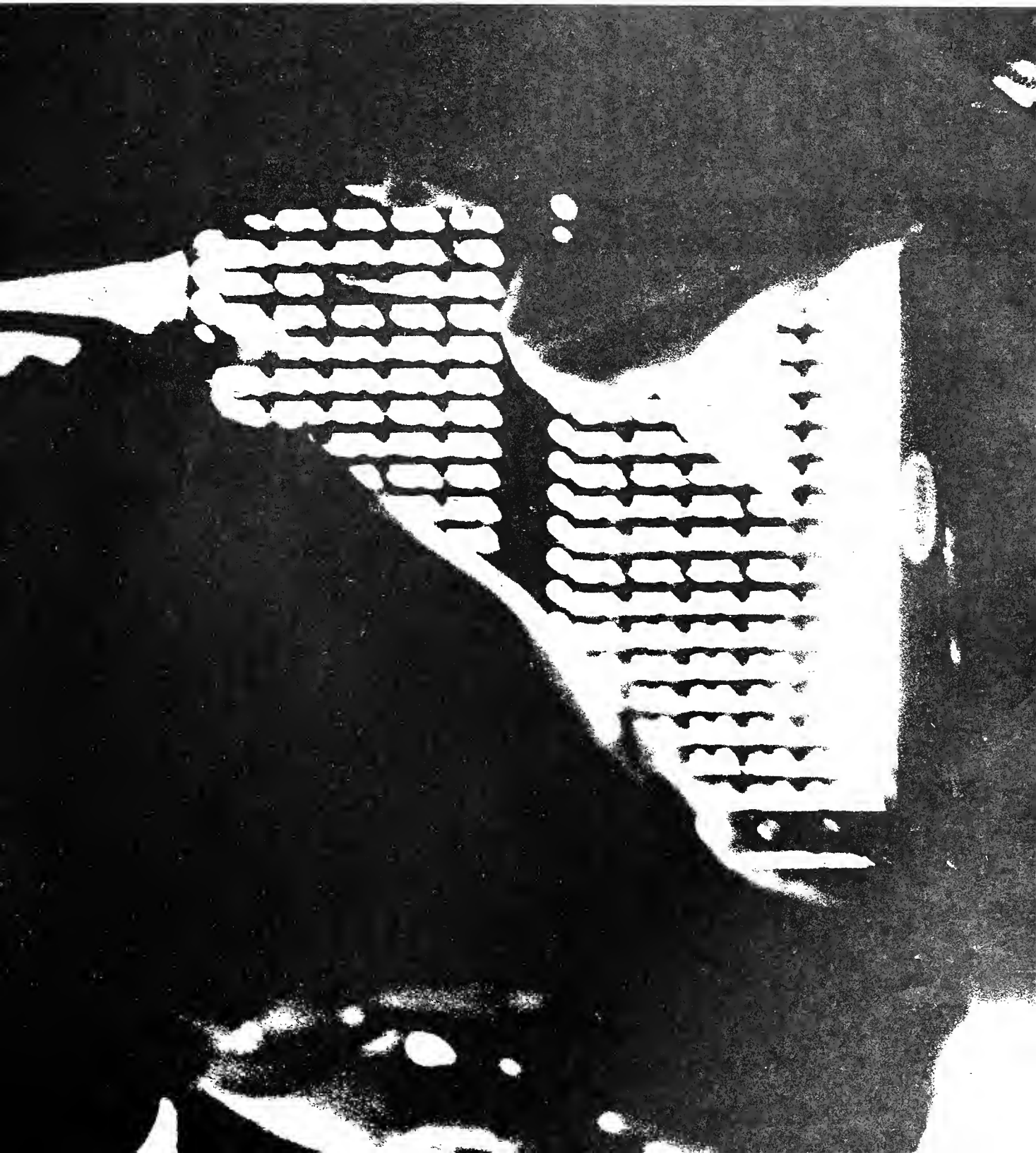
B. E. A. A. Dinner—6:30 P. M.

Homecoming Dance—9:00 P. M.

THE BUCKNELL ALUMNUS

NOVEMBER 1970

Volume LVI, Number 4



Published every month except February, June and August for Alumni and friends of Bucknell University. Entered as second-class matter at the post office at Lewisburg, Pa. 17837. Return requested on Form 3579.

IN THIS ISSUE

THE BUCKNELL ALUMNUS, Vol. LVI, No. 2, Sept., 1970. Published by Bucknell University. Lewisburg, Pa. 17837. William B. Weist '50, Editor. Photos by Ralph Laird. Emil Kordish '42, President, The General Alumni Association. Jack E. Brothers '58, Director of Alumni Relations. David W. Hayes, Associate Director. Mrs. Janet Myers, Classnotes Editor.

HOMECOMING WEEKEND

October 2-3, 1970

Friday, October 2

Freshman Football: Bisons vs. Lafayette—3:00 P. M.

Meeting of Board of Directors, Bucknell Alumni Association

Bison Club Round-up, Hotel Lewisburger—8:00 P. M.

Saturday, October 3

Bison Club Breakfast—8:00 A. M.

Homecoming Float Parade—10:30 A. M.

Soccer: Bisons vs. Rutgers—11:00 A. M.

Alumni Luncheon—11:45 A. M.

Football: Bisons vs. Gettysburg—2:00 P. M.

B. E. A. A. Dinner—6:30 P. M.

Homecoming Dance—9:00 P. M.

Around Campus

Faculty Reject Plan

The faculty rejected (at a special session on Monday, October 20) a resolution by the Association of Bucknell Students calling for a modified "Princeton Plan." In essence the student resolution called for the granting of an incomplete grade in course work to any student "who wishes to participate in the political activity of the nation as an exercise of civic responsibility," with all first semester work to be completed by the first week of the second semester. The faculty's decision was to continue its present policy on incompletes (work must be completed by the fourth week of the following semester), and to reaffirm its good faith in legitimate student absences.

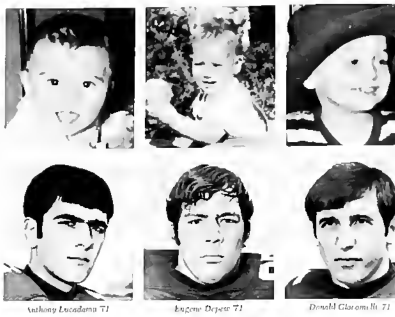
Faculty Aid Admissions Staff

Twelve faculty members began volunteer duties in the Admissions Office on October 1. The professors, who represent departments in engineering, the sciences and the humanities, are interviewing candidates for admission to the University. All attended two training sessions with members of the Admissions Staff prior to undertaking this new task. Their work adds approximately 25 personal interviews per week that can be granted to prospective students. Since requests for personal interviews have increased substantially, this faculty effort is a major contribution to the work of the Admissions Staff.

Some 1200 interviews had been conducted between May 1 and October 15. There are now 315 Early Decision applicants of the 1,006 processed to date. The freshman class admitted next year is expected to number about 725 to 750.

Bucknell on ETV

Though details are incomplete as we go to press, the Bucknell-Lehigh basketball game on Dec. 10 will be telecast by at least five educational T.V. stations on a *delayed* basis. Stations listed to carry the game include WLVT, Bethlehem; WVIA, Scranton; WITF, Hershey; WLIW, Garden City, N.Y., and WQEX, Pittsburgh. Check for the date and time in your local area.



Anthony Lucadamo '71 — *Eugene Depew '71* — *Donald Giacomelli '71*

"The Child Is Father to the Man . . ."

Some proof that "the child is father to the man" was provided in a feature story by Dave Wohlhueter, sports information director, who gathered together baby photos of all seniors on the football team and published them side by side with 1970 photos of these young men. Our sample includes only Co-captains Gene Depew and Don Giacomelli and Tony Lucadamo, but some statistics may add weight to the photos above. The "monster" man on defense, Tony is 5'-9" and weighs 165. The left tackle on defense, Gene is 6'-1" and hits the scales at 235. An offensive halfback, Don now stands at 6'-2" and weighs 200. None of this is scientific, but neither is growing up.

◆ George K. "Lefty" James '30, outstanding end on Bucknell grid teams under Coach Carl Snavely, was installed in the Pennsylvania Sports Hall of Fame for 1970 in ceremonies held in Harrisburg on November 15. "Lefty," who served from 1936 until 1960 on the coaching staff at Cornell, the last 14 years as head football mentor, also was a stand-out baseball player in his student days at Bucknell. He resides at Lansing East Apt., Ithaca, N.Y. 14850.

Name Dr. David D. Pearson to Herbert Spencer Professorship

The Herbert Spencer Professorship in Biology, created by a $100,000 grant from the Samuel H. Kress Foundation in New York City, has been announced at Bucknell University.

Dr. Spencer was president of Bucknell from 1945 to 1949 and from 1949 until his death in 1960, was executive director of the Kress Foundation. The Foundation's work is mainly in the fields of art and post-graduate medicine.

At the same time, it was announced that the newly-created professorship has been awarded to Dr. David D. Pearson, assistant professor of biology at Bucknell and a member of the University's faculty since 1966.

The Spencer Professorship will make possible the development and administration of cooperative programs between Bucknell and the Institute for Medical Education and Research at the Geisinger Medical Center in Danville. In his new position Dr. Pearson will devote some time to consulting on programs of research at the Institute in addition to his regular teaching and research in biology.

Recipient of bachelor of arts and master of science degrees from the University of Connecticut and a Ph.D. degree from the University of Kansas, Dr. Pearson is chairman of the five-county Northeastern Area Committee of the Susquehanna Valley Regional Medical Program. His special fields of interest are immunobiology and biochemistry and he has published several articles on immune systems in reptiles and mammals.

In 1969, Dr. Pearson was appointed chairman of the Susquehanna Valley Regional Medical Program, Northeastern Area, in which he has displayed an active interest in research on cancer, heart, stroke and related diseases.

More recently, he received a grant from Pennsylvania Department of Public Instruction to conduct a conference at Bucknell on "Principles and Problems in Mental Health and Mental Retardation." The conference will be held on January 15 and 16, 1971.

Dr. David D. Pearson

Greet Prime Minister

Gifts of cuff links bearing the Bucknell University seal were presented to Japanese Prime Minister Eisaku Sato by the seven Bucknellians who were his guests at a meeting in his hotel suite in New York City on Monday, October 19.

The students also gave Mr. Sato a Pennsylvania Dutch centerpiece, a wall fixture which includes a barometer, thermometer, and the Bucknell seal, and a box of locally-made candy for his wife.

The Bucknellians, all of whom have taken work in Bucknell's Japanese Studies Center and who made a study-tour in Japan, last August, included Jeffrey Sherwin, of Port Jervis, N.Y., Richard Mackie, of Stockbridge, Mass., Heather Entrekin, of Medina, N.Y., John Duffy III, of Beaconsfield, Quebec, Canada; Helen Koons, of Paramus, N.J., Sally Henderson, of Zelienople, and Pamela Havens, of Johnson City, N.Y.

Dr. David Lu, chairman of the Japanese Studies Center at Bucknell, and Miss Akiko Kawano, a lecturer in Japanese, accompanied the group. Hiroshi Uchida, Japanese counsel general, was also present at the meeting.

Mr. Sato met with New York Mayor John Lindsey following his talk with the Bucknellians. He addressed the United Nations General Assembly on Wednesday, October 21 and met with President Nixon on Saturday, October 24 before returning to his homeland.

Eastman Kodak Grants

Bucknell University has been awarded two grants totaling $8,750 from the Eastman Kodak Company as part of the company's $3.3 million educational aid program for 1970.

Bucknell has received a grant of $3,750 as one of 101 privately supported colleges and universities awarded unrestricted grants totaling $631,500.

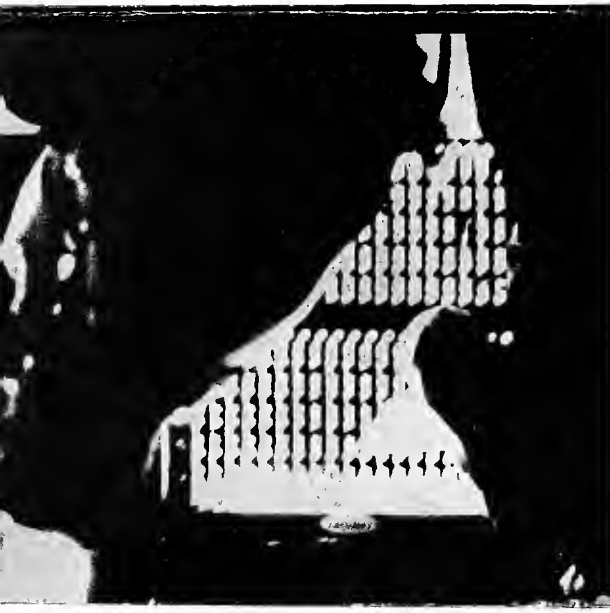
U. S. Steel Foundation

Bucknell University has received an unrestricted grant of $25,000 from the United States Steel Foundation.

The grant to Bucknell is one of 25, ranging from $15,000 to $100,000, made to colleges and universities by the U. S. Steel Foundation for major-purpose or capital needs.

Library Memorial

Some of the friends of Mary Elizabeth Evans '29 (Mrs. F. Earl Bach), who died in July, 1970, have sent contributions to the Ellen Clarke Bertrand Library for the purchase of books in her memory. Alumni interested in adding to this fund may do so by making checks payable to the library and directing them to Mr. Donald Young, treasurer.



THE BUCKNELL ALUMNUS

NOVEMBER 1970

Volume LVI, Number 4

Speaking Directly

By Jack Brothers '58
Director, Alumni Relations

Before assuming this post, I had served briefly as a Director on the Alumni Association's Board of Directors. Frankly, I believe I accepted the Director's job because it was flattering . . . and it would look good on my resume! Though I was active at the club level in Philadelphia and then Boston, I had little idea of what went on at the general Board of Directors level. My image of their activity was not one of dynamicism. At my first meeting, it became apparent that this, in fact, was a very energetic group which took its responsibilities seriously. My point to all of this is that I am not so long removed from the ranks of lay alumni that I can't realize the detachment you feel from the workings and purpose of the Bucknell Alumni Association.

Let me see if, in just a few paragraphs, I can't assist you in understanding something of the purpose and objectives of this organization.

Our new constitution (adopted in 1969) describes our Association as a complex of classes, chapters, special interest groups that need to work together to provide leadership in accomplishing our common objectives. To do this effectively, the Board of Directors should be as representative as possible. The individual Board members, by being representative of the total alumni body, provide a set of attitudes, which when formally expressed become policy for the Association. The directors in turn perform the important role of communicating with the component they represent, the larger view of the Alumni Association's activities.

There are two kinds of directors, district directors and at-large directors. The district director represents general alumni interests and has operational and supervisory responsibility for all chapter activities within his district. He will assist in insuring continuity of leadership of local alumni organizations, will evaluate the effectiveness of programs within his district, and will make recommendations for improvement when appropriate. The at-large director will insure that special interest groups and segments of the alumni body are properly represented, bringing into better focus areas sometimes overlooked when we strive too hard for general interest.

The Board presently consists of 21 district directors and 18 at-large directors. The district directors have been operating for three years now and their duties and responsibilities are quite well understood. It is through them that we hope to develop active and imaginative alumni programs at the chapter level. They have a tough but rewarding task ahead of them.

The at-large directors generally fall into two categories: those representing special activities and those representing age groups. In the first category, the Bucknell Engineering Alumni Association will have three directors serving three-year terms, the Bison Club two directors serving two year terms, the Alumni Interfraternity Council, and the Alumni Relations Committee of the Board of Trustees, one each for a three-year term. The Bucknell Parents Association has been invited to provide one representative for a two year term.

The Emeritus Club has been invited to provide one director for a three-year term, thus representing the senior portion of our age representation. The younger classes will be represented in the following manner: At graduation and the Fifth and Tenth Reunions, classes will designate one of their members to represent them on the Board for a three-year term. Through this procedure we will have, in three years, nine directors on the Board representing classes that have graduated within the last thirteen years. We hope this infusion of youth will enable us to better serve this age group, and provide a perspective closely related to that of the undergraduate body. Bill Sheffler, president of the Class of 1970, is now our youngest board member. Next May he will be joined by representatives from the classes of 1971, 1966 and 1961.

With this enlarged and more representative body, we hope to improve communications, determine a variety of meaningful Alumni activities (realizing that the Bucknell Alumni is not a homogeneous body), and seek ways in which we can be of more vital service to the University.

Fall foliage repeats a scene many generations have admired.

Autumn Patterns

The leaves are crimson, gold and brown,
But as each one comes tumbling down,
To me forever they are green,
And spring's frail buds are always seen

"Prospect," in *Little Songs of the Seasons*,
by Bettyanne Galloway '50

The path to the hill as seen from roof of Art and Music Bldg.

Note to Parents: All this work was done in your honor.

Bucknell Parents

Parents Weekend was exciting—including a down-to-the-wire finish in the Bisons football victory over Lafayette, 30-28—and included such bold topics as Professor John Kirkland's "What does Bucknell offer for your $3,700 per year?"

Discussion sessions on opportunities for graduate study, led by Dr. David Ray, chairman of the department of mathematics, on biology, led by Dr. David Pearson, assistant professor of biology, and on economics, led by Dr. William Cooper, chairman of the department of economics, were well received. Other events that met with applause were Cap and Dagger's production of Ben Johnson's *The Alchemist* and a concert given by the Chapel Choir, University Chorale, Symphonic Band and the University Chamber Orchestra.

The Bucknell Parents, an organization of the parents of undergraduates, contributed $1,000 to the Merle M. and Frances B. Odgers Scholarship Fund. Named in honor of the president emeritus and his wife, the fund was established by the Bucknell Parents to provide one or more full time scholarships for undergraduates. Mr. John B. Young, Glen Ridge, N.J., is president of the organization.

An Artful Photographer

The campus can be seen from many perspectives by many different eyes. The scenes on this page and on our cover are views taken through the camera lens of Mark Mallett '70, a part-time graduate student in art. Mark's interests are in the graphic arts, and he adds printmaking to his photographic skills.

Our cover photo was taken backstage during Cap and Dagger's production of *The Alchemist*, showing students directing lighting of a scene in the show.

Patience, please! University Center is to be completed by September 1971.

For Today's Adolescent, Home Is Just an Affectionate Hotel

By THE REV. MAX COOTS '50

Tracing the Family's Loss of Influence On The Young—And What Might Be Done About It

About the Writer

The Rev. Max Coots '50, has been minister of the Unitarian Universalist Church of Canton, N. Y. for 12 years. A major in psychology at Bucknell, he is a graduate of Union Theological Seminary in New York City and holds an M.S. degree in education from Columbia University. He also has held the pastorate of the Unitarian Universalist Church of Cortland, N. Y., and has written extensively for denominational journals. He is married to the former Emilie J. Fritz '50, and they are the parents of three sons.

From one point of view child raising is the same as it was 100 years ago. As the first teachers of language, parents give the child his "mother tongue" with which he progressively learns to think and feel. Language is basic to the total personality development of an individual, and because language is seldom neutral it is the major way that parents transmit and reinforce the fears, hopes, values, taboos, and customs of both the family and the culture. This has not changed.

From another point of view, however, child raising has changed drastically in recent decades. The home, once the most central of all institutions in American society, no longer can claim that unique centrality. For good and bad, the home has had its traditional functions reduced or diluted by having to share its functions with other institutions and with external social forces.

In the farming society that permeated American small towns and cities until recently, the family and home was the physical as well as the emotional center of our society. The home was not only the language teacher, hence the value teacher, but was the primary physical focus of the child's life. In agricultural America the family remained the adult's focus as well. In that society where family relations, hard work, and homely virtues remained relatively constant generation after generation, the home was the main source of the emotional and cultural activities of people. Until the turn of the century, most Americans were farmers or home-centered business and tradesmen, so that the family was even the vocational educator of the young. Then the whole childhood of persons was directed, not at remaining children or at arresting adolescence, but at "growing up" as quickly as possible, for adulthood was desirable.

An Uneasy Creche

Even the church, which then served as the social center of the small-town community, was an extension of the home, not its competitor.

Today, home and family have lost their historic centrality. While the home is still the first teacher of children, it has become an uneasy creche, nurturing infancy and early childhood until the very young can be fed, little by little, into the machinery of the larger institutional society. When the child can be progressively funneled into Cubs and Brownies, organized sports and music lessons, schoolroom, gymnasium, and peer group, the home relinquishes more and more of its traditional importance, until, in late adolescence, the home becomes an affectionate hotel out of which teen-age sons and daughters operate.

For 200 years of American history, the home was the specialist in the development of adults from the cradle to the grave, because there was no other center for personality development. Today there are others, six others, to be exact.

In our desire to better the education of the young, the growing society of specialists has created three legal guardians to supplement the amateur efforts of parents.

Most obvious is the public school, grown from little red crossroads schools or neighborhood family affairs in cities to multimillion dollar educational and para-educational institutions staffed by teams of professionals, who set not only the standards of curricula, but who, by law, determine personal futures and social opportunities. Today the school, not the home, determines if and when the young shall pass through the puberty rites of education and be classified adult.

Second to the school in obvious importance is the legal and legislative system binding together welfare department, family court, penal institution, draft board, and others. In cases of unusual appeal, these, not the family, may determine the destiny of the young.

In some few instances the opportunities of adolescents are determined by banks, foundations, or scholarship committees, which control the funds for higher education. Today, when nearly everyone is born with a plastic spoon in his mouth and few with a silver spoon, the educational credit system more than the family's educational attitudes determine the vocational destinies of our offspring.

In an age of needed specialization it is these agencies that legally define our children's opportunities. If such systems and institutions were as good as the ideals that created them and if their services were distributed equitably, if in other words they were not human systems, there would be no complaint. But, instead, we sometimes resemble bureaucratic feudalism in which the lords of the manors of government determine the opportunities of our offspring depending on a variety of sometimes irrational criteria. Where once the quality of the family determined the quality of its young men and women, often today it must be the quality of other institutions and systems that determine which children will be placed in foster homes, which educated, which drafted, which put on probation or sent to jail, and so on. The prerogatives of parents are limited.

The family also has relinquished part of its child-raising function to extralegal influences, especially in the last 20 years.

Most obvious of these influences is the peer group in adolescence. In a society that fanatically worships youth . . . in a society that has unintentionally weakened the family by the creation of powerful legal institutions . . . in a society where adults have too often showered their young with affluence and withheld open affection . . . in a society where parents prize "being liked" more than being affectionate authorities, an isolated peer group has developed. The anti-adult peer group, estranged from the adult world, has often made late adolescents captives to themselves. In such captivity their opinions, values, and activities become more important to the young than those of their parents, thus weakening the educational power of the family.

This tendency for young adults to break with the familial flow of the culture, throws them into being "self-made" men and women with all the attendant weakness of that system of development.

The influence of the peer group has been reinforced by two other extralegal influences: one, the mass media comprised of TV, movies, and radio with their turned-on frenzy of momentary sensory overstimulation, and, the other, adult commercial exploitation of the fad that seduces the gullibility of the young. Both of these reinforce the peer-group notion that the moment is the meaning to life, feeling for its own sake is the name of the game, and adolescence is the goal of personal development. Consequently, adulthood appears to be a fate worse than death, so obviously the values of adults are little more than the whims of old men past their prime.

In short, the home today seems to handle the leavings of external systems and influences.

I do not think we should regard school, court, college, government, or adolescent peer group as the clear-cut enemy of the family, but neither am I saying we should not. From one point of view, the home is in competition for the souls of the young. If parents are to claim their share in the upbringing of children and youth, they will have to take certain initiatives.

First of all, parents need to overcome fond memories of their own childhood and, comparing that of their own children with their remembered past, have the vague notion that their children are not having so good a time as they had and that they are lesser parents than their own parents were. Not only is this possibly a trick of memory, it creates guilt . . . and Lord, there is nothing so prone to guilt as a conscientious parent. The tendency of such a guilty parent is to withdraw from a close, involved, communication relationship with his children and to compensate for the withdrawal by indulging the material whims of the child, which are dictated by a crassly commercial market, not by need.

A Breed of Idiots

This sense of guilty incompetence is further complicated by the fact that we prize professionalism. Parents are not educators, psychiatrists, social workers, or counselors. Parents know this. If they don't, the very existence of their children will remind them of it. Even if the living situation does not remind the parent of his incompetence, many in the outside professional institution will do so. Professionals in schools and elsewhere often have a condescending, holier-than-thou attitude toward parents, seeming to regard fathers and mothers as a special breed of idiots with no rights except in the off hours when the children, poor things, must be subjected to the fumblings of the family.

The fact is, that while parents are educational amateurs, prone to many mistakes, there is little evidence that our social institutions are doing that much better. Though school or court authorities are quick to blame the parents when a high-school boy has poor study habits, when a girl gets pregnant or vandalism occurs, no one seems to realize that for most of his life after age 6 the child spends as much of his waking time under the influence of other institutions as he does in the home. Yet with 20 years of growing school, club, court, and peer group influences, we have increased juvenile delinquency, unwed motherhood, mental illness, drug and alcohol abuse, and adolescent suicide.

I say this, not to suggest that these other institutions are "bad," but to suggest that the amateur standing of parents may be no worse. Parents can no longer take either all the blame or all the credit for the product that is produced.

I believe that parents should regain some of their historic confidence, exert some of their influence, refuse to let extra-familial forces define all the values and limits for their offspring, and take a more active part in influencing institutions of the community. In some places this will mean greater local control of schools, welfare-rights groups, Parent-Teachers Associations, more complete reports from teachers to parents, regular conference hours with school authorities, published results of school-board meetings, and more citizen interest in the personnel and activities of county boards of supervisors.

In addition to such as these, parents ask me how they should teach their children about those things most threatening to them namely drugs, sex, and "dropping out" of society.

To be honest, no one really knows, not even the authors of popular books on the subjects. I do believe, however, that in general, drug, alcohol, and sex abuse are symptoms of estrangement from adult society and symptoms of a personal lack of self-confidence. Studies of drug addicts show they tend to be noncompetitive, introverted, inadequate personalities, who are unsure of their male or female roles and who avoid unpleasant situations rather than try to resolve them.

Most alienation is found among those youth who were made too aware, too soon, of the negative things in society. Sometimes in our social sensitivity we talked too much, too often, and too soon about the problems of society and the failures of our country without balancing it with pride and confidence in our environment, whether natural or man-made. When the young have no confident place on which to stand and be proud of themselves and be confident in facing the future as adults in the world as it is, they are naturally tempted, as human beings trying to adapt in order to survive, to escape reality, to avoid responsibility, to arrest adolescence and hence avoid adulthood.

Often, too, we have raised children to expect life always to be "fun," and when they discover that the world is not always so, they feel betrayed by us and by the world.

Such, I think, are the basic temptations to over rebellion in its many forms today.

Parents can, in part, reclaim their role as positive teachers of their children and youth in several ways.

What Parents Can Teach

Briefly, they can teach acceptable ways of competition without falling into the dog-eat-dog patterns so many of us dislike. They can emphasize self-acceptance without the aid of drugs, stimulants and depressants except in the medical situation. They can teach the beginnings of self-confidence by acting as adequate persons themselves. They can teach world-love by giving a balanced account of their world, their country, and adult life in the day-to-day life of the family in a time when TV screams its horrors every hour on the half-hour. Parents can increase self-confidence in their youth and children by making the home more than a hotel from which the offspring radiate to the misleading "fun" activities with which we have overburdened their lives, but only if we, as parents, are willing to limit our own extra-familial activities be they professional, recreational, or "cause" oriented.

We can help children face reality by taking them into confidence on real family affairs, like the family budget, by giving real, not play, work to do in the home, and by sharing what is both good and not so good about being an adult.

We can teach them, and even if we don't, the mass media and peer group will, what is weak and wrong and evil in life, but only the family can teach them that to be a prophet for good is to have a lovers' quarrel with life. To teach them to be prophets without joy, without humor, without love of living is to teach them to be sickened.

Only the family can really feed the growing person with soul food for confident living in a world of so many competing agencies and forces, because, for all their inadequacies, only parents are the specialists in loving.

If you cannot teach love by loving, values by valuing, trust of life by trusting, self-confidence by being adequate, hope by joy in your own adulthood, then your children are orphans destined to be aliens in a strange and hostile world.

EDITOR'S NOTE

This article first appeared in the September 7, 1970 issue of "The National Observer" and is reprinted here with the permission of the editors and of the author. Reprints of the article are now being offered to readers of "The National Observer."

The Varied Worlds of Bucknellians

◆ All their commercials proclaim that "Pan Am makes the going great," and three pretty Bucknellians are aboard those giant 747 transport jets to testify to the facts in the matter. Marilyn G. Kvaljord '70 is now based in Washington, D. C. and flies the European skyways for Pan American. Marsha L. Hamilton '69 and Barbara Puff '69 are flying out of New York City on jet clipper flights to Europe, the Caribbean area, Africa and the Middle and Far East. So, watch for our alumnae on your next Pan-Am flight!

Marsha Hamilton '69

Marilyn Kvaljord '70

Barbara Puff '69

◆ Nine Bucknell University alumni, including a current member of the Bucknell faculty, have been selected to appear in the 1970 edition of *Outstanding Young Men of America*, an annual awards volume which recognizes young men between the ages of 21 and 35 who are working toward excellence in their careers and community service.

The Bucknellians honored include Major Kalman Csoka, Jr. '62, assistant professor of military science at Duquesne University in Pittsburgh, and William S. Moyer '53 who is a refining accounting coordinator for Esso Asia Service, Inc. in Singapore. Major Csoka, who received a B.S. degree in mechanical engineering, assumed his present post in August, 1969, after serving two tours of duty in Vietnam. He recently received the First Oak Leaf Cluster to the Bronze Star for meritorious service and the Air Medal, awards one through seven. Mr. Moyer received his B.S. degree in commerce and finance and previously worked for the Standard Oil Co. in this country and in Manila and Saigon. Also selected was Dr. David A. Lutz '59, who received a B.A. degree *cum laude*. Currently serving as a lecturer in religion at the University, he received a B.D. degree from Colgate-Rochester Divinity School and a Ph.D. degree from Drew University.

The other Bucknell alumni selected are Richard B. Boldue '61, Rochester, N. Y., a recent graduate of the Syracuse University College of Law, where he was president of the student bar association; Robert M. Gettings '61, Springfield, Va., a management officer with the President's Committee on Mental Retardation of the Department of Health, Education, and Welfare; Henry A. Lambert '57, New York City, executive vice president of the Carol-Rudolph Corporation, a major real estate company; Kenneth G. Langone '57, Manhasset, N. Y. president of R. W. Pressprich and Co., Inc., a leading brokerage concern in New York City; Dr. Robert R. Larsen '56, Denver, Colo., a former medical missionary to India and now a surgical resident in a Denver hospital, and Alan W. Steiss '59, Blacksburg, Va., assistant director of the Center for Urban and Regional Studies at Virginia Polytechnic Institute.

◆ The Rev. Dr. Nicholas G. Sileo '49 has been appointed dean of student services at Florida International University at Miami, Fla. He formerly served as director of community affairs at the University. The new dean is a member of the Phi Lambda Theta fraternity and received his A.B. degree from Bucknell in 1949, his B.D. degree from Colgate-Rochester Divinity School in 1952, and his Ph.D. degree in sociology from Florida State University in 1968. An academic sociologist, he will continue to teach on a regular basis. Mrs. Sileo is the former Nida Poteat '48, a member of the Pi Beta Phi sorority at Bucknell who now serves as a secondary school teacher. The couple has five children and lives in Miami, Fla.

◆ Robert W. Cochran '45, Cazenovia, N. Y., has joined CBS Laboratories, a division of Columbia Broadcasting System, Inc., as director of marketing for professional products. He is responsible for all professional products domestic and foreign marketing programs serving the broadcasting and communications industry, business and education. Mr. Cochran formerly headed General Electric's Command Performance Network Communication Service and served in several executive positions with that company. He received a B.S. degree in physics from Bucknell and is a member of the Lambda Chi Alpha fraternity. The Cochrans have two children.

◆ Harold M. Hoffman, Jr. '50, Lebanon, has been named plant manager of Whitmoyer Laboratories, Inc., of Myerstown. A 1950 chemical engineering graduate of Bucknell, Mr. Huffman was employed in various production and development capacities with Merck & Co. and Bristol Laboratories, prior to joining the Whitmoyer organization in 1961. He is a member of the American Chemical Society, American Legion and Elks. He and his wife, the former Victoria Torzanski, have three sons.

◆ Ernest Hendricks, Jr. '50, Teaneck, N. J., has been appointed an assistant corporate trust officer of Marine Midland Grace Trust Company of New York. The Bucknellian, who received his B.S. degree in commerce and finance in 1953 and is a member of the Phi Lambda Theta fraternity, joined the bank in January 1970, and is in charge of the computer accounting control section of the corporate trust department. He retired as a Major in the U. S. Army at the end of 1969 after 25 years of service to his country. Mr. Hendricks and his wife, Audrey, are the parents of two sons and live at 156 Voorhees Street.

◆ Marvin C. Kelly '54 is the new director of management advisory services for Haskins and Sells. Marv, a chemical engineering graduate, joined this international public accounting firm in 1964. Previously, he served with the U. S. Army Signal Corps in Alaska and was associated with the Goodyear Tire & Rubber Company, Union Carbide, and the Colgate-Palmolive Company. A member of Sigma Alpha Epsilon at Bucknell, Marv received his MBA in Industrial Management at the University of Michigan in 1958 and subsequently studied at Columbia University. He is married to the former Virginia Martin '54. With their children—Marvin, 8, Pamela, 6, and Mark, 4—they live at 6 Vince Road, Somerset, N. J.

Nicholas Sileo '49

Robert Cochran '45

Marvin Kelly '54

Ernest Hendricks Jr '53

Harold Huffman '50

William Webber '50

◆ William R. Webber '50 who received his B.S. degree in commerce and finance and is a member of the Tau Kappa Epsilon fraternity, has been appointed manager of General Electric's newly formed Audio Electronics Marketing Operation, according to a recent announcement made by the vice president of the company's Consumer Electronics Division. Mr. Webber, who joined General Electric in 1950, had previously been the division's manager for business planning. He is a native of Lewisburg and son of Harold Webber, a 1927 graduate of Bucknell. Mr. Webber is married, has three daughters, and resides in Fayetteville, N. Y.

◆ James A. Kirk '57 has been appointed Pittsburgh district manager for The American Appraisal Company, Inc., with offices at 3147 One Oliver Plaza. Mr. Kirk received a B.S. degree in economics from Bucknell in 1957 and is a member of the Phi Gamma Delta fraternity.

Bridging the 'Gap' Via the Marketing Media

Where the Market Lies

Some thoughts on how the marketing media might bridge the "generation gap" in social ideas as well as in merchandising were advanced recently by David A. Grimm '50, ABC Radio Network Director of Station Relations.

Addressing leading businessmen, retailers, advertising agency personnel and members of the faculty of the Radio-Television Department at Michigan State University, Mr. Grimm stressed the potential of today's important youth market in noting that "the young people are there now, with discretionary dollars that will respond to carefully planned, on-target marketing; results can be measured in retail share increases."

As an example, Grimm drew upon recent data projecting the rapid shift in age groups.

"People age 20 to 29, for example, increased in numbers by only two million in the 1960's. In the decade ahead, that group will grow by 15 million—far and away the fastest growing segment of the total population."

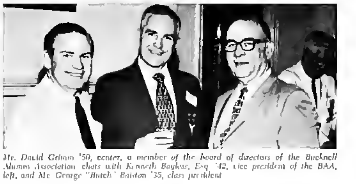
Grimm went on to say that "older age groups—people in the age 35 to 54 bracket will tend to become somewhat less important in the population pattern. Markets of the '70's will be importantly influenced by such population shifts—and by conspicuous changes in spending power of various groups."

Mr. Grimm quoted from a study by the National Industrial Conference Board as an indication of what to expect in the '70's. "By 1980, with growing numbers of young and affluent households, the 25 to 34 age groups will hold an estimated 26 per cent of the total spending power."

Grimm continued: "But, we want to know more, and it is when we go beyond the parameters of age and income demographics to plunge into psychographics that we are led astray by faulty character analyses that lead us and them . . . totally astray . . . until we are worlds apart."

Quoting from a speech delivered approximately four and one-half years ago, Mr. Grimm illustrated: "A recent survey by a leading advertising agency revealed that America's young people for the most part want security. They want censorship and they want to be treated with authority."

"But," Grimm pointed out, "today's youth are not seeking the protection of authority, they are rebelling against it, and the more they are censored, the greater the rebellion." Grimm added, "Mass media has relentlessly zeroed in on the young, but only to sell them things, and in some cases, to oversell them. Mass media has relentlessly dramatized for the adolescent his predicaments. Television magnifies his pimples; radio calls attention to his bad breath, magazines caution him to use an underarm deodorant. It must seem strange to many young people that we, as a nation, have developed and use every possible product imaginable for personal cleanliness, while we tolerate litter and garbage in our streets, parks and highways, and all manner of dirt in our streams, rivers and the air we breathe."



Mr. David Grimm '50, center, a member of the board of directors of the Bucknell Alumni Association chats with Kenneth Bayless, Esq. '42, vice president of the BAA, left, and Mr. George "Butch" Balston '35, class president

In looking to the future, Mr. Grimm said, "If we are all aware of their growing economic influence in the market, and I think we are, we should also be aware of their passion for peace, concern for environment, hatred of hypocrisy, their compassion for the underdog, their cries for justice, their fear of repression and their desire to be heard.

"If all of us, as we claim, have the means and the facilities to promote the movement of merchandise, we also have the means and the obligation to promote the movement of positive, not negative ideas, ideas and movements that appeal to our noblest desires instead of our lowest instincts."

In closing, Mr. Grimm turned the attention of his audience to the future: "In the next decade we can expect steady progress and growth, or rapid disintegration. It all depends on whether we, as well as the younger generation, can grow up and face our problems together in a mature way."

A member of the board of directors of the Bucknell Alumni Association, Dave was a member of the S. A. E. fraternity at Bucknell. He is married to the former Marjorie J. Gass and they are the parents of three children. The Grimm family resides at 20 Goodwin Terrace, Westwood, N. J.

Alumni Authors

◆ A three-act play, *Ofoti*, written by Dr. John S. Wheatcroft '49, professor of English, has been published in book form here and in England. Described as a modern fable, *Ofoti* won the Alcoa Playwriting Award in 1965. The American Conservatory Theatre and Station WQED-TV in Pittsburgh produced it as a television play in 1966. The television production was purchased by National Educational Television Playhouse, and it has been seen on national television from 1966 to 1970. The production received a NET award in 1966. The American publisher is A. S. Barnes and Company. Thomas Yoseloff, Ltd., London, published the writing in England.

Ofoti was first done in its original form by Cap and Dagger at Bucknell in 1960. Written as a stage play, Dr. Wheatcroft adapted it for television production, and it ran as a stage play in Atlanta in the spring of 1968. The play has also been used as the basis for a student-made film by a Pittsburgh preparatory school. Dr. Wheatcroft's other published works are books of poetry, *Death of a Clown*, published in 1964, and *Prodigal Son*, in 1967.

◆ Dr. Ambrose Saricks '37 has assumed his new post as dean of the Graduate School and associate dean of Faculties at Wichita State University. He previously served as professor of history and associate dean of the Graduate School at the University of Kansas. His new address is 8001 East Morningside, Wichita, KS 67207.

In Memoriam

Dr. Norman H. Stewart

Dr. Norman H. Stewart, professor of zoology emeritus, died Friday, October 16. He was 85.

A native of Hamilton, Ont., Professor Stewart joined the Bucknell faculty in 1910, retiring in 1955 after 45 years of service to the University. He received his B.A. degree from the University of Rochester in 1908, an M.A. degree from the University of Michigan in 1910, and his Ph.D. degree from Cornell University in 1923. Professor Stewart did post doctoral work at the Marine Biology Laboratory, Woods Hole, Mass., and at the Harvard Medical School.

An expert on the fauna of the Upper Susquehanna Basin, Professor Stewart was a member of many professional organizations. In 1926, he served as the third president of the Pennsylvania Academy of Science, of which he was a charter member.

The Class of 1955 honored his record of distinguished teaching by dedicating to him their issue of L'Agenda. The yearbook editors note: "His measure of true intelligence was and is the openness of a man's mind. He will live forever in the minds and hearts of thousands of alumni and students to whom he has imparted his priceless love of nature and mankind."

At the Homecoming Luncheon on October 22, 1966, Dr. Charles F. Fox Jr. '31 presented an oil portrait of Dr. Stewart to the University. The portrait was a gift of the Doctors of Bucknell and other former students of Dr. Stewart. The portrait now hangs in Taylor Hall.

Professor Stewart is survived by his widow, the former Mary Fling, 148 Brown St., Lewisburg, a son, Eric '36, three grandchildren and two great-grandchildren.

Professor Stewart

Professor Ewing

Professor Robert M. Ewing

Robert M. Ewing, associate professor of English emeritus, died on Monday, Oct. 26, at his home in Carmel Valley Village, Calif., where he has resided for the past two years.

Professor Ewing joined the Bucknell faculty in 1918 and retired in 1967. Responsible for journalism courses, he was co-author of a text in this field, *Modern Journalism*. Early in his career, he wrote two plays, *Stray Leaves* and *Happiness COD*, the latter being made into a motion picture in 1936. He also adapted Trojan Women (1917) for the stage. In addition to his teaching duties, he also served as adviser to the staff of The Bucknellian.

Prior to joining the Bucknell faculty, Mr. Ewing was an instructor in journalism and English at Keuka College in Keuka Park, N. Y., from 1913-15, and assistant professor of journalism at Ohio Wesleyan University, from 1915-17. He was a civilian instructor of Army communications at Fort Meade, Md. in 1941. He received his B.S. degree from Bradley University in 1910 and an M.A. degree from Columbia University in 1913.

He is survived by his widow, the former Dorothy Johnson, a sister, Mrs. Marguerite Cole of Berwyn, Ill., two nieces and two nephews.

Alan D. Gardner '62

Captain Alan D. Gardner '62, son of Professor and Mrs. Robert A. Gardner of 1034 Market St., Lewisburg, was killed in an aircraft landing accident at the Dak Pek Special Forces Camp in Vietnam on June 27, 1970, during his second tour of duty in that country. He received a B.S. degree in civil engineering from Bucknell and was a member of the Phi Lambda Theta fraternity, the American Society of Civil Engineers, Pershing Rifles, the wrestling team, and was instrumental in establishing skydiving at the University, serving as president of its first skydiving club. His interest in parachuting led to his becoming a member of the 82nd Airborne Division at Fort Bragg, N. C. and of the famous Army Precision Skydiving Team, The Golden Knights, which he served as executive officer. His first Vietnam tour was as an engineer company commander with the 35th Engineer Corps in the building of the Cam Rahn Bay supply complex. He jumped for the Bob Hope Show at Cam Rahn Bay in 1965 and made a second jump in the 1969 show on Okinawa. His descents and platform appearances were included in the Hope annual Vietnam Christmas Tour Television show for those two years, and is mentioned in Bob's book, *Five Women I Love*.

Captain Gardner was a member of the R. O. T. C. at Bucknell, a Distinguished Military Graduate, winner of several R. O. T. C. awards, and upon graduation, was commissioned a 2nd Lieutenant. In February 1968, he entered service with the elite Special Forces Group, better known as the 'Green Berets.' He served in Korea, Taiwan, Okinawa and Vietnam. At the time of his death, he was commanding officer of the 31st Engineer Detachment in the Cambodian border area with responsibility for field engineering at the Special Forces Camps.

Captain Gardner was married to the former Judith Sturgen, a classmate from Lewisburg High School, who joined him for his R & R in Hawaii last March. The couple has two children, Scott Wayne, 9, and Wendy Sue, 6. The family resides at Fayetteville, N. C. In addition to his wife and children, Captain Gardner is survived by his parents and two sisters, Marilyn '53, of 511 Light St., Stratford, Conn. 06497 and Lorna '55 (Mrs. David J. Hower) of 188 Lookout Lane, Willow Grove, Pa. 19090.

Catherine D. Edgett '21

Dr. Catherine D. Edgett '21, Lewisburg, died unexpectedly October 17, 1970, after two days of hospitalization. She grew up in the Scranton-Blakely area, graduated from West Chester Normal School in 1912 and taught school several years. She received her B.S. degree in 1921 from Bucknell with magna cum laude honors and her M.S. degree in biology in 1922. She became a teacher in the Glen-Nor High School of Norwood, and in 1925 received her M.A. degree from the University of Pennsylvania, then entered Women's Medical College and was awarded her M.D. degree in 1929. Her internship was served at the Harrisburg Hospital, after which she established a private practice of medicine in Norwood.

In 1934, she became clinical director at Elwyn Training School, leaving there in 1938 to become assistant superintendent and senior physician at Laurelton State Village where she remained until 1955, when she became senior physician at Mansfield Training School until her retirement a year later.

She was a recognized authority on mental retardation and always maintained her interest in this specialty.

JANUARY, 1971

THE BUCKNELL ALUMNUS

Domestic Policy: A View from the White House

By KENNETH R. COLE, JR. '59

The Little Man: A Forgotten Cause

By JOSEPH D. HUGHES

The Ministry Serves in Industry

By THE REV. HOWARD VANDINE, JR. '49

Search for a Symbol

By

George W. Woodward '51

EDITOR'S NOTE: The board of directors of the Bucknell Alumni Association began last year a search for a suitable graphic symbol. George Woodward '51 was appointed to direct a study of graphic designs and to solicit suggestions from Alumni. This article is his preliminary report on the project, which is still in its initial stages. Anyone who wishes to submit ideas or sketches for a logogram can direct them to Mr. Woodward at 960 Oberlin Drive, Columbus, Ohio 43221.

Logogram: (log'agram) a letter, character, or symbol used to represent an entire word.

The logogram will be a character or symbol to be used to represent the Bucknell Alumni Association (BAA). For this context, BAA will be viewed as the umbrella organization from which all alumni activity takes place.

At this point, only a logogram is involved; only the symbol will be created. In other words, we are not involved in a pervasive "organization identification" program. Ultimately, we may change the name (from BAA) . . . we may, eventually, derive a whole new set of guidelines for "identification." But at this time we are only interested in the *graphic symbol.*

The method for selection of a logogram will be very tight and closed. No large campaign or contest will be staged. Selected professional individuals will be requested to submit proposals: from these proposals a small alumni committee will select a logogram for recommendation to the Alumni board of directors. The recommendation will be the conclusion of a committee report. This approach to logogram selection will minimize time lag, eliminate ill will (professionals don't get disappointed), and keep expense down.

The character (charisma, nature, etc.) of the logogram should be such that it embodies all the positive imagery of Bucknell University: past, present, and future. It might incorporate current imagery such as: University Seal, library tower, the Bison. The logogram should embody the spirit of the alumni, which in its largest sense includes the current student body. Unlike the static imagery of the Seal, the logogram should exemplify a dynamicism, a creative entity of supporting students and alumni.

The planned use of the logogram is varied. Initially, letterheads, newsletters and magazines will display it. Longer range applications might include: decals, on speakers' dais, on office doors, on banners. The desired effect is that of a unique and memorable visual impact, embodying an esoteric exclusiveness, calculated to induce a desire to participate in the entity represented.

The logogram, while primarily a unique visual signature, should not be solely a graphic contrivance. It should be a sublimation of imagery which can be effectively and articulately described in written language. A written explanation of the meaning or imagery of the logogram is therefore an indispensable part of any logogram to be considered.

Colors — orange and blue — are highly desirable, provided the application is feasible and provided the colors will reproduce satisfactorily. If a single color appears the only feasible answer, then probably blue. Perhaps professionals will be of help in this area.

Finally, a comment about the importance of the logogram is in order. It's a fact that the *face* we put on relationships has a lot to do with how we feel about those relationships. It's also a fact that an entity can change, without its imagery changing.

Many alumni remember a Bucknell that isn't there any more. They remember a genteel school smelling faintly of old tennis shoes and rotting leaves. That's gone. The Bucknell entity has changed, and the imagery should keep pace. The Alumni should see the Bucknell that is here and now, a University that is part of the mainstream of our culture, retaining its heritage.

A new "trade-mark" will help.

On Our Cover

Our cover photo and the photo at left are the work of Mark Mallett '70, a part-time graduate student in art. The Ellen Clarke Bertrand Library tower, with Elisabeth Koons Freas Hall in the foreground, is the subject of the cover photo. Photo at left shows path leading to Hunt Hall and New Women's Dorm.

In his search for new graphic perspectives on campus, Mark has sought to use photographic and darkroom techniques to "sketch" with his camera. The black and white renderings are in the tradition of the artist who sketches in charcoal, the camera's lens capturing the details on film for manipulation by the artist-photographer in the darkroom. Several other photos from Mark's collection are included in this issue.

THE BUCKNELL ALUMNUS, Vol. LVI, No. 6, January, 1971. Published by Bucknell University, Lewisburg, Pa. 17837. William B. Weist '50, Editor.

". . . It's pretty hard to market a product at a fair price when somebody across town is giving it away free or far below cost . . ."

An early winter scene with the campus in background and University farm in foreground. Photo by Mark Mallett '70.

A Forgotten Cause THE LITTLE MAN

By JOSEPH D. HUGHES

MY subject is the plight of the independent privately supported colleges, and especially of those small liberal arts colleges of limited resources. My thesis is that the independent colleges are rendering a unique and essential service in American education and that their plight is more dangerously critical than is commonly realized.

Before I discuss with you a problem of higher education let me recall certain developments in Pittsburgh and Texas that made industrial history, created one of the world's great corporate enterprises, and changed the face of the American southwest. These developments are relevant because out of them came some of the resources for the foundations we administer today.

The Texas developments began on a barren little rise—a salt dome—on the plains south of Beaumont, then a town of 9,000. Some people called it "Round Mound," but in the fall of 1900, when a small oil crew came in and set up a newfangled rotary drilling rig, they good naturedly changed the name to "Spindletop." Men had been trying for ten years to make that mound produce oil. There was a demand for oil, even though it was being used almost solely for lamps and lubrication.

These oil men were operating with a credit of $300,000 obtained in Pittsburgh from Andrew W. and Richard B. Mellon, brothers and partners in the banking house of T. Mellon and Sons. They drilled for several months without bringing in a well. On the morning of January 10, 1901, at 1,020 feet, the going had become difficult, and the crew shut down the rig and pulled the drill string to change the worn bit. They were lowering the pipe again when, unexpectedly, mud began to spurt high up the derrick. The crew ran in all directions for safety. As they ran, six tons of four-inch pipe shot up through the derrick, knocking off the crown block. The pipe sailed into the air, broke into sections, and came raining down on the open area.

Everything was quiet then. The men returned to the well. They started cleaning up the debris and, as one historian put it, expressed their feelings "in a manner of eloquence reserved for men in the oil fields."

Suddenly there was a roar. The crew scattered again. Out of the well shot mud, shale, rocks, gas and then a steady, solid six-inch column of oil. This was a gusher—a gusher like none that had ever been seen before—40,000 barrels a day. It was to become the most famous well in the world and it would establish Texas as a major source of American oil.

Within a few months, a group of eight Pittsburgh investors headed by A. W. and R. B. Mellon formed a company to develop the Spindletop field. It had a Texas charter and a capitalization of $15 million. In November the same group created a sister company to refine and market the oil they were producing.

OUT of consideration for Texas pride and respect for Texas natural resources they elected to use the name "Texas Oil Refining Company," but when they found the name pre-empted by others, they called their company "Gulf Refining Company of Texas."

There were problems. The Spindletop wells went dry—temporarily. The Spindletop oil—unlike the greenish, light-bodied, paraffin-based Pennsylvania crude—was heavy, black, loaded with sulfur, with an asphalt base; and refining it brought enormous technical difficulties. There were no pipelines and no refineries in Texas, and there was only one major American buyer—the Standard Oil Company. In 1902, at the beginning of the automobile age, the price of Texas oil dropped to an all-time low of five cents a barrel.

Mr. Hughes is administrative trustee of the Richard King Mellon Foundation, Pittsburgh, Pa. The article is an adaptation of an address he delivered on April 9, 1970 at the Conference of Southwest Foundations in Dallas. It is reprinted with permission from the July-August 1970 issue of *Foundation News*.

The decision of the Pittsburgh investors to operate an integrated oil company meant that they would have to create an entire industrial complex in a new technology, in what easterners then considered a rugged and remote part of the country.

They built a refinery at Port Arthur, and to carry their oil there, they laid down a 450-mile pipeline with the necessary pumping stations and tankage. They hired experts to develop new procedures. They opened sales offices in Houston, New Orleans, Tampa, Philadelphia, and Boston. They formed teams to search out new fields, write leases and drill wells. In 1905, they discovered oil at Glenn Pool, near Tulsa. By 1907, their annual sales of gasoline had reached the respectable total of 133 million barrels.

All this, of course, was the beginning of the Gulf Oil Corporation of which Andrew W. Mellon became President in 1907. You are no doubt aware that Pittsburgh investors have a considerable interest in that company today. Pittsburgh capital and southwest oil are still associated in a productive and creative partnership.[1]

Gulf Oil Corporation, created in Pittsburgh and Beaumont sixty-nine years ago this November, is one of a number of business enterprises that have provided a base for the various charitable and foundation activities of the Mellon Family. The two major charitable institutions with which I am associated are the Richard King Mellon Foundation and the Richard King Mellon Charitable Trusts. And this brings me around to matters that concern us as foundation executives.

There is no need in these times and certainly not before this audience—to justify the role or the record of higher education in America. Education is capital investment. Indeed, trained and disciplined knowledge is one of the nation's most valuable capital resources. In the words of the philosopher A. N. Whitehead, "In the conditions of modern life, the rule is absolute: the race which does not value trained intelligence is doomed."

WE depend on the colleges and universities for educated manpower in every field, including most of our leaders in business and industry. The educators have done a truly remarkable job in carrying added burdens over these past twenty-five years. They trained 2.2 million veterans of World War II. They reformed their curricula after October 4, 1957, to place more emphasis on mathematics and the sciences. They resisted any inclination they may have had to remain small, selective and exclusive—the appealing theory of educating "the elite." They expanded their facilities, built a splendid new physical plant, and attracted teachers and administrators to accommodate the tidal wave of students in the 1960's. There are 7.1 million undergraduates on the campuses today—more than three times the number of 20 years ago.

We get some measure of what has happened in higher education in this century when we realize that in 1900 in this country there were few colleges with more than 2,000 undergraduates.[2]

As for the product of today's colleges, the corporate executives I have talked with are unanimous in saying that the young people they are getting have worked harder and are better qualified, better educated, and better motivated than the generations of students that preceded them. It is a sobering thought that if we were eighteen again, some of us probably would not be admitted to our college and might not stay the course if we were.

This country committed itself in the nineteenth century to a dual system of higher education — one that provides opportunity for both large scale and small scale education in terms of numbers to be served in given institutions. To the earlier private, independent colleges and universities were added the Land Grant Colleges, the state normal schools, and, a little later, the state universities—a movement called by the teacher-poet Paul Engle "the most massive attempt in the world's history to make higher education available to any qualified young person who wants it."[3] The dual system has served us well for more than a hundred years. Now, under the stresses of our times, we re-examine the system as all healthy societies have always re-examined their institutions.

Today the nation's 1,200 private colleges and universities are educating less than one-third of the students enrolled in higher education. That is a considerably smaller proportion than the fifty percent of two decades ago, but it is almost as many students as were enrolled in all colleges in 1952.[4] Many of these colleges, from the largest to the smallest are operating in the red. Virtually all the major private colleges have been experiencing growing deficits at least since 1966, which now appears to have been the year when the intensified crisis began. Some are transferring funds from their operating reserves to meet their payrolls. Some are borrowing money.[5]

If we were to put the problem in the simplest business terms, we might say that the costs of building, maintaining, and staffing the operation have risen faster than the income it produces. Management has raised prices, but unit cost—the cost per student—is near the point where it will be higher than the price the customers will pay. With a growing deficit in unit cost, the difficulty is compounded by an enormous increase in the number of units. Unlike the factory, the college cannot recover its costs by increasing its output per man-hour worked. Productivity remains relatively constant on the campus.

The problem of rising costs and insufficient income, of course, is common to all institutions of higher learning; but it is especially serious for those that are privately supported, and more serious still for those that are privately supported, small, and not heavily endowed.

IN the first place, the independents are competing against a subsidized operation — that of the growing community colleges and the spreading state university complexes. It's pretty hard to market a product at a fair price when somebody across town is giving it away free or far below cost.

The cost gap between the independent and the tax-supported colleges has been widening in these recent years.[6] The independents, of course, can't pass their money problems onto their state or county governments. They may look to the state for assistance, but they have no formal claim and no assurance that assistance will be given. Therefore, they must ask for more and larger grants from foundations, alumni, corporations, and the federal government. Those grants have not been forthcoming in the amount or the manner needed, and 1970 does not look like a good year for an increase. Some observers believe that the economic squeeze already being felt will intensify greatly.[7]

For one thing, the competition for the available private dollars has been increasing, with more people in the act, until we begin to near the point of diminishing returns. The federal government has been cutting back on its funded research programs and is returning high-salaried Ph.D.'s to the teaching ranks. The alumni of the liberal arts colleges are themselves beset by rising costs and new tax laws less favorable to gifts to education. Business has tended to increase the strings it ties to its grants, apparently as a result of dissent and violence on the campus. Foundations are now operating under a federal tax. Foundations and corporations have both undertaken new inner-city improvement programs and related poverty projects.

In the meantime, having tooled themselves up for increased numbers, the independent colleges this past year have seen their enrollments dip—down one-half of one percent for the first drop in sixteen years — although national population in higher education was up almost thirteen percent.[8] The problem is compounded by the fact that graduate education — by far the most expensive service a university renders—is largely concentrated in the private institutions.

IN a study which *Fortune* magazine did on twenty selected colleges, this was said:[9]

"By 1973 the twenty colleges will be running a combined annual deficit of $45 million, and probably will have exhausted their reserves, not to say the generosity of their donors. By 1978 their total annual deficit will have risen close to $110 million, or 17 percent of their operating budgets. The twenty have no idea where the money needed to cover deficits of this size will come from."

The article continued: "The twenty are among the wealthiest colleges in the United States . . . They are the one that breathe most easily. What about the others? No one has yet been able to estimate the deficit the whole community of 1,177 private four-year institutions is piling up. The way things are going, the combined *annual* deficit ten years from now could be in the neighborhood of five billion dollars."

And *Fortune* concludes: "This is obviously impossible. To one degree or another then, the private colleges and universities are faced with the question of survival."

In recent years a number of independent colleges—especially liberal arts colleges — have become state or "state-related" institutions, among them Houston, Buffalo, Temple, Pittsburgh, Kansas City, Akron, and Wichita. Observers believe that there are likely to be more. In 1967, Dr. Allan Cartter, Chancellor of New York University, declared, "Without a shift in current trends, I would anticipate the absorption into state systems of all but a handful of the strongest private universities . . . It would not be surprising to find only several score (private liberal-arts colleges) left by 1980 with even a modicum of vitality."[10]

Time and time again, educators have warned us that the private colleges and universities are in serious trouble. One of my acquaintances—Dr. Edward D. Eddy, Jr., President of Chatham College, one of *Fortune's* well-endowed twenty —told me bluntly the other day, "Too many of us are subsisting on our fat. This situation is scaring everybody. Something has got to give." The presidents of seven small colleges said much the same thing before a Congressional panel last February 4th. They reported that their institutions and hundreds of others like them were faced with bankruptcy.[11]

Dr. William G. Bowen, Provost at Princeton University and author of the Carnegie Commission report on "The Economics of the Major Private Universities," allows that college presidents, like football coaches, are expected to talk of grim prospects; but he adds, "Recent statements about the financial difficulties of these institutions have a tone of gravity and a sense of urgency which compel close attention. In the opinion of this writer, the facts fully justify concern."[12]

IT is hard to see how we can possibly ignore or seriously discount what the responsible professionals have been telling us so insistently. If we distrust them in their judgment on the plight of our educational system, we certainly should not trust them with the care of our most precious resource. If we do trust them, we should act on their warnings.

What would be the consequences of a major decline in the number and quality of the independent colleges? What would be the effect on higher education? What would America lose? It seems to me that four main points need to be made in answering those questions.

First, we would certainly lose a freedom of choice in higher education — choice of place and surroundings, of curriculums, of special emphasis, of standards, of size of college, of size of its classes. That loss or reduction in freedom

of choice can come with disappearance of the college, or its absorption into the state system, or its decline as a quality institution, or with increased tuition that only the well-to-do can pay.

Secondly, we would lose the cross-effect, sometimes synergistic, produced by two different educational organizations working in the same field. Generally the relationship of the two is competitive; sometimes it is cooperative; but either way it very often has creative results beneficial to both parties. The state universities, for example, are strengthened in their relationship to the state boards by the atmosphere of academic freedom maintained by the private colleges. They benefited in the 1950's when the private colleges initiated and led the drive for decent academic salaries.[13] They are emulating the teaching values of the private colleges by establishing small semi-autonomous residential colleges within the larger university.

Each type of institution is stimulated by advances in knowledge and innovation in teaching methods developed by the other. The private colleges are commonly said to hold educational leadership in innovation—a claim that the state universities are inclined to deny with some heat. The fact does remain, however, that the private colleges have greater freedom to experiment and innovate, since they do not have to clear new programs with a state board. As *Fortune* sees it, "presidents of state universities themselves are very solicitous of the private colleges, whose higher standards give the presidents something to shoot at, and an extra leverage on statehouse appropriation committees."[14]

Thirdly, it seems clear that an absorption of the private colleges into the state systems would add very substantially to the cost of education, both in terms of tax burden and of the overall national cost. There is a long and well-documented history in this country of vital private services that languished and were replaced or taken over by a tax-supported service—one that was not much different, perhaps no better, but inevitably several times more expensive.

In education, the University of Buffalo is a classic case. Buffalo had a large endowment but its cost per student was high and it needed additional financial support that it could not get. The state took it over in 1962 and was able to find resources that had not been available to Buffalo as a private university. It poured some hundreds of millions of dollars into building a new university—the State University of New York at Buffalo—on a completely new campus. In 1967 the new university was costing the state $45 million in operating support. Dr. Allan Cartter believes that $3 to $4 million probably would have been sufficient to let it prosper as an independent university. "Each new institution taken over by the states," he says, "raises the tax burden by a factor of ten to twenty times the amount that might have been necessary to keep the college as a viable independent institution."[15]

The president of small Bridgewater College in Virginia, Dr. Wayne F. Geisert, has spoken plaintively on this theme. "I wish the taxpapers and state legislators," he says, "could be made to realize that the real bargains for an expanding higher education lie in utilization of the unused capacity in the private educational institutions of our nation. Modest expenditures . . . on state scholarship programs . . . would provide an economical way of allowing students to 'choose their own colleges' and would at the same time allow the states to avoid the temptations to over-expand state educational capacity at great expense to the taxpayers."[16]

I HAVE no wish to become involved in the never-ending debate on the propriety and forms of government aid to private colleges; but I do feel that one point should be made as a warning to those who feel that federal or state funding is a simple and dependable solution to the plight of the private college. Our recent experiences in Pennsylvania are instructive. In February of this year, the State Assembly had not been able to agree on a tax bill for the fiscal year that began July 1, 1969. Appropriations for higher education were delayed for more than seven months, and through that uncertain period the colleges had to draw upon reserves or borrow money to meet their operating expenses. Pitt was reported on January 15th to be paying $4,000 a day and Penn State $5,700 a day in interest on money they had borrowed since last July while waiting for their appropriations to come through. The colleges received their appropriations in March.

The Pennsylvania experience is not typical — not of Pennsylvania which has a good record in supporting our leading institutions. Nevertheless, anyone who has been involved with programs requiring state or federal appropriations—in science, space technology, poverty programs, urban renewal, or whatever — knows that legislators are under various pressures, that government blows hot and cold, and that a feast may very soon become a famine.

Finally, in allowing the independent colleges to decline, we would be compromising the concept on which our dual system of higher education is based. Mass education on the giant state "multiversities" would over-balance quality education in the smaller independent colleges and universities.

Quality education requires emphasis on teaching as the primary mission rather than on research and publication. It means treating the student as an individual. It requires small classes and frequent face-to-face contact with teachers of experience and stature rather than with T.A.'s — Teaching Assistants. These are essential elements of humane learning, of the inculcation of moral values, and of liberating and organizing the human mind through the communication of knowledge. A great many responsible people feel that it is better done

". . . The first casualty of the academic financial crisis is not likely to be the outright disappearance of the independent colleges, but rather something very nearly as serious: a reduction of services, a lowering of standards, and a decline in the quality of teaching . . ."

in the small and medium-size private colleges and universities—and especially in those that qualify as "centers of excellence"—than in the state universities, which have no control over their size and may be educating 25 to 50 thousand or more students in classes of 200 to 300.

At a friend's house during Christmas vacation I questioned his daughter about her classes and teachers. She attends a private college, one widely known for its teaching excellence. It has fewer than 700 undergraduates, many of them from out-of-town and out-of-state and some from foreign countries. She told me that she is taught by two full professors, one associate professor, one assistant professor, and an instructor, in classes averaging about twenty students. She sees nothing unusual in this and assumes that instruction on all campuses is like that.

THE first casualty of the academic financial crisis is not likely to be the outright disappearance of the independent colleges, but rather something very nearly as serious: reduction of services, a lowering of standards, and a decline in the quality of teaching. Cutback is inevitable in the face of chronic deficits.

Dr. William Bowen discusses the effects of such cutbacks in his economic study. "Institutional morale," he writes, "is a delicate thing, and depends at least as much on the direction in which events are moving as on the state of affairs at any point in time. In the face of the kinds of decisions which would have to accompany any process of retrenchment, it would be very difficult indeed to retain key administrative and faculty personnel and to maintain general morale . . . Given the mission of a major private university, 'standing still' (let alone leaning backward) simply is not a viable posture, and any institution which is unable to maintain a forward momentum runs a clear risk of losing the support of faculty, prospective students, patrons and friends—and thus exacerbating its problems."

We must make a further distinction here, I think, among the independent institutions. Some are large, well-endowed, and leaders in their field—in law, or medicine, or engineering, for example. Some others are small but widely known to be centers of excellence—Colgate, for example, or Williams, Amherst, Carleton, Union, or Swarthmore. These have a special claim as purveyors of a unique and essential contribution to the public welfare. It is unthinkable that we will abandon such institutions.

We should have a special concern, it seems to me, for a third category—for the hundreds of small "have-not" independents. These are not well-endowed, are not nationally recognized centers of excellence, and consequently are limited in the assistance they can ask and get. Here the problem is not only that of maintaining or achieving higher quality but also of actual survival.

All that has been said in the rationale for the independent college applies in measure to these institutions. Teaching and student-related activities are their primary aim. The classes are small, and the students are in frequent contact with the best teachers available. The college offers what Howard Lowry, past President of Wooster College, called "a superb asset, one that is subtle and not easily measured or explained. It answers to one of the deepest human needs, the need for belonging." And so these small colleges, too, are performing an essential public service in educating a million or more of our young men and women.[17]

Some of these colleges, moreover, are on their way, and all are striving, to become recognized centers of excellence. Some of them have distinguished alumni to their credit. The last two presidents of the United States, after all, came from small colleges not exactly famous in the academic world, one private and one state-supported: Whittier College in Whittier, California, 1934; and Southwest State Teachers College in San Marcos, Texas, 1930. Among the colleges of the chairmen and presidents of our one hundred largest corporations are found such names as Birmingham-Southern, Davidson, Emory, Grove City, Harden-Simmons, Occidental, Susquehanna, and Wesleyan.

And yet the deserving have-not independents are almost always in the position of the seventh puppy in the litter. They do not often appear on the contribution lists of the foundations or the corporations, and when they do appear, they suffer exceedingly from the set and apparently unbreakable pattern that favors the old, the large, and the wealthy. I mean that when a major grant is given to a hundred colleges across the board, Harvard is likely to get $500,000, which, indeed, it richly deserves, and Waynesburg College is likely to get $5,000, for which it will be grateful but still in need of more.

THE largest Mellon foundation grants and personal gifts have been to two Pittsburgh institutions: $87 million since World

War II to the University of Pittsburgh and $30 million to Carnegie Institute of Technology, which became Carnegie-Mellon University in 1968 with the merger of Mellon Institute. For some years, however, the Richard King Mellon Foundation has carried out a program under which grants ranging from $25,000 to $100,000 are made to selected small colleges, most of them in the three-state area of Pennsylvania, Ohio, and West Virginia. Our grants are given with a minimum of restrictions as to use, since we believe that unrestricted grants are an expression of confidence in the recipient, and because we feel that the driving impulse for a grant program that is novel and distinctive is self-defeating. We have found quite unexpectedly—as perhaps others have found—that a sizable grant to certain of the smaller and less distinguished colleges carries with it a value to that college far beyond the value of the money itself. The prestige of a foundation's name and the appearance of the college on a list with more renowned institutions have the effect of a vote of confidence. It helps the college in its approach to other donors and even, sometimes, in its pursuit for accreditation. The small college which has escaped the student distemper of our times may be a good candidate for academicians and donors alike.

What are the solutions to the financial plight of the independent colleges? This is a very big and very involved matter—a subject for another speech. We do know that foundation grants are not the only answer — there is not that much money in the tills of all the foundations. Support must be increased on all levels. As McGeorge Bundy has been insisting, "the American rich, old and new, must play a much larger role as individual contributors."[18] There may be some merit in a plan proposed some years ago by the McGraw-Hill Company but never pursued—that American companies pay a flat sum to a college for every one of its graduates they employ.[19] A key question in the whole problem is this: Who is to take the responsibility for finding the means and developing the programs of saving the colleges? The state? The college administrators? The college associations?

Robert K. Greenleaf, retired official of A. T. & T. and a consultant to the Richard King Mellon Foundation, advanced the thesis persuasively at a meeting of concerned college people in January that the responsibility lies with the college trustees. He holds that the level of trust at which the trustees function must be substantially raised. There is no other resource than trustees, he says, that is positioned to act quickly enough and decisively enough to reverse the deteriorating trend in the college's finances. He holds that it is not enough simply to "bail out" these colleges from their current financial dilemma. A new constructive force is needed and he feels that a new trustee interest should provide it. It is a bold concept and certainly one that is worth exploring.[20]

Summary

We would do well to note these points:

Our dual system of publicly supported and privately supported education is a valid system.

The independent colleges are performing a good service in training and educating young people to assume responsible positions in our society. It is to the public interest to maintain them.

The values of education represented by the independent liberal arts colleges are sound and should be preserved.

The role of "the little man" in higher education is not little. Within the foreseeable future there will be more than ten million undergraduates on our campuses—independent and public. That figure means problems enough for all.

Surely private philanthrophy has the physical and intellectual resources to do what needs to be done to preserve and nourish the duality of our system of higher education.

NOTES

[1] The story of Spindletop and of Gulf Oil Corporation's early years is told in the following: William Larimer Mellon, *Judge Mellon's Sons,* Boyden Sparkes, Collaborator, privately printed, 1948; Sidney A. Swensrud, *Gulf Oil The First Fifty Years, 1901-1951* (1951); Craig Thompson, *Since Spindletop: A Human Story of Gulf's First Half Century,* undated; and James A. Clark and Michel T. Halbouty, *Spindletop,* Random House, 1952.

[2] Harry Emerson Fosdick, "The Most Critical Problem in Our American Universities," Twenty-Third Pitcairn Crabbe Lecture, University of Pittsburgh 1953.

[3] Paul Engle, "In Defense of the State Universities," *Saturday Evening Post,* February 13, 1960.

[4] Duncan Norton-Taylor, "Private Colleges: A Question of Survival," *Fortune,* October, 1967; Dr. Benjamin Fine, *Pittsburgh Press,* November 15, 1957.

[5] Fred M. Hechinger, *New York Times,* January 4, 1970, p. 9.

[6] Kenneth G. Gehret, "Fiscal Bind," *Christian Science Monitor,* December 6, 1969.

[7] William G. Bowen, *The Economics of the Major Private Universities,* Carnegie Commission on Higher Education, 1968, p. 54.

[8] Kenneth G. Gehret, "Private Colleges Fight to Survive," *Christian Science Monitor,* November 29, 1969.

[9] Duncan Norton-Taylor, *Fortune,* October, 1967.

[10] *Ibid,* p. 153.

[11] "Need for Aid is Seen at Small Colleges," *New York Times,* February 5, 1970.

[12] Bowen, p. 3.

[13] Bowen, p. 60.

[14] *Fortune,* October, 1967, p. 154.

[15] *Ibid,* p. 185.

[16] Kenneth G. Gehret, "Time Runs Out," *Christian Science Monitor,* December 13, 1969.

[17] Howard Lowry, "The Small College: Another View," *The Atlantic Monthly,* March, 1966.

[18] *Fortune,* October, 1967, p. 184.

[19] "What Business Can Do to Help Our Colleges and Universities," McGraw-Hill advertisement reprint, undated, ca. 1955.

[20] Robert K. Greenleaf, "Position Paper on the University Trustee," December 1, 1969.

A View from the White House

DOMESTIC POLICY

By KENNETH R. COLE, JR. '59

Deputy Assistant to the President for Domestic Affairs, Kenneth R. Cole, Jr. '59 delivered these remarks to a meeting of the Northern New Jersey Alumni Chapter on November 20, 1970. He also serves as assistant director of the Domestic Council Staff where his duties range from management of the staff to final review of domestic policy papers prepared for the President, ensuring that all options and points of view are accurately presented. He and his wife, Marilyn, reside in Bethesda, Maryland with their two daughters, Connie, 4, and Megan, 2.

IN the foreword of the *Twilight of the Presidency,* Mr. George Reedy, formerly press secretary to President Lyndon B. Johnson, writes:

> *"The White House does not provide an atmosphere in which idealism and devotion can flourish. Below the President is a mass of intrigue, posturing, strutting, cringing and pious commitment to irrelevant windbaggery. It is designed as the perfect setting for the conspiracy of mediocrity — that all too frequently successful collection of the untalented, the unpassionate and the insincere seeking to convince the public that it is brilliant, compassionate and dedicated."*

Given that kind of a background, I have nowhere to go but up. Although, as a former advertising man, I'm quite at home with irrelevant windbaggery.

Since I'm from the White House and my general topic is domestic policy, at the outset I want to report on progress in one domestic area. As you all know, the President is vitally concerned about aircraft hijacking. After much research on this, we have devised a system to stop these hijackings. Up until now it has been top secret, but I have been authorized to make it public. We have quietly been disguising Secret Service Agents as airline stewardesses aboard each aircraft. Results to date have been absolutely fantastic. We've had 10 arrests, five proposals and two mar-

riages that we'd rather not talk about.

I'd be the first to admit that formulation of domestic policy is about as broad a subject as my view of the world past and present. What I'd like to do is give you briefly an idea of what the President is trying to do domestically and how we go about it within the Administration and the White House.

Let me start by noting that we've got a very different government in Washington than we had back in 1968. It is very different really from what we have had since the days of FDR, at least at the top. The last 35 years of government have been characterized by the Federal Government assuming more and more power, bringing more and more to Washington and assuming the responsibility for more and more of the events of our daily lives.

The philosophy has been that the solution to our social problems is that they will surely go away if we just throw enough money and statute books at them.

Let's look at a few statistics. In 1961, total government spending was just a little over 92 billion dollars. Today, FY 1971, the Federal Government is going to spend over 200 billion dollars, an increase of about 120%.

Let's look at domestic spending alone. In 1960, it was 43 billion dollars. In 1971 it will reach 121 billion dollars, an increase of 180%.

Despite all this spending, however, we all know that the problems haven't gone away.

One of the reasons I think is that the Federal Government is trying to call the signals for the states and localities. The entities of the government which are closest to the people have very little flexibility in solving their own problems, at least where it involves the use of the Federal dollars. The Federal Government has been trying to coach all of the states and localities from the bench and sometimes I'm not even sure that we know what the game is.

THE position of the Federal government often reminds me of the position of the coach in the story about the coach and the quarterback. It was halftime, the score was tied 14-14 and the All-American quarterback was injured. Late in the fourth quarter the second-string quarterback, who had been doing an outstanding job, was injured with only one minute to play and the ball on his own four-yard line. The coach gets the third-string quarterback and tells him, "Go in, run three straight quarterback sneaks and punt on the last play. If we can hold them on the runback, we can get out of here with a tie." The quarterback went in and, on the first play, he goes up the middle for 30 yards. On the second play, another quarterback sneak, he goes for 30 more yards. And, on the third play, he goes for 35 more yards right up the middle to the one-yard line. On the fourth play he punts. As the quarterback comes off the field the coach runs up to him and says, "What in the world were you thinking about on that last play?" The quarterback looked at him and said, "I was thinking what a damn poor coach we have."

The point is that the Federal Government is involved in too many things—areas in which states and localities could do a better job if they had the funds.

After three decades, you, the taxpayers, are confronted with a performance gap. A gap in the performance of the Federal Government. The credibility of the government is being threatened or has been threatened by its own exaggerated rhetoric and unkept promises.

What then is President Nixon's primary domestic objective? It is to make government work!

This has been the thrust of the 59 special messages and legislative proposals that the President has sent to Congress since taking office. These proposals run from environment, to crime, to welfare, to manpower training, to government reorganization, to education, to draft reform, and to revenue sharing with the states. But they are different proposals than have been submitted in past years because they don't always mean more power to the Federal Government and more Federal spending. We've tried to move the responsibilities back to state and local governments, or even to the private sector, if that's where we believe the job can best be done.

Anyone who studies the Federal Government may well ask how can we approach this when the natural tendencies of bureaucracy, especially the Federal bureaucracy, are to increase rather than relinquish power. This is really the how of our domestic policy formulation.

The answers sound so simple that one really wonders why we even go into it. But the fact is that problems haven't been approached this way in Washington for many years.

LET'S look for a minute at a bit of theory. My friend Pat Moynihan has what he calls the three master propositions of government. The first is that "everything relates to everything."

From this fact comes the second principle, and that is that there are no social interests about which the national government doesn't have some policy or other, simply by virtue of the indirect influences in other areas of programs normally directed to one area. These are the "hidden policies of government"—the interconnections of programs directed to one area with outcomes in another.

Probably the best example of this is the Interstate Highway System. When this was first started, people really thought that all they were going to do was build some roads. The number of areas affected by the Interstate Highway Program boggles the mind. It has affected population distribution, urban blight, housing, land use and a wide variety of social areas. If the Congress knew what it was doing, I frankly doubt that it would have passed the Highway Program to begin with.

". . . The third proposition can best be stated as the 'counter intuitive nature to social problems.' In short, we found time after time that the intuitive solution to a problem is generally wrong. Given a full disclosure of the facts, the solution almost always differs . . ."

The third proposition can best be stated as the "counter intuitive nature to social problems." In short, we have found time after time that the intuitive solution to a problem is generally wrong. Given a full disclosure of the facts, the solution almost always differs.

When we arrived in Washington, it didn't take long for us to discover that there was no decent way of making comprehensive domestic policy decisions. We could decide on programs, but the related effects of these programs, their impact on domestic policy in the whole, was rarely adequately considered. Many policy decisions were made in the budget process by people in the lower levels of government.

The President, recognizing this, recommended to the Congress a significant reorganization of the Executive Office.

The first step was to strengthen and rename the Budget Bureau so that it could take over the day to day operations of the government. The second was to establish a Domestic Council, similar to the National Security Council.

The purpose of the Domestic Council is to formulate domestic policy options for the President's decision with a view to all domestic policy. For the first time then, we have in government an organization whose job it is to take into account, before recommending a course of action, all the consequences of a given decision.

Our process here becomes extremely important. It is a direct reflection of the way President Nixon works.

Let me digress for a minute to tell you the obvious. Not all Presidents have the same work habits.

PRESIDENT EISENHOWER, I am told, required that everything be fully staffed. It required getting all the comments of those concerned with an issue before it was submitted to him for decision. Then when it was submitted to him, it was generally submitted on one sheet of paper where he would simply check yes or no. There was only one recommended course of action.

President Johnson, on the other hand, so the stories go, relied greatly on oral presentation for decision making. Also, like President Eisenhower, there was generally only one recommended course of action.

President Nixon's method is quite different. He just doesn't approve or disapprove a single recommendation that a member of his staff or a Cabinet Officer has presented. He requires that all reasonable recommended solutions to a given problem be presented. For each problem we start with the development of the facts. You'd be surprised at how many people try to solve problems without knowing all the facts. The President, once the facts are stated, then requires a full explanation of the reasonable alternative solutions. This requires a full exploration of each solution, the pros and cons and the consequences of each.

One of the first questions we ask ourselves is whether or not this should be Federal responsibility. If so what is the level of that responsibility, and what are the responsibilities of other levels of government and the private sector.

On this question of fully exploring the alternatives, I am reminded of a story of the White House staffer who dies (for reasons I won't get into) and arrives at Satan's door. Satan tells him that he has three choices as to how he's going to spend eternity and that he will take him on a tour of the place, so to speak, so he can get an idea and make his choice. The first place they stop is a room where everyone is standing on their heads on a cement floor. The young man looks around and decides that's not really for him and that he'd prefer to go on. So they go on to room number two. This is a little bit better as everyone is standing on their feet on a carpet. This is more to the young man's liking but he'd like to see the third room. So they go down to that one. In this room everyone is standing on their feet, knee-deep in muck and mud. The thing here, however, is that everyone is drinking a cup of coffee. Now this was to the young man's liking, and he turns to Satan and says, "I think I like it here." Satan said, "Remember, you have one choice and once you have made that choice it's irreversible." The young man looked around again and said, "Yes, I like it here and I'll spend eternity here." Then Satan leaves and bolts the door. The

young man looks at the supervisor and says, "I'll take my coffee now." Just then the supervisor blows a whistle and says, "Okay, everyone back on their heads."

ONE of the best examples of not considering all the alternatives and implications, in my judgment, is the Medicaid program. This, as you know, is the ill-conceived after-thought of Medicare. When devising this program no one ever addressed what effect this provision would have on the status of the health of the poor, the delivery of health services to the poor, the system of health care and of price of health services generally. What we do know now is that Medicaid created a demand for health services that has outstripped supply, and has, in some cases, created a situation which is worse than when the bill was passed.

The fourth step in our decision process is for the President to gather those concerned with a given problem and hear oral arguments. Then he retires to study the relevant papers on the issue. After this period of thought, during which the President may consult other outside experts, a decision is brought forward.

I would like to make a key point here on the role of the President's staff and other top Administration officials.

There is always speculation as to which White House staffer or which Cabinet Officer got to the President at the last minute to influence his decision. This is really not relevant. Things just don't work that way, at least not now. The role of this President's staff is to bring the President all of the best information available on a given issue. Most of us, least of all me, are not resident experts on anything. Our job is to collect this information so that the President can make the decision.

Some of you may have seen Henry Kissinger recently on Mike Wallace's 60 minutes program. If you recall, Mike asked Henry if the President ever got mad at him if for some reason he had made a wrong decision and Henry had recommended it. Henry said no the President doesn't get mad if the wrong decision is made as long as he has all the facts. But if for some reason, the facts had been withheld or some of the facts had been loaded to support a certain option, then the President would be mad, and with good reason.

CONCERNED officials are only required to agree on the facts. They, of course, also should be certain that they have presented for the President's consideration all reasonable alternative solutions. If there is a problem which involves the Secretaries of Health, Education and Welfare and Housing and Urban Development and the Director of the Office of Management and Budget, they need only agree on the facts and a range of solutions. They do not need to agree on *the* solution since the President will make the decision. The most notable example of this system so far has been in foreign policy. This was the President's decision on Biological/Chemical Warfare.

No one concerned with this problem could ever agree to ban the U. S. role in the use of these weapons, but they could agree on facts. The facts supported a decision, made by the President, which first of all stopped the manufacture of these weapons and secondly, started their phasing out. The way this problem would have been tackled by a previous administration, where everyone had to agree to both the facts and solution, had prevented a decision from being reached. The key here is, and it applies to other issues both foreign and domestic, no one in the White House nor the President had a foreordained position. Knowing all this, people worked toward developing the facts and an honest range of options.

Past Administrations, as I have pointed out, have focused on developing one position. This President's activities are done in a low key manner to avoid confrontation. His style is not flashy and dramatic, but thoughtful and does, in some cases, take a little longer. But in the long run all of you are going to benefit.

So we believe we have a decision making process that ensures, as well as it can, that each major decision is thoroughly considered and that this will help avoid some of the pitfalls of the past.

Last, but not least, we are moving to strengthen the evaluation capacity of the government.

For each new program that becomes law, we have a set of goals and we have established a method to evaluate our success in meeting these goals. Where we don't meet the goals, we are going to restructure or terminate the programs.

We are not going to throw more money or more laws at them.

This then is briefly the what and how of our domestic policy.

The key — making government work better.

TO sum this all up, the President's philosophy is probably best described by this quote from a Message he sent to Congress in October of 1969:

> *"We do not seek more and more of the same. We were not elected to pile new resources and manpower on top of old programs. We intend to begin a decade of government reform such as this nation has not witnessed in half a century."*

I think that you will be seeing some more dramatic evidence of this in the days and weeks to come.

In conclusion then, I would urge that we reexamine our present inclination to look upon every national ill as a subject for Federal action.

We need not only new institutions but a fresh sense of which matters are appropriate to public action, and where, within the Federal system, responsibility and power should be located.

The New Breed of Religious Journeymen

By
The Rev. Howard A. VanDine, Jr. '49

THERE is a new breed of religious journeymen on the frontier of the American scene today. Like his counterpart of a century or two ago, he is immersed in the action, participating in the environment of the frontier and making his effort to fulfill a constructive ministry to the men and women who live on that frontier. This time the frontier is not geographical—it's the American industrial and scientific scene.

There is little doubt that the future growth of America no longer lies in the habitation of her vast plains and forests. Transportation and communication have easily in their technical grasp the opening of every postage stamp of property within the boundaries. The risk scenes for the future are in deep space, underwater and in the burgeoning cities with their urgent social, scientific, and administrative problems. Vicious physical, economic, and social environments must be neutralized and a place and mechanism for personal fulfillment for all Americans developed if the nation is to survive the stresses of massive population expansion which is predicted. The Western world's industrial and political communities are depending on technological and productive advances in the free enterprise context to provide these solutions, and it is in these fields where the modern American pioneer will fulfill his mission in our national development.

The role of the "professional" religious participant on these frontiers is rather unique—much as his pioneer counterparts were unique compared to the established Eastern seaboard cleric of his day. The need and function of the traditional pastoral ministry remains. The traditional church unit will continue to contribute and grow. But on the frontier, where the modern pioneers work out their commitment to the hope of the future and service to their fellows there is a demanding and challenging mission and ministry in their nurture and in the support of their religious lives. And on the premise that every part of a man's life is a part of his religious life, that a man's ministry is his whole contribution, professional, recreation, intellectual and formal worship, the modern religious journeyman is being found in the shops and offices and laboratories of our schools and industries.

THE concept of priest-worker or tentmaker ministry or part-time clergy is not new. It was not unusual for the preacher or rabbi at the start of the Christian Era to support himself. Paul, the Apostle, in the Christian tradition argues rigorously in letters to Corinth and Ephesus that he has not been an economic burden to them, but that he supported himself and his companions by his hands while he worked to convert and strengthen the church in their cities. Throughout the modern world, national and sectarian religious communities hold the worker minister as the conventional rather than

Interested in religious activities since childhood, the Reverend Howard A. Van Dine, Jr. '49 had a compulsion to study for the priesthood when he finished high school, but put it off, mostly for what were considered 'practical reasons.' After military service and college, with the demands and needs of a family, he was able to study privately for the Holy Order with the permission of the then Bishop of Vermont. His preparation is in many ways unique for a seminarian and his "on the job" training, enabling him to see firsthand the troubles of involved personnel, has prepared him to relate more closely with their religious, physical and emotional needs. In 1963, he was assigned as a non-stipendiary assistant at St. Paul's Episcopal Church where he assisted in services and participated in a regular preaching assignment. Sometime later, the Bishop became interested in the idea of the application of the "Worker-Priest" movement as applicable in their part of the world, a program in which Reverend VanDine was a "natural." Although he has accepted a call as priest of a mission church in Underhill, Vt., he will continue his worker-priest duties with the General Electric Company. As a worker, he is manager of Reliability and Control Systems. He is married to the former Margaret A. Ryan '46 and they are parents of four children.

unusual situation, as in western Europe and North America.[1] But these situations are customarily justified by economic motives. The Church cannot afford to pay a living stipend and still the minister is called and compelled by this call to minister.

The American non-stipendiary clergy are generally not so motivated. The minister functioning within the walls of industry is not generally unable to earn a living but is motivated by the adventure of serving a ministry where the stakes are higher, the action is swifter and more volatile, and where he can interact with his people under non-artificial conditions compared with what he sees in the conventional pastorate in the Gothic structure downtown. The peoples' real life is there and the industrial missionary is persuaded he must be too.

Not all of these frontier clergy are non-stipendiary. That impression must not be left. There are four general types of this ministry, i. e. (a) traditional pastorate, (b) priest worker, (c) minister on industry payroll in professional religious capacity, and (d) organized industrial mission. Not all religious organizations are participating. Not all industry is receptive. Much exploration and evaluation must continue so that a valid basis and functional position can be established. Which or what combination of these four will make up the future is unseen. Major Protestant denominations are conducting extensive research and experimentation to provide the optimum benefit to the industrial frontier and the new American pioneer. This is intended as an introduction to the idea to the receiving community and a plea for industry's participation in seeking out and establishing a viable set of ground rules and plans.

The nearest to the traditional patterns is being explored by men in the conventional pastorate in industrial communities. The minister recognizes that the major part of the nitty-gritty of his peoples' total lives is happening at their work bench or desk. The environment is normally alien to his experience and his sensitivity to the people in his charge forces this recognition on him. So, the pastor makes deliberate and searching excursions into the shops, offices and laboratories of his acquaintances. These excursions are primarily for the purpose of educating him and must be timed and planned to avoid interfering with the work of the industry. He accomplishes a further end by expressing in his willingness to spend the time, the interest and concern of his Church's official representative in the real-life environment of the working world.

Much depends on the pastor's capability to grasp in some meaningful way the mechanics of the industry where he visits. This can be supported by sympathetic and interested business management cooperation and assistance. But it is essential to the validity and usefulness of this form of ministry that the visitor learn to recognize and communicate in the language of the industry if it avoids being a supercilious fakery.

THE benefits of such a concerned pastorate are in the availability of a counsellor and communicator in the city who can be called upon to assist the developing community and maintain contact with the employee from a position of remote objectivity. Such a minister can be utilized to restrain tensions and maintain a communications link. Many individual examples of this type of ministry have been observed in highly ethnic industries such as mining and agricultural communities represent.

In 1943 Emanuel Cardinal Suhard, Archbishop of Paris, established his Mission to Paris, which sent out priest workers into the field to reestablish contacts which had been lost or damaged by the political and wartime influences in France. For some years the experiment showed signs of invigorating a healthy sense of commitment to Christian principle, but not without difficulty. The experiment gained some very strong adherents[2] and gained a generally favorable reputation.[3] Some consternation accompanied the restraint of the movement in 1954 when the Bishop of Rome directed that it be terminated.

By this time, however, the Protestant and Anglican churches had cautiously moved into the action and established a small number of worker ministers on a deliberately planned basis. In the United States, one of the better known clergy of this sort is Rev. William G. Pollard, executive director of the Oak Ridge Institute of Nuclear Studies, a practicing physicist of considerable professional eminence and a priest of the Protestant Episcopal Church.[4]

The non-stipendiary clergy (or worker clergy) are actually employed by and in the industrial or secular academic plants where they carry on their ministry. They might be termed clerical moonlighters. As an example of the activity of one of these men, the author is a reliability and quality control program engineer, carrying a full technical and supervisory responsibility within the General Electric Company. All of the competitive and business influences affecting the progress of a department professional employee are at work in his work. In 1963 the Bishop of the Episcopal Diocese of Vermont ordained him to the sacred ministry and since that time, he has been functioning as an assistant on the staff of the Cathedral Church of St. Paul in Burlington.

In addition to, and quite separately from, liturgical and parochial duties at the Cathedral, there is a frequent on-call ministry at

[1] David M. Paton, *New Forms of Ministry* (England: Edinburgh House Press, 1965), Section III, V.

[2] Violet Welton, "Priest Worker"; F. W. Jones, "Preacher's Class"; *Theology* December 1959, Volume LXII, No. 474, pp. 501, 506.

[3] David M. Paton, op. cit., *New Forms of Ministry*, Section V, H. B. Porter.

[4] William G. Pollard, *Physicist and Christian* (Greenwich, Connecticut: Seabury Press, Inc., 1969).

The Rev. Howard A. VanDine, Jr. '49, at right, in his role as worker-priest.

the place of employment. The day-to-day contact with people at the place where they work is a valuable asset in maintaining a conscious empathy with their problems and environment. Their awareness of the existence of the ordained clergyman in the shop makes readily available a source of counselling and assistance to them when needed.

THE corporation is aware and willing to tolerate the utilization of time while providing no official sanction. A need is recognized by the priest to avoid abuse of this toleration, but it is self-disciplining by virtue of the demand to produce a competent job or to receive unsatisfactory appraisal and potential removal for nonperformance. Many of the situations evolve casually; some are rather formal interviews, but all seem to respond to a significant need constructively.

The protection of the confessional is guaranteed to the people of all religious persuasions who can come and talk and receive support and assistance in their religious problems. As in every delicate interchurch situation, referrals are not uncommon, both to the parent church and to professional or social agencies when the counselling is beyond the priest's capability or expertise, but the availability of a pastoral resource within the working environment, who speaks the language of the environment and to whom one can bring a religious problem without putting on his "pious hat" is beneficial if the number of calls is in any way indicative.

It is not only "religious" topics which come under discussion. The whole life-association is open to exploration. In terms of the minister's industrial and religious education and experience, questions of personal, professional, ethical and employment problems and practices arise and are addressed. As in most counselling situations, it is the minister's role to listen, to organize the facts with the person whom he is counselling and to guide and advise in the context of the consultation. The person's whole life is involved, the "office confessional" is open to the totality of his experience in a significantly easier way than the priest's office or the church building.

The worker priest gains the advantage of a fulfilling ministry within a real life situation with his mission among people at their normal lifetime activity. Industry gains the full and capable employment of deeply motivated, skilled people who have the capability of supporting and fulfilling a much broader role than otherwise; and, incidentally, the reaction to most of these people is that they are supremely happy in what they are doing.

The third group of ministers on

the industrial frontier, ministers on industry payroll in a professional religious capacity, is found in the Boston area and at least is reputed to be represented in several other of the industrial centers. Experience with industry-employed clergy is rather limited. Of course the college and military chaplains have been around for a time, but there are significant differences from these vital and challenging ministries.

Employed by industry on a full time basis as a chaplain, these clergy fulfill a role in being an overt part of the industrial team in their professional capacity. This is a highly specialized field where expertise in professional fields which will enhance the industry's stability and profitability are essential. Socio-religious problems are only part of the work of these clergy. They provide job counselling and personal counselling support on moral and ethical problems and a reference sounding board for individuals who feel "caught up in the amorality of business" and are troubled by this and provide reference for industry management, business practices, personnel relationships and unbiased union relations commentary and support.

TWO well-known, slightly diverse[5] representatives of the fourth type of ministry on the frontier are B. I. M. and D. I. M. (Boston Industrial Mission and Detroit Industrial Mission). Detroit Industrial Mission is an interfaith group of ordained men who are active in the automotive city.[6] These men are entering the industrial sanctum and confronting the question of negating the dehumanizing tendencies of the massive industries of that city. The industry management is enthusiastic in encouraging D. I. M. to carry on their activities. Some skepticism accompanied early starts—like, "waiting for the money pitch"—but as the pitch didn't come, the real intent of the Mission's work became more recognizable and management more sympathetic.

D. I. M. staff members describe their accomplishments cautiously. "They will tell you, for example, that they have helped individuals think through their job-related ethical and human problems. That they have improved communication. That a good many people have consciously put their religion into practice on the job for the first time. That they have led some people to talk about life's real issues on a new basis. But some groups fizzle, and some individuals obviously are not reached even when they stay in a group."[7]

One of the D. I. M. staffers moved on to Boston in 1965 to set up the B. I. M. for work especially among the scientific and professional men on Route 128.[8] After working in the field at Sheffield, England with the Industrial Mission there[9] and then seven years at D. I. M., Rev. Scott Paradise arrived on the Boston scene in 1965. He describes his work there as the establishing of dialogue or subjects of deep intellectual and social concern to thoughtful professionals in the R&D business. The explorations concentrate on the difficult choices that business, military technology and the social impact of their work force. The format of dialogue during regular luncheon discussion sessions with groups of scientists or business managers or engineers is generally followed with carefully planned and frequently limited time spans. The relevance of the message of the Church, radically re-interpreted in the light of present experience, is being shown to the man on the new frontier of America. The infusion and consideration of the Judeo-Christian plan of reference in life's decisions is usefully presented in these discussions and the candid searching in the openness of the discussion group offers a healthy perspective to address the real-life questions of deep concern and perplexity to the professional, office worker and machine, process and assembly worker in our industries.

The "man of the cloth" functioning creatively within the industrial community is providing a point of contact for an essential dialogue between the member of that community on the frontier of American life and the Church which has traditionally been the repository of the moral and ethical references for our society. The issues of personal choice in the social milieu of religious activism, directed constructively to enhancing the humanization of the individual while avoiding the catastrophic destruction of industry and society, are of deep concern and relevance. The questions may be most aggressively addressed on the frontier and solutions considered there. Additionally, personal counselling and support (and the re-establishment of individual-to-individual relationships in the depersonalizing environment of business and industry) are addressed by the actions of the religious journeymen functioning in their peculiar ministries. The benefits of businesses' sympathetic support and encouragement of these activities accrue to industry in the stabilizing and concerned support of the employees by these ministers. The opportunity for religious nurture and compassionate counsel and the interpretation of the pressing question of the modern milieu in light of religious learning offers a pastoral ministry not otherwise practically accessible to many employees of industry. And there is a point of contact and a richly fulfilling ministry available to the religious community from which these frontiersmen come and for them individually which justifies their participation in this field of mission.

---

[5] Reverend Scott Paradise, *A Tale of Two Cities*, 1957.

[6] *Detroit Industrial Mission* (Detroit, Michigan: 8646 Puritan, 1966). Newman Cryer, "Taking the Church to the Factory," *Together* (Methodist Publishing House, Detroit, January 1966).

[7] *Ibid.*

[8] "The Industrial Mission," *Official Bulletin of the Episcopal Theological School*, Volume LVIII, No. 3, May 1966.

[9] Scott Paradise, op. cit., *Tale of Two Cities.*

David Ackroyd '62

The Varied Worlds of Bucknellians

Stage Stature

"David Ackroyd ('62) as 'Gimpel' gives a tender, delicate rendition of the part. There is an ease and grace and a quality of integrity in his performance which radiates from his toes to his very effective hand movements. He wisely resists the temptation to overdue a line or piece of business, or to over-vocalize his songs . . ."

That is how one reviewer, Bert Bertram, reacted to David Ackroyd's lead performance in the Yale Repertory Theater's production of "Gimple the Fool" by Isaac Bashevis Singer. Critic Mel Gussow, reviewing "Three Philip Roth Stories" for the *N. Y. Times*, praised Mr. Ackroyd's performance as Marx in "Defender of the Faith," and applauded his interpretation of Julian, in "St. Julian the Hospitaler," with these words: "The most impressive transformation is David Ackroyd into St. Julian. Handsome, graceful, passionate, he is an intuitive killer who almost reflexively decimates the countryside of all living things . . . Mr. Ackroyd plays Julian without a touch of saintliness and Julian the tormented with enormous inner conviction . . ."

The Bucknellian who has received the enthusiastic applause of audience and the accolades of critics is a multi-talented man who received some of his early stage training as a member of Bucknell's Cap and Dagger troupe. In fact, he met his wife, Ruth Gail Liming '65, when they played opposite each other in the "Servant of Two Masters" at Bucknell in 1961. At that time, Dave had selected the practice of law as a career, and after receiving his B.A. degree at Bucknell, he attended the Rutgers University School of Law.

Dissatisfied with the study of law, Dave enlisted in the Army and renewed his interest in the theater with an acting group at Fort Huachuca, Arizona. Upon completion of his military duties, he enrolled at the Yale School of Drama, receiving his M.F.A. degree in 1968, after studying under Stella Adler. He also began performing, in 1966, at the Williamstown Theater as a non-equity actor. Since his first performance in the production of "You Can't Take It With You," he has played more than 30 roles, among them Timmy in "The Subject was Roses;" Duperett in "Marat/Sade;" Leo in "The Little Foxes;" Hysterium in "A Funny Thing Happened on the Way to the Forum;" Geoffrey in "The Lion in Winter;" and Bridsley Miller in "Black Comedy." He has also directed several plays, including Pirandello's "Six Characters in Search of an Author."

Dave joined the Yale Repertory Company in 1968. The group consists of about 20 professional actors. Its artistic director is Mr. Robert Brustein, dean of the Yale Drama School. Most of the members of the acting company are graduates of the Yale Drama School, although outside talent is

recruited when required. Among those who have appeared with the company in recent years are Mildred Dunnock, Irene Worth, Stacy Keach, Linda Lavin, and Barry Morse.

One of Dean Brustein's goals for the future is an American National Theater, and the Yale Repertory Theater serves as a vehicle for training men and women who can provide the talents, dedication, imagination and creativity to achieve "a tangible theater, which America now lacks . . ."

David Ackroyd, a man of "enormous inner conviction," has enlisted his talents in the attempt to bring a "tangible theater" to fruition.

Alumni Leader

A Bucknell alumnus is—of all things—the new president of the University of Miami Alumni Association.

Thomas Davidson III, Esq. '45, who received his J.D. degree from the University of Miami School of Law, is a practicing attorney in Coral Gables, Florida. A native of Scranton, he resides with his wife, Virginia, and son, Thomas, at 1436 Ancona Avenue, Coral Gables.

Pro Grid Coach

A former 6-2, 240-pound tackle and co-captain of the 1951 squad who has been named to the Bison All-Time Grid Team, George B. Young, Jr. '52 began new duties in October as offensive line coach for the Baltimore Colts. George had served since 1968 as personnel director for the Colts.

A member of Phi Lambda Theta fraternity at Bucknell, George received his B.A. degree with a major in history. He had a remarkable record as a grid coach in Baltimore, first at Calvert High School and then at City High School. From 1959 through 1967, his City High teams captured five state titles and were runners-up for three seasons, compiling a 60-11-5 record in eight years.

George resides at 320 Paddington Road, Baltimore, Md. 21212.

Aiding the Blind

The Board of Directors of the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped has announced the election of Mrs. Claire W. Carlson '49, a trustee of the University, who is head of Claire Carlson Engineering and Legal Consultants for Real Estate Development, New York City, as a member of the board.

As both a licensed engineer and a member of the New York bar, Mrs. Carlson stated that her experience had made her particularly concerned with accreditation as a way of assuring quality controls and high standards of performance. "Therefore," she said, "I am glad to help apply the same principles in the field of rehabilitation."

The Council is the nonprofit independent body that provides nationally accepted standards by which America's public and private agencies and schools for the blind can measure the quality of their services to more than a million men, women and children. The Council administers a program of accreditation whereby agencies that are found to meet the standards are publicly identified.

Almost half a billion dollars annually in contributed and tax funds are expended by agencies serving the blind. One purpose of accreditation is to provide a way by which the public may judge whether these funds are being well spent.

Mrs. Carlson resides at 230 Park Avenue, New York, N. Y.

The Man at Xerox

Dr. Robert W. Haigh '48, a trustee of the University, was the subject of a feature article, "Xerox No Dropout," in the financial section of the *New York Times* issue for Sunday, December 27, 1970.

Mr. Haigh is group vice president and general manager of the education division of Xerox Corp. Formerly a member of the faculty of the Harvard Business School and oil company executive, Mr. Haigh directs a group of ten companies: Ginn & Co., an old-line Boston-

George B. Young, Jr. '52

Mrs. Claire W. Carlson '49

Dr. Robert W. Haigh '48

based publisher of elementary and secondary textbooks; American Education Publications, a producer of classroom periodicals such as *My Weekly Reader;* R. R. Bowker, publisher of book and library trade magazines as well as bibliographic and reference works; University Microfilms, one of the world's largest providers of rare and out-of-print materials; Xerox College Publishing, a publisher of textbooks in the humanities, social sciences and physical sciences; Xerox Bibliographics, producers of library cards and computerized book catalogues; Xerox Education Sciences, specializing in a new science program for elementary schools; Xerox Learning System, a producer of training programs for industry and colleges; Gower Press, Ltd., a London-based publisher of management books and industrial surveys, and Xerox Films, a producer of films for schools and libraries.

Discussing the controversy which has gone on during the past decade as to how and to what extent such new technological developments as the computer might solve the problems in all areas of education, Mr. Haigh made these comments: "We were interested in products that would meet defined needs and we did not let Xerox's technological competence in the field of graphic reproduction, communications or computers dictate the type of products that we would offer.

"You could almost say that we bent over backward not to use machines. Two or three years down the road this will change. We are at the point where we have enough know-how to create an educational system utilizing sophisticated hardware."

Mr. Haigh also pointed out that the problems and costs of creating such education systems are still enormous and noted that this is what caused many companies to retreat from the education business after first wetting their feet.

"Yet one of the most sought after objectives in education since time began has been individualized instruction. Much of the material we are turning out is directed toward this goal. It seems likely that the computer is the key to achieving it. We have kept this in mind."

Some are critical when companies such as Xerox enter the educational and publishing fields. Mr. Haigh understands this position but would give an argument—and has. "Most persons who are severely critical of the profit motive are talkers not doers," he said. "On the other hand, many people whose personal drive is not profit can work very well in the corporate environment." He added, "It would be fair to say that in recent years the most substantial impact on education has been made by commercial publishers, not by the government."

Mr. Haigh is married to the former Jane S. Sheble '48, and they are the parents of four children. The Haighs are active in the PTA at New Canaan High School, and Mr. Haigh is one of the originators of a parent-student dialogue. The Haigh residence is at 677 Valley Road, New Canaan, Conn.

It was an all-Bucknell huddle at a recent meeting of the Pittsfield, Mass., Quarterback Club. The trio of Bisons includes, left to right, Jay P. Mathias '35, a trustee of the University, Clarke Hinkle '32, and Roger E. O'Gara '35, sports editor of the Berkshire Eagle. Clarke Hinkle was the featured speaker at the banquet, and the two Class of 1935 teammates shared the podium for the Club's annual awards dinner.

New Company President

James R. Simpson '31, a trustee of the University, has been named president of the Citizens' Electric Co., Lewisburg. He will begin his new responsibilities early in 1971.

Mr. Simpson, who succeeds Dr. George A. Irland, worked on the line crew at the local electric company during his summer vacations while an undergraduate. His father, the late Professor Frank M. Simpson '95, was professor of physics at Bucknell from 1900 until his retirement in 1942. Professor Simpson served as president and chairman of the board of Citizens' Electric Co.

Recently elected secretary of the University's Board of Trustees, Mr. Simpson is currently a member of the investment advisory department of Goldman, Sachs and Co., New York City. He has previously served as vice president of the First National City Bank of New York, treasurer of Kennecott Copper Corp., as well as assistant treasurer and secretary of the investment

committee of the board of directors of Cornell University. He has also served as a director of Kaiser Aluminum and Chemical Corp., Oakland, Cal. and of the Advisors Fund of Philadelphia.

Mrs. Simpson is the former Helen L. Hoffner '34. The Simpsons will move to Lewisburg in the near future.

Top Sportsman

The Buffalo (N. Y.) Athletic Club saluted George J. Vetter '33 as "Sportsman of the Year" at their 36th annual dinner on December 7. An all-around player at Bucknell, George joined the faculty and coaching staff of North Tonawanda High School in 1936 as assistant to Al Humphrey. He took over the reins as head football coach in 1937 and has been in that post ever since (with time out for duty as an army officer in World War II). His 33 seasons of coaching include a 194-42-13 record, and 15 Niagara Frontier League championships. Sixteen young men who played under him are now coaches.

George is married to the former Nina G. Lambert '34 and they are parents of a son. The Vetters reside at 303 Shortle Place, North Tonawanda, N. Y. 14120.

New Director

The Boards of Directors of Mississippi Chemical Corporation and Coastal Chemical Corporation have elected as a member George L. Palley '57, vice president of supply operations and marketing, Missouri Farmers Association, Inc. Mississippi Chemical is the world's first farmer-owned nitrogen fertilizer plant. Coastal, organized as an affiliate of MCC, produces and markets nitrogen and mixed fertilizer.

A member of Sigma Alpha Epsilon fraternity at Bucknell, George received his B.A. degree in economics. He is married to the former Carol S. Christiansen '57, and they are parents of three sons and a daughter. The Palleys reside at 701 E. Rockereck Drive, Columbia, Mo.

Unique Educator

Karen Glass Swope '63 is the mother of a four-year old daughter, Dawn, the wife of a practicing attorney, Richard '62, and a teacher who holds a master's degree from Old Dominion University. However, she spends five days per week in the brig at the Norfolk Naval Station, the only female allowed in the brig on a daily basis.

It is all part of her job as coordinator of adult education for the Norfolk City School District. At present, Karen has more than thirty men enrolled in studies for high school credits in programs she helped to design. One of the first programs of its kind, the educational program at the Naval base brig presented some formidable problems before it could be implemented. Four male teachers now conduct classes there under Karen's supervision.

A teacher for three years, Karen hopes some day to complete her studies for the Ph.D. degree. Right now, she is kept quite busy as an educator, housewife, and mother. The Swopes reside at 3016 Hamden Lane, Virginia Beach, Va. 23452.

Mrs. Karen Glass Swope '63 is the educational helmsman for an innovative Navy program.

Fighting Back

The life of John F. Pooley '56 in the past few years has been in one sense a mix of bad luck and legerdemain. Severely paralyzed by a tragic accident in 1968, John's career as a mechanical engineer in the aerospace industry was suddenly interrupted. After corrective surgery, John regained body control, but he could not spend an eight-hour day involved in the demanding tasks of a project engineer.

This is where legerdemain replaced bad luck. John had become interested in magic at the age of nine and began developing his skills in prestidigitation as a boyhood hobby. By the time he enrolled at Bucknell, he enjoyed a semi-professional status and soon discovered a way to add to his income with local performances of his "magic show." One year after his accident, in 1969, John and his wife, Aurelia, performed for the first time in a new show. Their new act includes, from time to time, the assistance of their three sons and a rabbit and three white doves. John has also written a book on the subject of magic and is in search of a publisher. Meanwhile, the Pooleys work on perfecting their magic show as John seeks to make his former hobby into a vocation which can support a family of five. The Pooleys reside at 4341 Drexel Ave., Riverside, Calif.

Election Winners

Bucknellians were among the winners in the November elections, on local and state levels and as candidates of both major parties.

Norman J. Levy, Esq. '52, a former assistant Nassau County District Attorney and chief of the Rackets Bureau for eight years, was elected to the New York State Senate. A Republican, Norman will represent the 7th senatorial district, encompassing most of the southwestern portion of Nassau County. As chief of the Rackets Bureau, the new state senator led the fight against the attempts of organized, syndicated crime to move into Nassau County. A member of Sigma Alpha Mu fraternity, Norman received his B.A. in history from Bucknell and is a graduate of Brooklyn Law School. He and his wife, Joy, reside at 666 Shore Road, Long Beach, N. Y.

Norman J. Levy, Esq. '52

Herbert A. Lesher '39, a technical consultant for E. I. duPont, won re-election to his third term as a Republican member of the Delaware State House of Representatives. A chemical engineering graduate of Bucknell, Herb served during his preceding term as chairman of the Joint Finance Committee of the Delaware General Assembly. Herb and his wife, Lois, are the parents of six children and their son, John, is a member of Bucknell's Class of 1971. The Leshers reside at 1120 Harvey Road, Claymont, Del. 19703.

Paul G. Ruane M.S. '59 won his fourth term as a member of the Pennsylvania State House of Representatives. A Republican, Paul resides in Shamokin and represents the 107th district in Northumberland County. He is a teacher at Shamokin High School. He and his wife, Anita, reside at 1021 East Sunbury St., Shamokin.

Carle Zimmerman '58, a research scientist with the Marathon Oil Co., won election as a member of the Littleton, Colo., City Council. He formerly served as a member of the Citizens Advisory Committee on community planning. Carle received his B.S. degree in chemical engineering from Bucknell and his Ph.D. degree from Cornell University. A resident of Littleton for the past six years, the new city councilman resides with his wife and two children at 2539 Ridge Ct., Littleton, Colo. 80120.

Community Builder

The new president of the Long Island Builder's Institute is Richard D. Shoenfield '49, president of the Pickwick Corp., a real estate and construction firm located in Plainview, N. Y.

Married to the former Francine L. Ringler '48, Dick is the father of two children. He serves as president of the Long Island Better Business Bureau; is director of the Nassau Citizens Development Corp., concerned with providing low and middle-income housing; and is founder and trustee of the Huntington Performing Arts Foundation.

Special Ombudsman

The Reverend William R. Webster '45 has begun duties in a unique post as University Ministries Ombudsman on the Bloomington Campus of the University of Indiana.

"Unfortunately, people sometimes get lost in the cracks of bureaucracies designed to serve them," the Reverend Webster noted. "Their problems usually happen accidentally, but they create human misery for individuals and thwart the purposes of the institution. My assignment this year is to hear the grievances of students, faculty, staff, and administrators who have tried the regular channels. If I accept the case, I shall try to ascertain the facts and seek a solution acceptable to all concerned. This may mean helping the person to understand and use the bureaucracy. It may entail helping to tailor the procedures to meet a person's unique need. When a procedure fails repeatedly to serve human need, we are committed to

The Rev. William Webster '45

Paul E. Smith '50

Henry B. Puff '46

seeking the kinds of changes which will help the individual and, at the same time, help the university meet its own standards of excellence. I am neither a super-bureaucrat nor a guerrilla leader, however. Essentially I am a pastor, and our privately-funded, ecumenical organization has borrowed the Scandinavian model as a more effective and responsible expression of pastoral care. This pastoral care will be available to all members of the university community without regard to religion, race, nationality, or sex, of course."

Mr. Webster has no official connection with the university and is appointed and accountable to University Ministries, an ecumenical body formed by the Baptists, Methodists, Episcopalians and United Church of Christ. The new ombudsman began duties at Indiana University in 1956 as the American Baptist minister for the First Baptist Church and director of the Roger Williams Foundation. The whole Webster family is involved in higher education. Mrs. Webster, a nurse, is enrolled for evening studies at the university, and all three Webster children are college students: Cindy and Terry at I. U. and Tom at Kalamazoo College, Mich. The Websters reside at 106 N. Hillsdale Drive, Bloomington, Ind. 47401.

Executive Officer

Paul E. Smith '50 has been appointed assistant vice president, operating services, of the Peoples Natural Gas Co., Pittsburgh. Prior to his appointment, Paul served for seven years as the firm's western division manager. He joined the company in 1952 as an engineer in the research department. Paul received a B.S. degree in chemical engineering from Bucknell. He resides with his wife, Barbara, and their four children at 959 Thom Run Road, Coraopolis.

Change of Posts

Henry B. "Hank" Puff '46, a director of the Bucknell Alumni Association, has begun a new assignment in Burlington, N. J., at the Ruco Division headquarters of the Hooker Chemical Corp. A sales executive long associated with the plastics industry, Henry will be in charge of polymers, assuming direct responsibility for all phases of this major segment of Ruco's business operations. Ruco is the leading supplier of bulk-polymerized polyvinyl chloride (PVC) resins to the U. S. plastic industry. The division operates plants at Hicksville, L. I., as well as the large Burlington complex where a multi-million dollar expansion program is nearing completion.

Henry joined the Hooker Chemical Corp. in 1946 as a chemist after receiving his B.S. degree at Bucknell following two years of infantry service with the U. S. Army in Europe. He switched to sales work in 1947 and was named Chicago district sales manager in 1956. He served from 1959 to 1962 as manager of field sales for the Durez Division of Hooker, at headquarters in North Tonawanda, N. Y., and was named general sales manager for the division in 1962. During his tenure, the Durez division enjoyed its greatest sales gains.

Henry is married to the former Jean Ellingwood, and they are parents of two children. The Puff residence, at present, is at 36 Huntington Court, Williamsville, N. Y.

New Vice President

Raymond L. Zimmerman '50 has been elected vice president of the Life Insurance Company of North America. The Bucknellian joined the firm in 1957, was elected assistant secretary in 1965 and secretary in 1966. He became assistant vice president in 1968 and was elected vice president of the INA Security Corp., a subsidiary firm, in 1969. He is married to the former Marianne Hazen, and they are parents of two sons. The Zimmermans reside at 211 Lansdowne Ave., Wayne, Pa.

ALUMNI AUTHORS

Test of a Nation?

"More than a United States Navy Ship was captured on January 23, 1968, when the North Koreans hijacked the U. S. S. *Pueblo*. A whole nation was captured.

The traditions of the United States, its pride, and its sense of what is right and wrong were then all put on trial along with the eighty-two men from the *Pueblo*."

George C. Wilson '49 will probably find many who disagree with more than this opening assumption in his Prologue to *Bridge of No Return*, a book he has co-authored with F. Carl Schumacher, Jr., former operations officer of the *Pueblo*.* Mr. Wilson, military correspondent for *The Washington Post*, is sole author of the Prologue and Epilogue to the book, but makes clear that both "are the result of long discussions and full understanding between us" and that "the opinions and conclusions in both the Prologue and Epilogue are mutually held."

One of those conclusions is that the Code of Conduct for Members of the Armed Forces of the United States is inadequate—woefully inadequate for the type of situation which the men of the *Pueblo* faced. "The Code of Conduct proved completely untenable under torture," Wilson states in the Prologue. "Yet the same code is in effect today, even after the Navy examined it in the light of the *Pueblo* experience."

George C. Wilson '49

That code, which, incidentally, is not reprinted as part of this book, consists of about 250 words. It was formulated as the result of the experiences of the members of the Armed Forces in the Korean War and put into effect during the Presidency of Dwight David Eisenhower. The code dictated, as Wilson states, "that each member of the *Pueblo* crew resist and prevent" the kind of manipulation by their captors that resulted in "the admissions of guilt, broadcast apologies, televised press conferences, and publicized letters to the President of the United States." But what code — including the Ten Commandments—can keep a man from cracking under repeated beatings, physical torture, and enormous psychological pressure? Was the code really designed for this extreme situation?

Though Wilson spotlights the code in his Prologue, perhaps the attitude he ascribes to his co-author is more germane: "Skip Schumacher is one of the men who grieved about the code and his inability to live up to it. He felt compelled to examine why he had not been able to fulfill its terms. Where was the flaw? In him? In his shipmates? In the code? In its authors? In its administrators? Some measure of response to these gravely haunting questions was essential to him. He has steadfastly sought it."

The book is the result of Schumacher's search for the answers to those questions, and his experiences constitute a haunting memoir. Reading this narrative makes one introspective, makes one ask how well you measure up to your own ideals, forces one to catalog those ideals and ask how deeply they are held. In the end, one is forced to ask if there is any substitute for victory—especially the victory over one's self which becomes of crucial importance in the face of crisis.

And what keeps recurring as a question during the reading of this painful, personal experience is why the Code of Conduct has been selected as the focus of concern. Schumacher, a Trinity College grad, bluntly states that, during his 18-week cram course in Navy O. C. S. at Newport, R. I., "I vaguely remember the Code of Conduct for American fighting men being mentioned in one of the lectures. But it was not one of the topics stressed." He points out that he had no further training in the Code of Conduct after he left O. C. S., "nor did I, or any other officer on the *Pueblo*, receive any training in how to resist Communist brainwashing." All of this seems to indicate more a fault in Navy O. C. S. training procedure rather than in the Code of Conduct.

* BRIDGE OF NO RETURN, F. Carl Schumacher, Jr. and George C. Wilson, Harcourt Brace Jovanovich, N. Y., 1971. 242 pp. ($6.95).

In fact, Schumacher is quite honest about his training in codes, ideals and values. This education is not examined in any Kirkegaardean detail, but it is treated in outline as a frame of reference for his experience as a prisoner of the North Koreans.

"I was schooled in the humanities, not the realities, in my world of St. Louis Country Day School. My objective there, of course, was to do well enough to get into college. But just as important was to have a good time along the way, which was hardly toughening for the Barn" (the first place of confinement by the North Koreans).

"At home, the philosophical foundation was solid American: hard work yields worthy rewards; democracy is good, Communism is bad; the Republicans are to be trusted, the Democrats not so much . . ."

At Trinity College, where he majored in religion, he explored ideas, enjoyed the challenge of his profs and peers and sought to develop a personal philosophy for life. "I realized, though, somewhat self-consciously, that St. Louis and the people I knew there were only a thin slice of the world. My frame of reference was the comfortable life. I was looking through a crack . . ."

F. Carl Schumacher, Jr., was seven years old when the North Koreans crossed the 38th parallel and ten years old when Americans who had been captured in that conflict crossed their bridge at Panmunjon when an armistice was signed. The details of his upper-middle-class background are spelled out against a brief catalog of world events occurring in his brief lifetime. These come together on that fateful January day in 1968, when he became an agent and not an observer of history.

Of all those involved in this narrative, perhaps the most important single figure is that of Commander Lloyd Bucher, the commanding officer of the *Pueblo*. Schumacher seems to be intent on understanding Bucher as much as he is in seeking to understand himself, for Bucher is a man of other circumstances, of a different upbringing, of even another period of history. His portrait of Bucher is an important element of the book.

But perhaps the really fundamental question comes at the end. "What right has the Navy and the rest of the country to leave men like Schumacher unrepatriated spiritually?" Mr. Wilson asks in his Epilogue. "This book was written to ask that question."

It is a fair question. But it may have been asked earlier, at the beginning of the book. Indeed, "the need for a new spirit, a return, perhaps to that traditional concept of Navy *esprit* expressed as 'loyalty up and loyalty down.'" is really what the book is about. Leadership, group unity, the guts to admit error from the top to the bottom—this is the disturbing issue probed. And throughout the analysis one remembers the public reactions to announcements of "collaboration" by American prisoners held captive in the Korean War. Then, as now, there was a popular disposition to blame character defects, individual weaknesses, or a "sick society" for what men did. Only after years of investigation was it learned that captured soldiers, sailors, and marines had been demoralized by a systematic attack upon their group loyalties. The literature on how the Chinese and Koreans did this reveals much about the limits of man's endurance.

Mr. Schumacher endured much and the questions he asks of himself and of his fellow countrymen should be asked. For it is quite possible that we are failing ourselves, each other, and our nation by not examining what commitments we have to one another in a world where leadership and loyalty face increasing challenge.

George C. Wilson, a native of Orange, N. J., received his A.B. degree in English and political science from Bucknell University, and attended Georgia Tech while an aviation cadet in the Navy air corps in 1945-46. He also studied at the Alliance Francaise in Paris. He has been a reporter for the *Newark Evening News* and the *Washington Star,* and a writer for Congressional Quarterly News Features, prior to joining the *Washington Post.* He lives in Washington, D. C., with his wife and two children.

The New Forest

A man who may well lay claim to the title of The Modern Johnny Appleseed, William G. "Turk" Jones '29, has set down the details of his unique carcer in a colorful volume, *The New Forest.*

Profusely illustrated with color photos taken by the author, as well as by page margin drawings of leaves, birds, animals, fruits, and seeds indigenous to the stripped bituminous mine acres Mr. Jones has replanted, *The New Forest* is

William G. Jones '29

a guide for the laymen to many of the wonders of nature uncovered by a man who quickly communicates why he believes Nature is writ large. The language is direct, non-technical, and a reward to read by a man who calls himself "an observer of wildlife."

As one who has planted more than 36 million seedlings, Mr. Jones has impressive credentials as a conservationist. Yet he came to his career by indirection. In the spring of 1946, he bought an abandoned

---

THE NEW FOREST, W. G. Jones, 1970; Offset Printing Center, Boalsburg, 58 pp.

180-acre farm in Clearfield County. This farm was part of a larger 1200-acre tract which became the first reclaimed "spoil" area in Pennsylvania to be certified as a tree farm.

A major in biology at Bucknell, Mr. Jones began his career in advertising in Philadelphia and New York. However, with the acquisition of his farm, he turned his attention to forestry, planting a variety of seedlings on land not looked upon as likely to yield a rich harvest.

The harvest was really in know-how, for when new laws on reclamation of bituminous strip lands went into effect in 1958, "Turk" Jones was one of the few men who had any extensive experience in large scale planting. Skeptics and cynics were amazed when Pitch Pine and White Spruce began to bloom on spoil banks thought to be the most forbidding obstacles to *The New Forest.* (See *Bucknell Alumnus,* January, 1967.)

And that is "Turk's" story, one which includes his selection as the Outstanding Conservationist of Pennsylvania. The man who sowed the seed for *The New Forest,* and who continues to plant his seedlings, is married to the former Sara Bailey '30, and they have two daughters, Sally '57 and Jane '55. The Jones residence is at 301 Philips Street, Philipsburg, Pa. 16866.

New Cook Book

Simple Family Favorites by Jean Heck Shepard '51 was published by Stein and Day on December 10, 1970. It has been made a selection of the Cook Book Guild.

Jean has recently deserted the New York publishing scene (most recently director of advertising for Scribners) and her Manhattan apartment for country living in southern New Hampshire. There she still manages to write, do free lance editorial work and act as a publicity-promotion consultant to nearby publishing houses (with time out only to cook for her husband and two teen-age sons).

The Shepards reside at Nichols Lane, Peterborough, N. H. 03458.

In Memoriam

1895

Word has been received belatedly of the death of Miss Mary H. Baker of a heart attack on June 23, 1968. She was residing in Garrison, N. Y. at the time of her death.

1904

LaVerne C. Chapin of 305 E. Main St., East Palestine, Ohio 44413, died very suddenly on April 5, 1970, after returning home from Sunday School and church services. He is survived by his wife.

Scott P. Hilliard, who attended Bucknell Academy 1902-04, passed away November 30, 1970. He retired from the electrical merchandising business in 1959, then established a wood-working hobby shop. Among his survivors is a daughter, Mrs. John W. Rowell, of Carr Hill Road, Route 6, Columbus, Ind. 47201, with whom he resided.

1908

Mrs. William W. Long, the former Elsie Owens of St. Petersburg, Fla., and a member of an illustrious Bucknell family, died following surgery, on November 6, 1970.

She had willed her body to medical research in Florida. Mrs. Long received a B.S. degree from Bucknell and her R.N. certification from the Roosevelt Hospital School of Nursing in 1915. She served her country in World War I as an Army nurse and as an anesthetist. Mrs. Long's father, the late William G. Owens, Class of 1880, was a professor at Bucknell for 50 years. Her mother, the former F. Jeannette Waffle, received her degree from Bucknell in 1934, after all their children had graduated from college. A brother of Mrs. Long, Dr. Albert W. Owens '09, passed away in 1968. Among her survivors are two sisters, Mrs. William E. Burnet (Jeannette '17) of 1100 North Shore Drive, Apt. 105, St. Petersburg, Fla. 33701, and Mrs. Herbert L. Layden (Katherine '23), whose address is Box 186, Lancaster, Mass. 01523, also a number of nieces and nephews, several of whom are Bucknellians.

1911

Herbert L. Lloyd of Lilly Lake, Wapwallopen, died December 23, 1970 in the Nesbitt Hospital. A well-known educator and soloist, he was a teacher in the Kingston High School until 1928, and in the GAR High School in Wilkes-Barre until 1954. He later taught in Egg Harbor, N. J. He was a deacon emeritus and a member of the choir of the First Baptist Church. His excellent singing voice kept him in demand by local singing groups and choirs. Mr. Lloyd received a Ph.B. degree from Bucknell in 1911 and in 1922 earned his M.A. degree. He served his alma mater, his class and the Emeritus Club in various ways for many years. He is survived by his wife, the former Loraine Boyd, and a son, Roger, who is a research chemist at the Carnegie-Mellon University.

1912

Mrs. Wallace C. Lowther '14, the former Elizabeth Heinsling of Hollidaysburg, died November 29, 1970. She was a member of a well-known Bucknell family, her mother having been the late Mrs. H. T. Heinsling (Sallie C. Loudon, Inst. 1884); her husband, the late "Red" Lowther, a past president of the General Alumni Association, and a sister, Ruth '13, who passed away in 1939. Among her survivors are two daughters, Mrs. Marlan J. Miller (Ruth '40) of 637 E. Wesleyan Dr., Tempe, Ariz. 85281; Mrs. Myron D. Eisenberg '41 (E. Anne '41) of 915 Allegheny St., Hollidaysburg 16648; a sister, Mrs. Clarence M. Kriner '17 (Henrietta '17) of 339 Main St., Winchester, Mass. 01890, and three grandchildren.

1913

Information has been received of the death of Prof. Bright W. Beck, former dean of men and professor of history at Kutztown State College. He received his teaching certificate from Kutztown in 1912 and his Ph.B. degree from Bucknell in 1913 and was a member of the Phi Kappa Psi fraternity. He returned to Kutztown and spent his entire professional career there and was honored when that institution named their new men's dormitory "Bright Beck Hall" in 1965. He was a patron of Bucknell, a charter member of the Bison Century Club and a member of William Bucknell Associates. Mrs. Beck passed away in March 1969. The couple had no children.

1915

Jere B. Bates of 265 Green St., Mifflinburg 17844, died November 26, 1970 in the Geisinger Medical Center where he had been in a coma for ten days following a cerebral hemorrhage and a fall in his home. He had received a Ph.B. degree from Bucknell and was a member of the Kappa Delta Rho fraternity which he had served many years as alumni representative. A retired educator, he was previously a supervising principal, then for many years, a textbook salesman representing the McCormick-Mathers Co. He had always been active in church, civic and service club work and following his retirement, was instrumental in organizing the Buffalo Valley Chapter of the American Association of Re-

tired Persons, and maintained a keen interest in its activities. He is survived by his wife, the former Jessie Shively, and a granddaughter, Mrs. Donald R. Fair of Rochester, N. Y.

1916

Edgar C. Campbell of 11 W. Main St., Canton, died December 5, 1970 in the Troy Hospital. He received an A.B. degree from Bucknell in 1916, a M.A. degree in 1942, and was a member of the Delta Theta Upsilon (now Signa Chi) fraternity. Mr. Campbell taught languages in the Bucknell Academy for two years, then became head of the Modern Language Department of the Danbury (Conn.) High School. In 1924, the Richley-Campbell Insurance Agency was organized, but he later returned to the teaching field at the Utica (N. Y.) Free Academy. He suffered a slight impairment resulting in a cornea transplant which was not entirely successful. He was a victim of arthritis also and an early retirement was necessitated by his health. Two of his brothers were Bucknellians, the late Leslie H. Campbell '20, who passed away in 1954, and Harry Earle Campbell '14 of 667 Sixth St., Clairton 15025.

1918

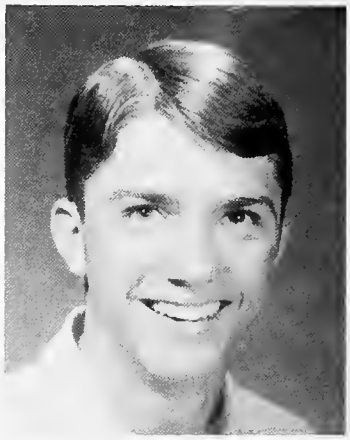
Mrs. Frederick C. Owen (Ella C. Jones) of 30 Lincoln Ave., Montrose 18801, died June 7, 1970 after a short illness. She had been a teacher in the Montrose schools and had served for a time as assistant principal. Following her retirement she was a member of the Montrose School Board, serving in executive capacities, and was active in the First Presbyterian Church. She is survived by her husband and a son, Ralph F. Owen '49, of 20 Skyline Dr., Rochester, N. Y. 14616.

1919

Miss Irene E. Gossweiler of 118 N. 18th St., Allentown, died March 28, 1970. She was a librarian at the Allentown Free Library. Among her survivors is a sister, Hildgarde, of the above address.

1920

Emil W. Holinger of Washington, D. C., a retired mechanical engineer, died November 27, 1970. He received B.S. and M.S. degrees in mechanical engineering from Bucknell and was a member of the Sigma Chi fraternity. After serving in Europe during World War I, he worked as a courier at the Peace Conference at Versailles, France. He later worked for various agencies of the Federal Government in the engineering field until his retirement from the Department of Defense in 1964. Mrs. Holinger passed away in 1966, and he is survived by a sister, Mrs. Guy B. Stephenson of Mill Creek Town, Md.



Two members of Bucknell's track team, Frederick T. Weber, at left, and Peter G. Younger, both sophomores, were fatally injured in an auto accident on Saturday, January 16. They were returning to campus after participating in an invitational track meet when the accident occurred. Weber is the son of Mr. and Mrs. Frederick Weber, Westmont, N. J. Younger is the son of Lt. Col. and Mrs. John P. Younger, Satellite Beach, Fla. A third student, John P. Lanphear, driver of the auto was critically injured in the accident.

1927

Donald J. Barton, writer of military technical manuals and publications supervisor for Gyrodine Electronics, died November 22, 1970 in the Huntington (N. Y.) Hospital. He received a B.S. degree in chemical engineering from Bucknell and was past president of the Bucknell Alumni Club of Long Island. He is survived by his wife, the former Mrs. Sylvia Phelps Kendall, 55 Hennessy Dr., Huntington, LI, N. Y. 11743; two daughters, Mrs. Marilyn Aguiar and Mrs. Doris Smith; one son, Theodore, and several step-children. Interment was in Albany, N. Y., the city of his birth.

Dr. Herbert E. Heim of 1214 N. Ulster St., Allentown, died December 7, 1970 of a heart attack. He received an A.B. degree from Bucknell and was a member of the Phi Gamma Delta fraternity. His M.D. degree was awarded by Cornell University in 1931. His chosen field in medicine was psychiatry and he served the Commonwealth of Pennsylvania at the State Hospital in Harrisburg for many years. Dr. Heim was a member of a prominent Bucknell family; his father was the late Dr. Ephraim Heim '93 H'98, who was instructor at Bucknell from 1897 until his death in 1930. Among his survivors are his wife, the former Miriam A. Diehl; two brothers, Edward '21 of 79 A Street, Apt. 105, Salt Lake City, Utah 84103, and Robert '24, of 206 Pine Rd., Briarcliff Manor, N. Y. 10510; a sister, Mrs. Albert M. Green '35 (Rachel '29) of 2406 Packard Dr., Parkersburg, W. Va.

1936

Richard W. Gilbert, former executive vice president and director of Alaska Airlines, died August 31, 1970, of a stroke suffered while driving his car. He was well known in the Northwestern business community for his consulting work on mergers and acquisitions and had operated his own business since 1964. He was included in *Who's Who in Commerce and Industry, Who's Who in the West* and *Who's Who in World Aviation and Astronautics.* Survivors include his wife, the former Anne A. Atkinson, 10233 Valmay Ave., N. W., Seattle, Wash. 98177.

1937

Charles W. Kattenbach passed away in August 1970. He was a member of the football and basketball teams at Bucknell and of the Sigma Chi fraternity. He was associated with the Hydrocraft Corporation and more recently with the Arkwin Industries of Westbury, N. Y. Survivors include his wife and a daughter, Deborah, both of 840 Tanglewood Rd., West Islip, N. Y. 11795.

James A. Dillon, principal of Israel Ben Zion Academy, died November 26, 1970, after an illness of two days. He became affiliated with the Academy in 1969 after a 28-year period of service with the Jenkins Township Schools and a school administrative career with military forces in Japan, France, Germany and the United States. He was a former PIAA sports official. Among his survivors are his wife, the former Margaret O'Haire of 1302 Main St., Pittston 18640, and several children.

1938

Joseph T. Sbedico of 550 S. Main St., Elmira, N. Y. 14904, died October 15, 1970, after a long illness of cancer. He was a recognized authority in education and was supervisor of Education in the Department of Correction at the Elmira

Reformatory. He received an A.B. degree in biology from Bucknell and was a member of the Alpha Phi Delta fraternity which was later disbanded. He took an active interest in the alumni affairs of the University. Among his survivors are his wife, the former Carmela Prochillo, one son, Arthur J., and a brother, Attorney Julius W. Sbedico '50 of 614 S. Main St., Elmira, N. Y. 14904.

1944

Theodore Glowacki, Jr., a retired U. S. Navy Commander, passed away quite suddenly on November 8, 1970. He is survived by his wife, the former LaGretta Helsel, of 3122 Helsel Dr., Silver Spring, Md. 20906, and three children.

1945

Mrs. Frederick A. Ross, the former Phoebe Goldsmith ("Peg"), of 64 Wyatt Rd., Garden City, N. Y. 11530, died November 6, 1970, after an illness of several months. She was a well-known community leader and together with her family, was active in education as well as civil rights and peace movements. Of special interest was the Student Transfer Education Program which enabled black students from the deep south to attend a northern high school, and their family had served as a host family for two years. Mrs. Ross received an A.B. degree in psychology from Bucknell and was a member of the Delta Delta Delta sorority. Among her survivors are her husband, who is a vice president and general counsel of the New York Life Insurance Co., and three children.

1948

Edward A. Myers of 140 Stanley Ave., Landisville, died in June 1969. He had received a B.S. degree in mechanical engineering from Bucknell and soon after graduation, joined the Hamilton Watch Company in Lancaster as a process engineer, later advancing to supervisor of industrial products engineering.

1969

1st Lt. Robert A. Doten was killed while heading a military truck convoy in Vietnam on January 4, 1971. He completed his basic training at Fort Eustis, Va. and had been in Vietnam only a couple of weeks. He and his wife, the former Sharon Simpson '70 visited the campus with their baby son, Robert, late in November, just prior to his leaving for Vietnam. Lt. Doten received an A.B. degree from Bucknell and was a member of the Theta Chi fraternity. Among his survivors are his wife and son of 701 Fifth Ave., (c/o F. D. Simpson, Sr.), Williamsport 17701, and his parents, Mr. and Mrs. Charles W. Doten, Colonial Rd., Dover, Mass. 02030.

AROUND CAMPUS

Memorial Scholarship

The John D. Scoutten Memorial Scholarship Fund has been established by Mr. and Mrs. Eldon F. Scoutten, 9377 N. Regent Rd., Milwaukee, Wis., in memory of their son, John '70. The scholarship will provide assistance to qualified applicants, with preference given to applicants who are graduates of the Culver Military Academy where John completed his college preparatory studies.

A member of Phi Gamma Delta fraternity at Bucknell, John was killed in a one-car accident near Sunbury on December 1, 1970. He received his B.A. degree in June and completed a tour of active duty with the U. S. Army on November 23. He returned to Lewisburg and had just attended his first session of Reserve Training at the Sunbury Armory. The fatal accident occurred as he returned to his residence in Lewisburg.

Bucknellians who wish to contribute to the scholarship may direct their gifts to the John D. Scoutten Memorial Scholarship Fund, Bucknell University, Lewisburg, Pa. 17837.

Challenge Campaign

Recent foundation, corporation, and individual pledges have pushed the 125th Anniversary Challenge Campaign total past the $7.5-million mark. As of December 31st, $7,532,617 has been pledged towards the $12,000,000 goal. A $25,000 grant from the Fairchild Foundation, New York, a $10,000 pledge from Grit Publishing Company, Williamsport, in addition to the efforts of many volunteers in recent area campaigns, have been the major factors in this increase.

Recent area drives have included: Special gift campaigns in Wilkes-Barre (Chairman, Clifford Melberger '61) and Harrisburg (Chairman, Robert Lauman '45); General and Special Gift campaigns in Albany (Chairman, Gerald Smallwood M.S. '52), Buffalo (Chairman, Henry Puff '46), Danville-Bloomsburg (Chairman, E. Robert Marks '47), Rochester (Co-chairman, William Henkelman '52 and Kenneth Reinheimer '61), Bellefonte (Chairman, Franklin Cook '33), and Syracuse (Chairman, Howard Kates '49). The combined efforts of these important volunteer organizations have added $81,-367 to the campaign total this autumn. Plans call for the organization in spring of a Special Gift campaign in Williamsport, with Harold Soars serving as chairman, and several General Gift campaigns in eastern and western Pennsylvania.

1971 is Bucknell's 125th Anniversary year. Last year, 1970, the Challenge Campaign total increased by over $2-million. This surpasses the Trustees' timetable for raising $7-million in three years and an additional $5-million over a longer period. This rapid pursuit of the Campaign goal has been made possible through the intensive efforts of thousands of Bucknellians in area campaign organizations and through the tireless leadership of National Chairman Charles J. Kushell '27.

However, not all of the total raised to date has been pledged to the categories anticipated. In fact, most of the Endowment Goal of $5-million has been raised while the $7-million Buildings Goal runs behind previous estimates.

Plans for 1971 have already enlisted the volunteer help of alumni,

parents, and friends in support of the University's efforts to bring increased strength to its academic program by successfully completing the overall objectives of the 125th Anniversary Challenge Campaign for the 100th institution of higher education to be chartered in America.

Alumni Aid Admissions

Approximately 40 Alumni are providing aid to the admissions staff in nine metropolitan areas: Pittsburgh, Wilmington, Chicago, Cleveland, Boston, Hartford, Rochester, and Buffalo. These Bucknellians interview students in their local area when individuals can not meet with admissions staff members on scheduled visits.

Aiding the volunteer efforts are, in Pittsburgh, Mr. and Mrs. Richard Klaber '55 (Judith Beattie '55); Mrs. Nan Currington (Nannie Moone '64); Mr. and Mrs. Charles Mertz, Jr. '60 (Rachel Robbins '60); Mr. and Mrs. Paul R. Pigman '56 (Eleanor R. Mackie '55), and Robert Zavorskas '67.

In Wilmington, the volunteers are Peter R. Cheyney '65; Richard H. Garwood '65, and William B. Johnson '61.

Assisting in Chicago will be James A. Carlson '59; Mr. and Mrs. Donald S. Higgins '51 (Janet Mardaga '50), and Young Gul Kim '58.

Cleveland applicants will be assisted by William O. Emerich '63; Mr. and Mrs. David R. Evans '61 (Carol Smith '63); James F. Jung '61, and Mr. and Mrs. Lucien B. Karlovec '58 (Sandra Glenn '60).

Aiding in Boston are Dr. and Mrs. William A. Briggs '60 (Carol Baay '61); Cynthia J. Cox '68; Mrs. George N. Pappas (Sandra Hjortsberg '60), and Mr. and Mrs. Paul Pearson '61 (Linda Morris '61).

In the Hartford, Connecticut area, aiding the admissions staff are Mr. and Mrs. H. Judson Carr '56 (Shirley L. Hall '57); Clinton H. Gilkey '60, and Mr. and Mrs. Henry E. S. Owen '56 (Pollyann R. Keller '56).

Assisting in Rochester will be Mr. and Mrs. Alfred F. Fagan, Jr. '59 (Hope Speer '60); Thomas E. Goldman '62; Mr. and Mrs. Arthur Kinney '56 (Dorothy Hund '57), and Edward J. Mizma '55.

Assisting in Buffalo are Mr. and Mrs. James R. Rawson '66 (Carol Schultz '67); Mrs. John F. Sallada (Alice Hartzell '67), and Mr. and Mrs. Peter S. Updike '57 (Carolyn D. Fulton '60).

Increase Tuition

Bucknell University has announced an increase of $305 in tuition and fees for the 1971-72 academic year.

The increase, approved at the recent semi-annual meeting of the school's Board of Trustees, will raise the tuition and fees at the University to $2,730 beginning next September.

Other charges for students who live in standard double rooms in Bucknell residence halls and purchase seven-day/three meal board contracts will remain at $925, bringing the overall yearly total to $3,655.

President Charles H. Watts, in a letter to parents of Bucknell students said "We forsee a very difficult task ahead in keeping the budget in balance in the face of inflationary pressures and increasing costs, many of which are beyond our ability to control . . . We shall cut expenditures where we can do so without detriment to the program, but we shall also need additional income, and there is no alternative but to increase tuition substantially again this year."

Expressing regret at having to announce another increase, Dr. Watts stated that the University would continue to make every effort to raise other funds by additional means.

Chemistry Graduates

The high number of recipients of baccalaureate degrees from Bucknell University who have continued their studies to receive the Ph.D. degree has been cited by a leading foundation in making a grant to the University's Department of Chemistry.

Officials of The Camille and Henry Dreyfus Foundation of New York City, when announcing an $8,000 grant for the undergraduate research program in Bucknell's chemistry department, noted that the University ranked 22nd among liberal arts colleges in the country in the number of graduates in the period 1920-66 who went on to receive Ph.D. degrees. A total of 350 Bucknell graduates in this period have received Ph.D. degrees.

The grant from the Dreyfus Foundation will make it possible for 20-25 undergraduate students to conduct research in chemistry during the coming summer. During the past six years the Dreyfus Foundation has awarded grants totaling more than $27,000 for work in Bucknell's Department of Chemistry.

NSF Fellows

Two Bucknell faculty members, Dr. Charles A. Root and Dr. Charles C. Pinter, have been awarded National Science Foundation Science Faculty Fellowships for the 1971-72 academic year.

Dr. Root, assistant professor of chemistry, who has been a member of the Bucknell faculty since 1965, will spend the next academic year at the California Institute of Technology where he will work with Prof. Harry B. Gray. Prof. Root's field of special interest is inorganic chemistry and Prof. Gray has been a leader in research developing an approach to "bio-inorganic" chemistry.

Dr. Pinter, an associate professor of mathematics, joined the Bucknell faculty in 1965. He will be at the University of California at Berkeley for the next academic year, where he will participate in seminars and do research in the field of algebraic logic.

A graduate of Ohio Wesleyan University, Prof. Root received M.S. and Ph.D. degrees from Ohio State University. Prof. Pinter received a B.S. degree from Columbia University and a doctor of science degree from the University of Paris.

Take a Breather - Leave it all Behind!

Hit Europe's High Spots On One Of Our New

BUCKNELLIAN BREAK-AWAYS

It's "Let's Go Away Time"! Your Alumni Office has planned two great travel plans . . . each with lots of style . . . each with special appeals. On the SPANISH ADVENTURE you can laze along the blue Mediterranean at a fabulous self-contained resort with its own lovely beach, two gigantic pools, horses, tennis, nightclub, sauna, Beauty Farm and a beautiful 18-hole golf course. Unlimited play, free greens fees!

On the PARIS, ROME, LONDON swing it's do as you please at your own pace. Aside from minimal sightseeing and a gay party with the gang in each city YOU choose how to spend your time. Want to antique hunt? We'll tell you the best spots. Want to golf? We'll tell you where and how. Are theatres, art, museums or clothes your thing? We'll till you in. Pick your own BREAK-AWAY and shoot in the coupon . . . you're practically on your way!

Jack Brothers Says: "Join Me On This One!"

9-Day Spanish Adventure

On The Mediterranean "Costa Del Sol"

July 10-17,1971

At The Magnificent

ATALAYA PARK
Hotel and Golf Club
Marbella, Spain

$299

Plus $22.50 Tax and Service
Single Rooms, $369

INCLUOED IN TRIP RATE:

- Round-trip New York Malaga by Jet
- Round-trip Airport Hotel Transfers
- Sharing twin-bedded rooms with private bath for 6 Nights at Hotel
- Full Breakfast and Dinner Daily
- Wine Party and Cocktail Party
- Unlimited Free Golf Greens Fees
- Tips and Taxes for Included Services

All of fascinating Spain is within easy reach. There will be Optional Tours to Madrid, Seville, Cordoba, Granada and Tangier, Morocco. Car rentals available on the hotel property. A full-time representative will be on duty to help with all sorts of special arrangements.

Do Your Own Things While You Breeze Through

Paris, Rome and London

No Regimentation—You're Free As a Bird

July 10-24, 1971

- ★ 4 Days in PARIS
- ★ 4 Days in ROME
- ★ 5 Days in LONDON

$599

Plus $19.50 Tax and Service
Single Rooms, $699

INCLUDED IN TRIP RATE:

- Round-trip by Jet from New York including travel between cities
- Round-trip Airport Hotel Transfers
- Sharing Twin-bedded Rooms with Private Bath at First Class Hotels
- English or Continental Breakfasts throughout. One special Nightclub or Feature Dinner in each center
- Half-day Orientation Tour each city
- Tips and Taxes for Included Services

Brilliant PARIS, Historic ROME and Swinging LONDON . . . what a combination of fascinating cities . . . and plenty of leisure time to do them all on a leisurely, fast-paced or special interest basis. In each city your special needs will be handled by our own multi-lingual representative.

GENERAL INFORMATION

REGISTRATION, DEPOSITS, PAYMENTS: Register by sending in attached Application Form together with a DEPOSIT of $100 PER PERSON. (Please make checks payable to our travel agent, ROGAL TRAVEL SERVICE). Final payment due on or before June 1, 1971. You will be billed by our agent.

CANCELLATIONS, REFUNDS. Cancellation fee of $50 per person for cancellations received any time after registration. In addition, for cancellations later than June 1, 1971 an airline cancellation fee of 10 per cent of applicable airfare

NOT INCLUDED IN TRIP RATES: Costs of U.S. Passport and Smallpox Vaccination; Personal expenses such as laundry, valet; food or beverages other than included in each Itinerary; Insurance, Optional Tours; Excess Baggage; U.S. Departure Tax and Foreign Airport Taxes. Any costs incurred through absence or deviation from the stated itinerary for any reason whatsoever. Any costs not specifically included

BAGGAGE: Is limited to two pieces consisting of normal sized suitcase and flight bag (the latter provided by Rogal Travel Service) both together weighing not over 44 pounds per person.

FILL IT OUT—TEAR IT OFF—MAIL IT IN

Jack Brothers, Alumni Office
BUCKNELL UNIVERSITY
Lewisburg, Pa. 17837

This is my our order for the following services: (CHECK DESIRED TRIP)

☐ **SPANISH ADVENTURE for —— Persons**

☐ **PARIS, ROME, LONDON for —— Persons**

Enclosed is Deposit of $100 per person. TOTAL DEPOSIT $——

NAME (Print) _____

Address _____

City _____ Zip ____

Class ____ PHONES: Office _____ Home _____

I will be accompanied by: _____

Please Make Checks Payable To ROGAL Travel Service

BUCKNELL
THE ALUMNUS

VOL. LVI, No. 6 JANUARY, 1971

Published by Bucknell University

Lewisburg, Pa. 17837

Published by Bucknell University every month except February, June and August for alumni, parents, and friends. Entered as second-class matter at the post office at Lewisburg, Pa. 17837. Return requested on Form 3579.

We are mailing this copy to the address below. Is it correct?

MAILED TO

Archives, Bertrand Library
Bucknell University
Lewisburg, PA 17837

HOW ABOUT AN ALUMNI DIRECTORY?

We plan to issue an up-to-the-Class of 1971 Alumni Directory this year.

Because of increases in printing costs, we must charge $3.50 per copy for this classy register of Bucknellians—the first issued since 1950. It will list Alumni alphabetically, by class, and by geographical locations.

To help us determine our needs for this bestseller, please fill in the form below and return it to Jack Brothers, Director of Alumni Relations.

Jack,

I would purchase _____ copy(s) of The New Alumni Directory.

_____
NAME

_____
CLASS

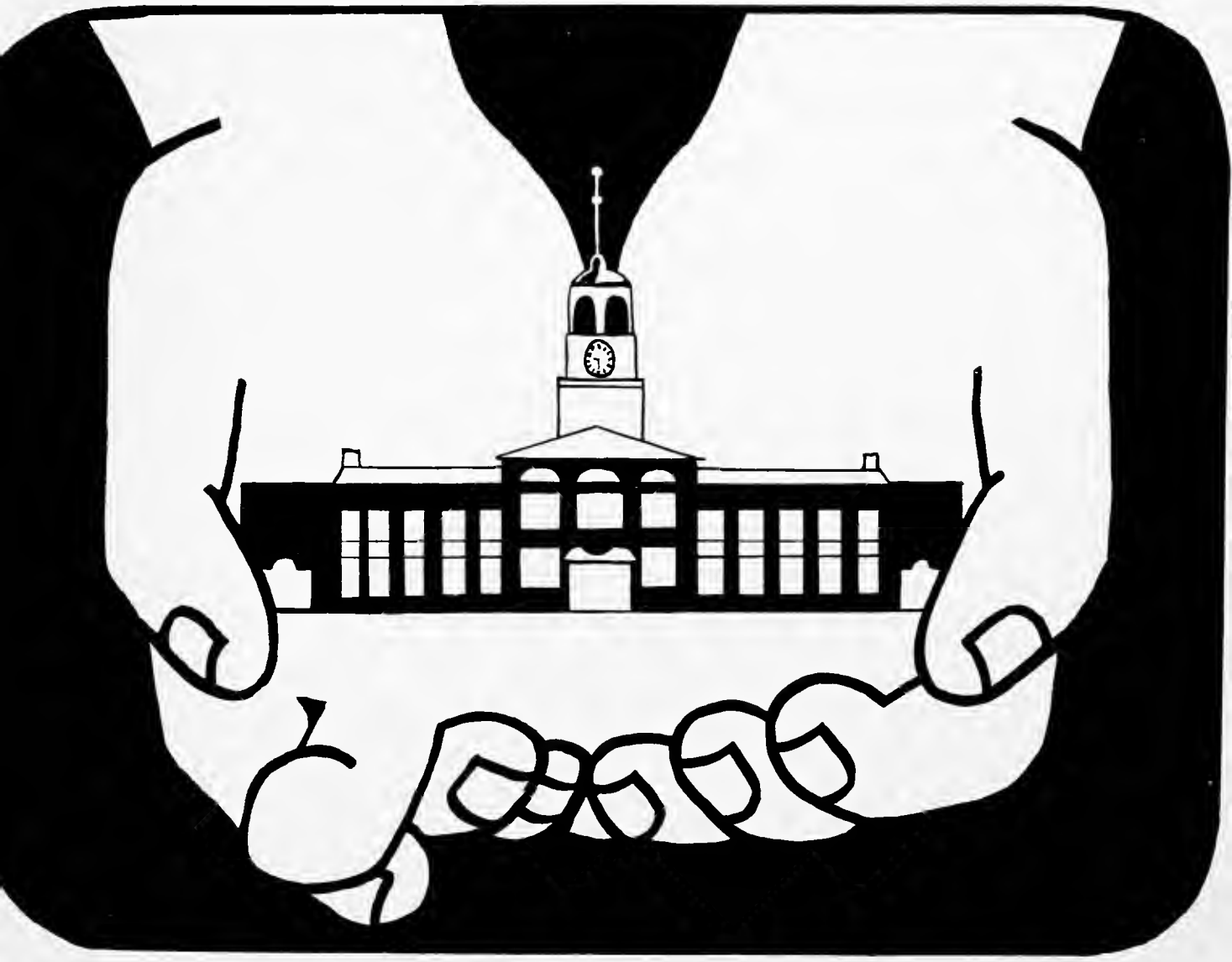
_____
STREET ADDRESS

_____
CITY

_____
STATE ZIP

MAY, 1971

THE BUCKNELL ALUMNUS



Cover Art by Valerie Kiernan

The January Program's 'Good Hands'

You Can Join the January Program

The second year of operation of the Jan Plan at Bucknell is now history, and the curriculum experiment shows signs of growth. This year, in 1971, a total of 914 students were engaged in projects on and off campus, working with 128 faculty sponsors. In 1970, 698 students and 108 faculty members participated in the January Program.

Those are some of the statistics, but they do no reveal how diverse are the educational projects undertaken by Bucknell undergraduates and how the overall program works.

Final examinations for the first semester at Bucknell are given prior to the Christmas recess and the month of January is set aside for a voluntary, non-credit, unstructured program which permits students to experiment, to study within or outside of their major fields, to investigate a problem in depth, or to travel elsewhere to pursue a special interest.

This issue of *The Bucknell Alumnus* is devoted exclusively to a report on the January Program at the University. It is by no means an exhaustive or complete report, but it does provide a sample of the kind of educational projects that are an outgrowth of the motivations and ingenuity of students and the counsel and direction of faculty members.

When you have studied these accounts, perhaps you will have some idea for projects that could be included in the January Program. We invite your comments and suggestions. If you would like to help further the goals of the University by participating in the January Program, you may do so in either of two ways:

(1) By providing positions for students to serve during January as observers, apprentices, research assistants, or employees in business (small or large), industry, social agencies, pro-

(See page 2)

In This Issue

See the squirrel! See the squirrel peep around the tree! Well, the photo at left is the work of Archer Bryant, a sophomore. More of Arch's photos appear on pages 12-15.

Our cover is the work of Valerie Kiernan, a junior, who designed the masthead for the ALUMNUS newspaper edition. Valerie worked in the art and advertising departments of the Allstate Insurance Company as part of her January Program and she put the Bertrand Library in "good hands."

A SAMPLE OF 300 PROJECTS

More than 300 projects were listed for the January Program in 1971. Some of these were conducted overseas, but most of the projects took place on campus or at least in closer proximity to the campus. A sample of the work done may provide some idea of the broad range of subjects and interests involved.

Projects sponsored by biology department faculty members were conducted at such diverse sites as the New York State Agriculture Experiment Station in Geneva, the Everglades National Park in Florida, the Downstate Medical Center and Kings County Hospital in Brooklyn, and the Forty Fort Animal Hospital in Wyoming, Pa.

More than 40 pre-medical students got a real sample of the life and work of a doctor while spending the month in medical training in the Evangelical Community Hospital in Lewisburg and in hospitals in their hometown areas.

Students interested in education worked at elementary and secondary schools in such places as Boyertown, Pa.; Grosse Pointe, Mich.; Summit, Oradell, and Corbin City, N. J.; Greenlawn and Williamsville, N. Y.; Branford and Norwalk, Conn.; and Palm Beach Gardens, Fla. These projects involved working with regular classes, tutoring, studying visual discrimination in the reading and writing behavior of children, and assisting in the teaching of deaf and handicapped children.

(See page 2)

SAMPLE OF PROJECTS

One student worked on a Navajo reservation in Ganado, Arizona, and another, working with a Head Start program in Wisconsin Rapids, Wis., studied early childhood behavior in Indian children.

Numerous projects were sponsored by faculty members in the psychology department. These included a course on campus investigating the effects of population overcrowding; an introduction to clinical practice in which students lived in the staff dorm at Central State Hospital in Milledgeville, Georgia, the largest mental hospital in the country, and were assigned diagnostic clinical responsibilities; and study at Monkey Jungle in Goulds, Florida and at the Delta Regional Primate Center in Covington, Louisiana. A student analyzed the racial attitudes of fifth grade students in a Lewisburg school; another observed the psychological interaction between owners and their pets; and several students did research or served as apprentice workers at the Laurelton and Selinsgrove State Schools. Another course on campus included a study of mental health in America.

One of the many projects which received newspaper coverage in the area in which it was conducted was the work by one girl, conducted through the Community Action Program of Lancaster (Pa.) County, with the Puerto Rican residents of Lancaster. During three weeks of intensive work Miss Linda Mumford '73, who speaks fluent Spanish, talked with Spanish-speaking families, educators, clergy, social workers and others. She was mainly concerned with discovering some of the most pressing problems faced by the Puerto Ricans which stem from differences in language and culture.

Approximately 125 students traveled to distant lands in a variety of January Program projects. The student trips included such places as Argentina, Australia, England, Austria, Uruguay, the Soviet Union, Canada, Czechoslovakia, and Italy.

YOU CAN JOIN

fessional offices (law, medicine, education, etc.), hospitals, museums, governmental offices at the local, state, or federal level, and so forth. Any significant work or field study experience will suffice as long as it promises a student the opportunity to see the application and relevance of his formal course work or to extend his educational experiences beyond those provided in his course of study.

(2) By submitting proposals for structured projects to be conducted on or off campus and directed or supervised by an alumnus whose profession qualifies him to act as a temporary extension of the University's teaching staff.

Both of these ways in which alumni can engage in the January Program ultimately require the approval of a faculty member, who becomes officially the sponsor of the project even though he may not be directly involved in the conduct of the project. Alumni may contact individual faculty members directly or submit inquiries and ideas to the Director of the January Program. Write or call (717-524-1440) at any time from now, through the summer, up to the middle of October to:

Dr. John W. Tilton
Director of the January Program
Bucknell University
Lewisburg, Pa. 17837

Mr. Victor F. Vilella '46, at left, division engineering supervisor for West Penn Power Company, was the alumni sponsor of Mr. Warren Mack, a senior mechanical engineering student. Here, the two men analyze computer sheets with voltage and load data for a distribution substation. West Penn Power serves Washington County and the southwest portion of Allegheny County (just south of Pittsburgh).

Christine Ellison, a junior from Norwich, N. Y., turned a trip to Australia into a journalistic study program and won plaudits for her stories from "down under."

William Gardiner '71, above, worked with Richard Rhindress '63, while Karl Schaefer '60 was aided by Bucknell seniors, left to right, Phillip Titus, Thomas Strekal, and Martha Kandelin.

Pennsylvania's Environment

FOUR Bucknell University seniors spent the month of January working in the Division of Water Quality of the Pennsylvania Department of Environmental Resources. Their project was the brain child of two of the division's staff—Dick Rhindress '63, a geologist, and Karl Schaefer '60, an aquatic biologist, who had learned of their alma mater's "Jan Plan."

Rhindress and Schaefer, in conjunction with Professors Richard Nickelsen, chairman, department of Geology, and Wayne McDiffett, department of biology, drew up a work-study program in Water Quality, and four Bison seniors were selected to participate. The students were paid no salaries but did receive room and board compensation.

Bill Gardiner, who is a geology major, worked with Dick Rhindress, compiling data on the conditions of public water supply wells. The information is needed for the Commonwealth's Ground Water Quality Management System.

Martha Kandelin, Thomas Strekal, and Philip Titus, all of whom are biology majors, worked with Karl Schaefer. A good deal of their time was spent in the lab identifying aquatic insects and animals. They also did work in the field, helping to conduct stream surveys.

THE students made very favorable impressions on the people in Water Quality, as did the project in general. The project was rated a success, and the "Jan Plan" is one program that the division is anxious to be involved in again.

As the Deputy Secretary for Environmental Protection, Mr. Wesley E. Gilbertson, notes: "We hope that we have been able to show these students something of the state's environmental protection work. It has been a pleasure having these students work with us. I hope that we can again participate in the Jan Plan. My thanks extend to you and to Professors Nickelsen and McDiffett for sending us such excellent students."

'Mini-Plan' for New Berlin

By JIM FREEMAN '71

"There are no strangers in this world, only friends we've never met."

LOUIS EATON, a New Berlin resident, used these words as he presented symbolic "keys to the city" to the 23 Bucknell University students who had spent their January working in that small Pennsylvania borough. For the students, the experiences and events which preceded that evening had been the Mini-Plan, a January Project in community development.

From its inception, Mini-Plan offered two areas of human interaction, either of which would have been a sufficient objective for a normally ambitious January Project. We had the problem of how to promote effective communication and action among 23 students coming from various backgrounds, interests, and fields of study and, second, how to relate these actions to, and communicate with, the residents of a small Pennsylvania community, a community, one might add, that had been functioning for several hundred years without the students' help. These were some of the problems that were innocently concealed behind the words describing the project in the January Program catalogue.

At that first November meeting of interested students, the problem of communication within our group became immediately obvious. Oddly enough, it was one problem that most of us had probably not considered very deeply—that is, until we were suddenly in a room with students whom we may have recognized, or known by name only, but for the most part did not really know. As the project advisers began to speak—George Fasic, of the Bucknell Institute for Regional Affairs; Professor Richard McGinnis, of the civil engineering department, and Professor John Anderson, of the department of economics—it became clear that although they had outlined the general area of community development for the project, it would be the students' job to design and shape it according to their own interests. Considering that the 23 students involved represented such diverse fields as political science, geology, sociology, civil engineering, history, psychology, economics, mechanical engineering, and business administration, there was obviously a considerable variety of interests and abilities present.

Although ideas and suggestions were slow to come forth and the pace of these pre-January meetings seemed agonizingly slow at times, with guidance from the advisers Mini-Plan began to take

Mr. John Knouse, mayor of New Berlin, at center holding project report, praised Bucknell students and faculty for work done in his community. From left to right are Jim Freeman '71, Sue Barrell '73, George Fasic (Bucknell Institute for Regional Affairs), Louis Eaton (resident of New Berlin), the mayor, Doug Hovey '71, Donna Rubinoff '71 and Dr. John Anderson. (All photos in this story are by Elwood H. Moyer, Mifflinburg.)

The man with the long reach (above) is Irvin Smith of New Berlin, one of the volunteer firemen who hosted a dinner for students and faculty. Below, Jim Freeman, author of this article, Sue Barrell and Ed Simpson '71 review data collected in project.

shape. New Berlin was selected as the site for the project, and a general time-table was established. The first week would be spent gathering data on the community; the second to analyzing this data for implications; the third to submitting several proposals to the residents for discussion, and the fourth week would be spent preparing a final report. It was also decided to establish an office and work space in New Berlin, if possible, and to hold an open town meeting each week.

Perhaps the most difficult decisions were those concerning the scope of the project and the specific areas of the community to be investigated. It was during these early sessions that an appreciation for the complexity of a town began to grow. Often students remarked that they didn't really understand how the various functions of a community interacted, although they were familiar with specific areas. As the Christmas break approached, however, decisions were made and five areas of study were identified: land use, housing, networks (transportation, water, and sewer), social and power structure, and government and finance. Because of the smaller size and scope of the assigned groups, dialogue increased and the project began to breathe life as plans were laid for the first week's work.

NEW BERLIN is a community of slightly over 800, located along Penn's Creek in southern Union County. Only thirteen miles from Lewisburg, it offered an ideal setting in both proximity to the campus and size. Size was especially significant since limited time was available for the project. Although the borough had at first declined interest in Mini-Plan, this decision was later reversed and the Borough Council extended an invitation to the students. Credit must be given to Mr. Fasic and Mayor John Knouse, whose hard work and perseverance largely accounted for this reversal. It is not difficult to understand the reservations on the part of the community, especially in view of the general public's opinion of college students today. Nor can it be said that the students were without reservations of their own. Considering the residents' view of a "bunch of crazy college kids," and the students' notions of "Pennsylvania farmers," the two certainly seemed unlikely allies.

Each side began with preconceived ideas well in hand, but Jan-

---

Jim Freeman is a major in mechanical engineering, Class of 71. He began studies with the Class of 1966, but these were interrupted for four years of service with the U. S. Navy. He is contemplating a career in planning of architecture, with a stress on design and planning of communities, and will work this summer in a planning capacity on a project in Connecticut.

uary 4, 1971 arrived and the Mini-Plan beeame a reality. After a morning "organizational meeting," if it can honestly be called that in retrospect, the five sub-groups set out to make plans and eollect data:

Land Use—Inventory and map all land uses, both within the borough and the surrounding area. Also, gather information on soil conditions, slope, drainage, and suitability for construction of these areas.

Housing—Prepare a questionnaire and conduct a survey of the borough to collect data on population, housing conditions, length of residence, shopping habits, social needs, attitudes, etc.

Networks—Conduct an origin and destination traffic survey, study street conditions, maintenance, eurbs, lighting, signs, etc. Also, study the borough's water and sewer systems.

Social and Power Structure—Analyze the community to identify influential citizens and organizations, both within the formal borough structure and without.

Government and Finanee—Study strueture and budgets of the borough's government. Catalogue all state and federal programs whieh could be of assistanee as well as identifying any other possible revenue sources.

Work within the community was greatly assisted by the United Chureh of Christ in New Berlin, which made its basement available as a headquarters for the project during the month. This office was of particular value as it provided a more direct link with the community, while serving to reinforce the faet that we were no longer students sitting in a classroom but actually out in a community gaining firsthand experience along with edueation.

State police aided Ed Simpson and Jim Freeman, at right, during traffic survey.

WITH the end of the first week came the initial open town meeting and face-to-faee confrontation with the residents of the borough. For two reasons, the importance of this first meeting could not be overstated: one, it was essential that good first impressions be formed on both sides; and two, it was vital to the project to have a direct input and expression of the residents' ideas and problems. In an effort to stimulate as much dialogue between the two groups as possible, an informal approach was used. Displays were set up in the borough's community center using some of the data that had already been collected in the five areas outlined by the students. On Thursday evening, January 7, the residents were invited to come in, browse, have coffee, and discuss New Berlin and Mini-Plan with the students. Whether it was the sincere interest of the students that inspired the enthusiasm of the 75 residents attending, or the opposite, I would be hard-pressed to decide. The suecess of the meeting, however, was easily measured in the volume of conversation that filled the community eenter that night. It was indeed a unique meeting, one that saw a resident in jaeket and tie talking with a student in jeans about water sourees for the eommunity, while in another corner sat a student in jacket and tie and a resident in work clothes discussing the medical needs of the borough. The exeitement and interest that began that evening were to remain with the Mini-Plan through the entire month, and possibly beyond that.

It was indeed fortunate that we had this enthusiasm since it was obvious on entering the second week's work that we no longer had a schedule. Contrary to elassroom plans, we were already a half-week tardy and a good portion of the second week was needed to complete gathering the information we desired. This was a result of inaeeurate planning on our part and also a widening of the scope of the project. The town meeting had identified several new areas, such as recreation and medical and dental care, whieh we had not initially considered.

On Tuesday of the second week, the origin and destination study was conducted with the assistance of the State Department of Transportation and State Police. All traffic entering the borough was stopped and travelers were questioned concerning the origin, destination, purpose, and frequency of their trip. This information was needed to identify traffic genera-

tors within the borough, analyze the effectiveness of the street network, and understand traffic patterns of the area. All went well with the survey, although one sad resident was probably left with something other than fond memories of Mini-Plan. It seems that an underaged citizen had selected that day to take the family car for a drive, only to find State Police stationed at every end of town. May he forgive us.

THE second week also saw the completion of the door-to-door housing questionnaire, with over a 65 percent response. This particular survey provided valuable information to all the subgroups of the project, since it contained such loaded questions as, Who are the three most important people in town? Another key event of this week was the first meeting with a critique team made up of three professionals: an architect-planner, a landscape architect, and an ecologist. The disciplines these professional represented complemented those of our advisers and provided for a very interesting evening of discussion, especially in regard to how to use and interpret our data.

By this time, a steering committee had evolved for the project made up of representatives from each of the sub-groups. It was their decision to cancel plans for a town meeting in the second week and direct work towards one in the third week. The purpose of this meeting was to present the data and information collected, and to discuss various problems that had been identified along with possible solutions. To prepare for this meeting and start pointing towards the final report, the original five groups were abandoned and new ones formed to pursue specific areas. Included were borough land use, regional factors, water sources, water supply systems, sewage, streets and traffic, historic preservation, recreation and entertainment, education, community services, government and finance, and a planning commission. It was around these basic subjects that the third town meeting was structured. The students brought their ideas and proposals to the meeting, along with the data which had led to them, while the residents brought their own views and the experience they were founded on. Although discussion was slow to start, it proved quite interesting as the evening progressed, with each side educating the other. An added feature of this meeting for the students was the experience gained in public speaking, as almost everyone had a part in the presentation.

The fourth week of the project required yet another transformation on the part of those involved. Suddenly we were writers and editors as the final report began to take shape. The steering committee called for two reports to be prepared for the final town meeting. One would be made up of detailed reports prepared by the aforementioned groups. Ten copies of this full report were to be left with the Borough Council. A second report, summarizing the full report, was also to be prepared, and one hundred copies made available for distribution to those in attendance at the final meeting. The summary report had been decided upon in a further attempt to involve more of the citizens of New Berlin in its affairs. Another factor in deciding on a summary report was the feeling that our work and efforts would be of little value if only read by a few. Inevitably, the night of the final meeting arrived, and although preparation of the full final report ran past this date, the summary reports were available and presented at the meeting.

Professor John Anderson, department of economics, interviews Mrs. Emery Sassaman for housing survey.

SPACE does not allow for details concerning all the recommendations and findings put forth by the Mini-Plan, but some aspects of the project may be discussed in general terms. Many of the proposals and suggestions contained in the final presentation were not new and revolutionary ideas brought by the students, but ones that had been present and talked about in the community for some time. In this respect, Mini-Plan served as a catalyst and renewed interest or gave life to these "old" ideas and set things in motion. The level of

activity that was generated within the borough was indeed one of the most significant outcomes of the month's work. It is important to note here also, that this activity was not just on the part of the students or residents individually, but a truly cooperative effort. This close working relationship that evolved between the students, residents, and officials of the borough was very rewarding and educational for all concerned.

Of course, warm feelings and educational benefits aside, it is always nice to have something more substantial to show for one's work. In this regard, I can report that a borough planning commission is now operative in New Berlin, and this may be directly attributed to Mini-Plan.

Planning Commission

The need for a planning commission was identified early in the project and this became one of the unofficial objectives of the month's work. We saw the need for this body in two ways: one, it would be of obvious benefit to the community in guiding its future development; and second, perhaps a more selfish one, we knew that this would be an ideal way to insure continuance of the work which we had begun. A separate team was formed within our number to pursue this goal and it is to their credit that on the night of the final meeting, we were able to introduce three individuals who had been appointed and approved by the mayor and council to form a planning commission. The story does not end there, however. During the final meeting, two more residents volunteered to serve on this body, and at the time of this writing, there are seven members actively serving on the newly formed New Berlin Planning Commission.

Historical Society

This body has been organized within the community and is devising plans to preserve and restore some of the historically significant buildings of the borough. They are also planning a special weekend in August to allow the general public to share some of the history which can be found in New Berlin.

New Berlin residents and students study land use maps during special town meeting.

Penn's Creek Water Authority

The Lions Club of New Berlin has sponsored this body to pursue plans for a dam across Penn's Creek. If successful, this dam would provide the borough with a swimming area adjacent to its existing park.

Recreation Committee

This newly formed committee is seeking to design and coordinate programs for the youth of the community such as, organized sports, dances, etc.

It should not be necessary to try to explain the feelings these events bring to the students who spent their January in New Berlin. It was certainly a most rewarding month in many ways. After all, there are not many places within the structure of a contemporary university that

- an engineer would be working with a sociologist and business administration major on a common objective;
- you run over to a mayor's house to discuss a problem in his community over a cup of coffee;
- you find that a rumor has started to the effect that the little-league baseball field is to be the site of new high-rise apartments, and it threatens the future of your project, even though completely without basis in fact;
- you and 23 others are invited to a dinner in your behalf by a volunteer fire company;
- you have lunch in a combination hardware store-restaurant, because it's the only place in town;
- you discuss the problems related to a community with a planner, architect, economist, landscape architect, transportation engineer, and an ecologist;
- a meeting is advertised for the youth of a community to attend, and as you sit expecting high-school and college-age students, you suddenly see 50 kids from grades one through six pour through the door expecting to be entertained for the next two hours;
- you are presented a "key to the city."

These are but a few of the experiences and events that led to that final town meeting and the words of Mr. Eaton. I honestly can't remember seeing any "crazy college kids" or "Pennsylvania farmers" at the community center that night, apparently they couldn't make it. In their place, however, were a lot of friends who were once strangers.

Above, Professor Darina Tuhy, department of music, provides some advice for an aspiring pianist. Below, Deborah Wright '72 gives some private instruction in science to a student at Piney Woods. (All photos are by Paul Wainwright.)

Project Piney Woods

By PAUL F. WAINWRIGHT '72

PINEY WOODS is a school for Negro children located in the heart of Mississippi. It was founded in 1909 by Dr. Laurence C. Jones, a Negro Mississippian who was educated at Iowa State University and who returned to the South as a "one-man VISTA" to try to be of help to the deprived Negroes. At that time, education for whites was scarce enough—schooling for Negroes was almost unheard of. It was Jones' belief that these people deserved to be educated, and it was his intention to start a school that would enable the Negroes to live better.

The Piney Woods school was thus founded, after many hardships and setbacks, upon the principle that "book learning" was not everything in an education. The main concern of the school was to dispel fears and superstitions from the ignorant Negroes, and to instruct them in manual trades, such as farming and house-keeping, so that they might be able to live better. In this way, as Jones explained to the skeptical whites in the area, the school would benefit both races. Not only could the Negroes

---

A junior at Bucknell, Paul Wainwright is a major in physics and a photographer by avocation. He serves as a staff member of THE BUCKNELLIAN *and of Concern Through Action (C.A.). His January Program in 1970 was concerned with communications via lasers. A native of Amityville, N. Y., he plans a career in teaching.*

A group project in dress-making enlists the skills of Deborah Wright '72, center.

Diana Thomas '74, guitarist and folk singer, was guest conductor at a "sing-out."

provide for themselves in a better way, but they also could do better work when employed by the white farmers.

By the efforts of Laurence Jones alone the Piney Woods School has grown until today there are nearly 300 students on a 1,600-acre campus. Although the manual trades are still offered, the emphasis of study has shifted substantially toward academics. All of the students go to school three days a week and work three days a week as part of their tuition. The campus is well maintained, partly due to this "free labor" and partly due to the generous gifts that the school has received in the past. However, the financial plight of the school is still evidenced in the faculty. Most of the teachers are retired people who are at Piney Woods because of their desire to serve mankind. The salaries that are paid are very low, and some even work in exchange for their room and board. Although they are undoubtedly qualified teachers, their age detracts from the vitality that is so desparately needed at Piney Woods.

THE motivation and guidance for our project came mainly from Mr. James D. Hammerlee of the Bucknell C. A. Over the years, Jim has had many informal ties with the people at Piney Woods, and numerous Bucknell students have, in the past, volunteered their services on an individual basis. There has been a plan in the works for a big-brother relationship to be established between Bucknell and the junior college at Piney Woods. For Bucknell this would mean lending teaching support (student teaching, sabbaticals, etc.) on a formal basis. For Piney Woods, it would mean, in addition, that they would then be eligible for state and federal funds. This idea, however, may never come about since the administration at Piney Woods is considering the elimination of the junior college in order to make space available for more of the younger students. However, the prospects are still bright for informal, individual relationships with Piney Woods; there are a number of Bucknell people going there this summer, and there is the possibility of another Piney Woods Jan-Plan next year.

Why did we go to Piney Woods? Each, I think, went for his own, personal reasons. Whether it was out of curiosity about the South, interest in Negro culture, or to just (just?) get away from home and Bucknell, the general, underlying reason was, I feel, the desire of each to know more about him-

Mary Knisley '74 lends a helping hand in sewing project.

self. Piney Woods, we hoped, would be the kind of experience that would test our ability to react in a responsible manner to trying situations, and thus to be better able to cope with life. Each had his own expectations, yet, to the best of my knowledge, Piney Woods was in no way what any of us expected. My prep-school visions were not at all true. What I did find, in some respects, should have been expected; things that people had told me point blank did not sink in until I got there. Things like the formality of the mannerisms, the rigidness and age of the school policies, and the quality of the students were totally out of my ability to imagine.

Helynn Schwalm '72, aided by Ray Schlesinger '73 (kneeling), demonstrates a lesson in gymnastics.

OUR duties at Piney Woods included the usual teaching and tutoring—two of the few things that were expected. These included chemistry, biology, math, home economics, debate, and music. The musical highlight of our month was the production of a "Sing-Out," an impossible feat that at first seemed hopeless: one thing that we had not counted on was the poor ability and lack of refinement of the students. Because of their poor educational backgrounds, many were what we would call "slow learners." Some of my classes were downright frustrating. I have concluded that the students in the South cannot be compared or judged by Northern standards. Any attempt to do so would tend to stifle their chances for progress among their own people.

Our activities, however, went far beyond the rudimentary tasks mentioned above. We found that our roles at Piney Woods were primarily to act as bridges between the culture of the students and our own culture. Piney Woods is run by the same people and the same standards as it was fifty years ago, and our presence on campus gave the students quite a constrasting viewpoint. For a school that gets up at 5:00 A. M., wears uniforms all day, and is watched over all the time, our liberal attitudes and actions gave a sharp jolt to the placid, antique atmosphere. Even little things like starting an informal social hour on Sunday evenings were novelties.

This educational experience, however, was not totally one-way. Not only did I get to know a different segment of humanity, but I came to realize that these are *people* too, with hopes, fears, desires, and needs very similar in principle to my own. Through this awareness of these qualities in other people, I have gained another small fragment toward my own personal development. This awareness of self through the awareness of others is something that everyone experiences, and in this sense we are *all* teachers. It has been said that the teacher who is indeed wise bids not that you enter the house of his wisdom, but rather leads you to the threshold of your own mind.

Paul Wainwright '72, author of this article, works on project in physics lab at Bucknell. He took all photos but this one, which is by Ralph Laird.

Photo Gallery

By Archer Bryant '73

Four pages of this issue are devoted to a small sample of the work of Archer Bryant, a sophomore at Bucknell whose photos have already won critical acclaim.

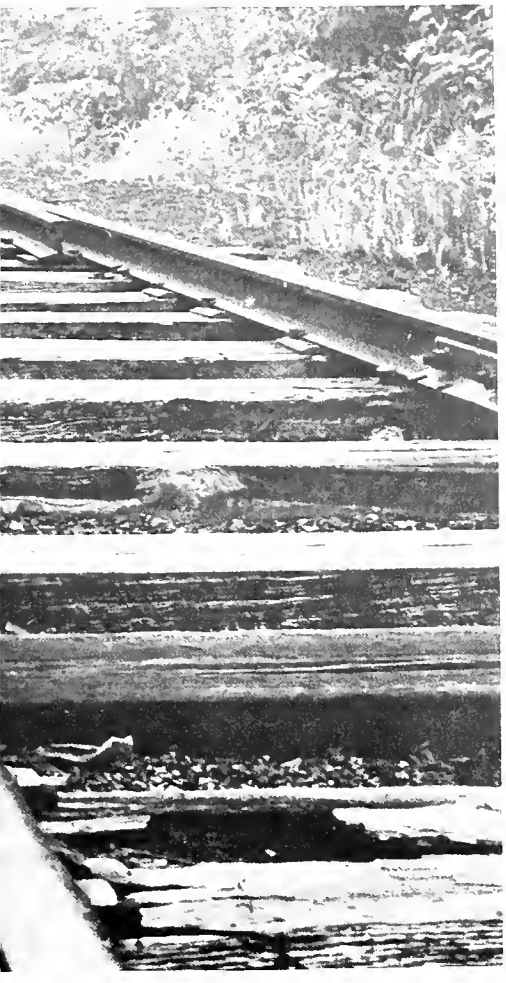
A modest young artist, Archer began a serious pursuit of photography at age 12. He was elected as photo editor of his prep school newspaper and yearbook and worked during his summer vacations as a staff photographer for a daily newspaper in New London, Conn.

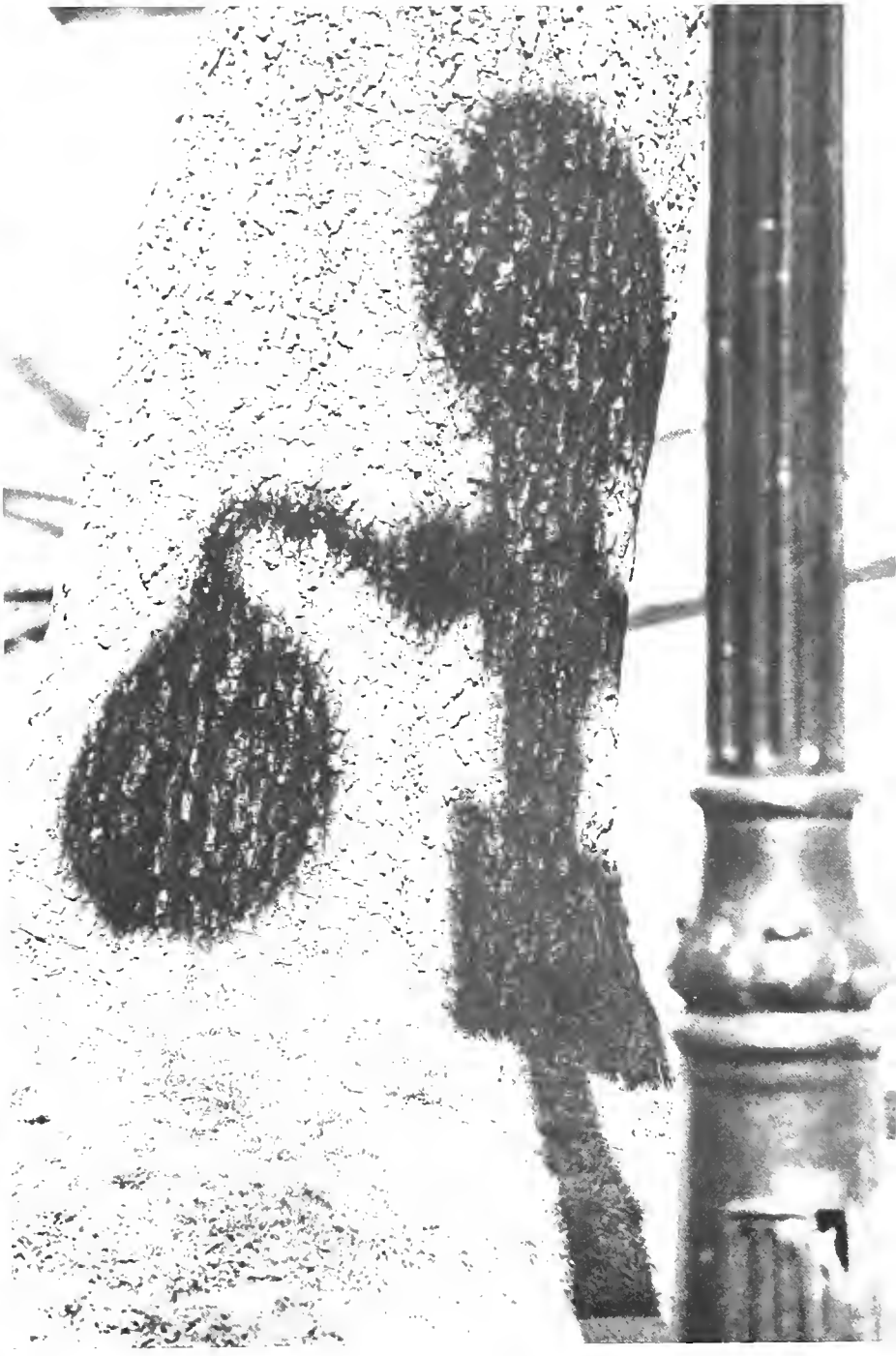
In more recent years, about the time of his entry into college, his interests turned increasingly to photography as an art form. "I like to work with natural or organic shapes in an attempt to present these in an unusual way," he notes. Some of the work presented here was done as part of a project in the January Program and was included in a recent exhibit in the Bertrand Library.

Archer is now engaged in several photographic projects around campus, and we hope to present more of his work in future issues.

"SIDEWALK AND SHADOWS"

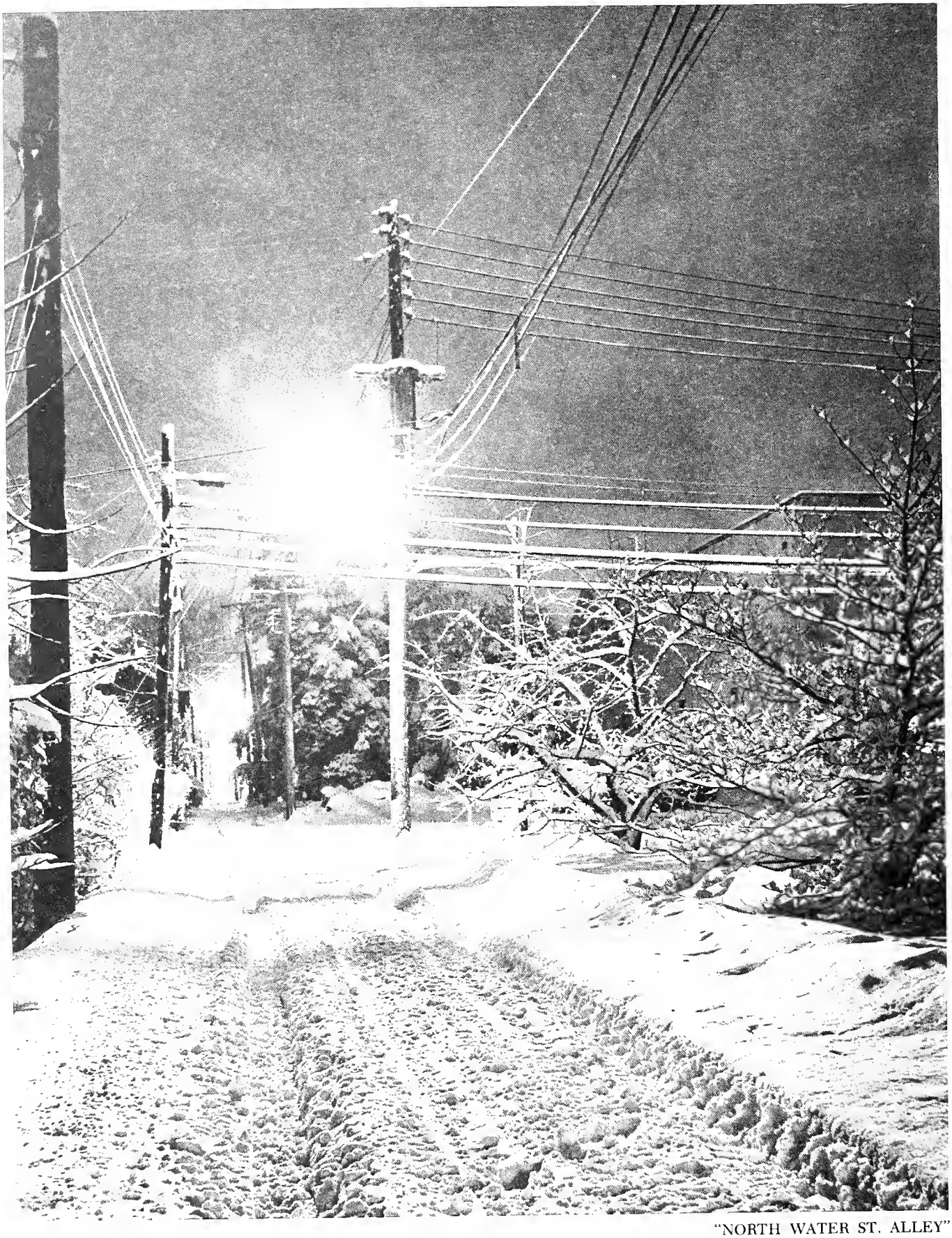
"RAILROAD TRACKS"





"STREETLIGHT SHADOW"

All photos are copyrighted by Archer Bryant.



"NORTH WATER ST. ALLEY"

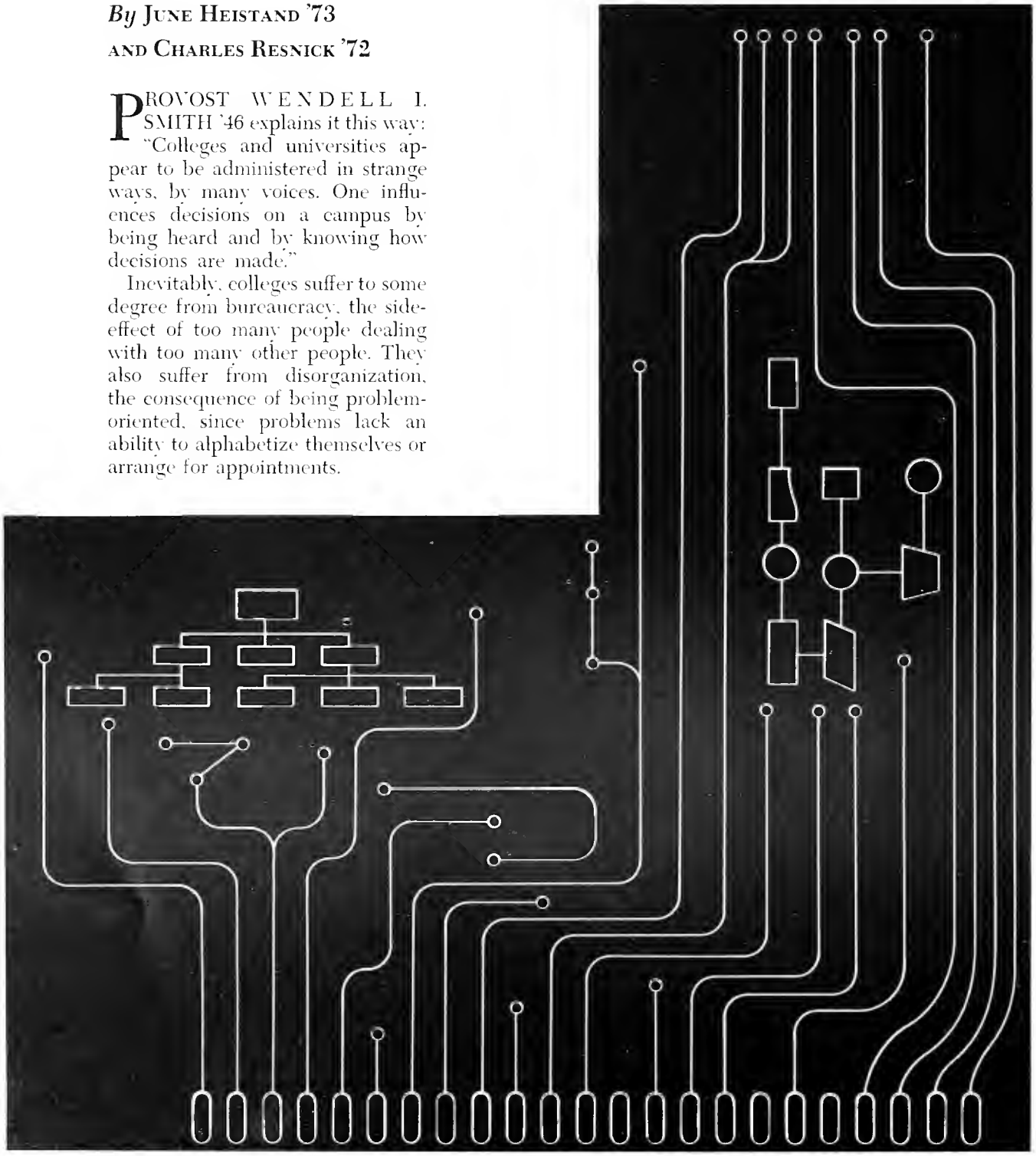
"PILLAR"

THE MARTS HALL MAZE

By JUNE HEISTAND '73
AND CHARLES RESNICK '72

PROVOST WENDELL I. SMITH '46 explains it this way: "Colleges and universities appear to be administered in strange ways, by many voices. One influences decisions on a campus by being heard and by knowing how decisions are made."

Inevitably, colleges suffer to some degree from bureaucracy, the side-effect of too many people dealing with too many other people. They also suffer from disorganization, the consequence of being problem-oriented, since problems lack an ability to alphabetize themselves or arrange for appointments.



The administration of higher education adheres to the laws of natural selection. In its evolution it hardly resembles its forefathers, the ecclesiastical authorities of the fourteenth century, and has not yet entered any "post-historical" era. As offices and departments become ineffective, they change or die; and as new developments arise, new offices respond. Like many universities, there is a flow chart behind Bucknell's administration; yet, a blueprint of Marts and Freas Halls tells more about the way it operates.

The most logical point of entry into a study of college administration, in this case into Freas Hall, is the Admissions Office, for it symbolically connects all who enter with the private aspects of the academic quadrangle: Coleman Hall and Vaughan Literature Building and Marts Hall. The entrance board of the University, the Admissions Office determines the character of the institution by the character of the men and women it accepts.

Through the wonders of modern technology, computers and wheeldex files, the Admissions Office processes approximately 5000 applications each year. Before the new year begins, Fitz Walling '46, Gary Ripple, Richard Skelton '60, and Buchanan Ewing III '64 spend their time on and off campus interviewing prospective students. In January, with the exception of the Early Decision Program, the admissions staff begins the lengthy and arduous selection process. Each application is evaluated in terms of high school and degree program, and is graded A, B, or C (with pluses or minuses) on a scale of possibilities for individual success at Bucknell. These grades are subjectively determined by scholastic averages balanced by an understanding of the difficulty of the curriculum and class rank. Other factors (such as standard tests) serve as levelers, whereas talents, activities, interests and geographical area provide the basis for choosing a student body that is heterogeneous as well as qualified. Interest in Bucknell can also be a factor. Determining it and informing the prospective student about the school are major purposes of the interview.

THE Admissions Office works in conjunction with the Offices of Residence Halls, Administration and Finance, and the Registrar. Because there is no infallible index for determining how many students will matriculate, these offices saw the work of admissions personnel in 1970 as too "successful." Administration and Finance may have been pleased with the extra tuition; however, the Office of Residence Halls, almost forced to putting hammocks in the cleaning closets, reacted quite differently to the size of the freshman class.

Once a student has been admitted to the University, the Registrar's Office adds his or her name to their files. Florence Pyle and her staff concern themselves with each student's registration and enrollment, with grade processing and reporting, records, transcripts, commencement, and "whatever housekeeping responsibilities there are that no one else wants to do."

Responsibility for the University's scholastic programs, however, rests largely with the two academic deans. Dr. Leon Pacala, dean of the College of Arts and Sciences, has academic atmosphere as his primary concern; consequently, he spends considerable time doing what he terms "academic cheerleading." In this exercise he is aided by Assistant Dean John Pyper, who oversees freshman progress. The Office of the Dean is also involved in faculty recruitment, developments and promotion.

As for promotion to his own position, Dean Pacala considers faculty rank a prerequisite. "To be a psychoanalyst," he observed, "one must first submit to psychotherapy. Perhaps to be an administrator, one must first submit to administration." Dean Pacala also feels responsible to inform students that they live in a meritocracy where they are constantly confronted with the need to achieve. He believes that civilization hinges on those who measure themselves on objective standards, but that the guiding motifs of today's student culture are subjectivity and immediacy.

HERBERT ECKBERG, retiring dean of the College of Engineering, considers his most important job to be "turning out the greatest number of quality engineers." Instrumental in this is his responsibility to catch students before they are in academic difficulty.

A sophomore at Bucknell, June L. Heistand is an English major and a member of the Marching and Symphonic Bands, Choir, Chapel Committee, Bucknell Christian Fellowship, and Alpha Lamba Delta (freshman women's honorary). In previous semesters she was a reporter for The Bucknellian, *and in April wrote a column for the University's 125th anniversary magazine. June expects to do graduate work in student personnel administration, and is considering a career in that field or in journalism. Commenting on the past January Plan, she said that it strengthened her ambitions and gave her insight into the work involved in running an institution — a serendipity she could not have obtained in her education without the January Program.*

A junior at Bucknell, Charles G. Resnick already has extensive experience as an administrator. He was recently elected as treasurer of the Association of Bucknell Students, serves as business manager of The Bucknellian, *and as chairman of three committees: Student Appropriations, Cooperative Funding and Jan Plan. In addition, he serves as a junior counselor and as a member of the Board of Review for Academic Responsibility and the Subcommittee for Long-Range Planning. A Dean's List student for the past three semesters, he is a major in business administration and a member of Sigma Phi Epsilon fraternity.*

Mrs. Walter Sterry, director of food services, Mr. Edward Hanlon, assistant director, and Mr. Walter Geiger '34, director of physical plant, discuss layout of dining halls in new University Center.

Regarding preparation for academic administration, in a professional field such as engineering, law or medicine, Dean Eckberg does not believe is necessary to rise from the ranks of the faculty; in Arts, however, he advocates faculty experience.

Twenty-nine years with the Navy have reinforced his belief that to be effective at any level of organization, "the skipper should not have more than seven people reporting to him." Both deans observed that responsibility and authority go hand-in-hand.

Another dean (of sorts) is Robert Latour, director of athletics, who believes that intercollegiate athletics provide learning experiences which cannot be obtained in the classroom. Here the philosophy is "not to offer professional experience, but be part of the entire educational process." Some of his duties and responsibilities are to supervise the coaches and men's physical education instructors, coordinate intercollegiate sports, represent the University in national athletic associations, and administer the athletic budget. In connection with the latter, the department interacts with those of Admissions and Financial Aid. Although recruitment is the responsibility of the individual coaches, prospective athletes apply for admission through the Admissions Department, and thus must meet their standard requirements. There is no dual admissions policy since the University has no "easy majors" within which unqualified students could be hidden.

Juxtaposed with this idea of athletics as part of the educational process, is the concept of the Bucknell University Press as an agent in the dissemination of scholarly works. One of only 82 university presses in the United States and Canada, it consists of an Editor, Dr. James Carens, Professor of English, and an Editorial Board of six faculty members. The Editor and Board members review manuscripts or have them reviewed by recognized scholars, and then publish those that they feel are of scholarly worth. Managing Editor William Weist '50 also doubles as editor of the *Bucknell Alumnus* and as a writer of speeches or other special materials.

THE administration of each of these areas of academic affairs is collectively under Dr. Wendell I. Smith '46, provost. As the chief academic officer of the University, the provost also acts for the president when he is absent from the campus. In an interview, Dr. Smith stated that "ideally, a provost's job must be kept fairly free of routine, for if the job is formed by the problems that come through the door, little time remains for initiating and encouraging new developments."

The Provost's Office bears major responsibility for judging faculty excellence, promotions, salaries, and other benefits, as determined by teaching effectiveness, scholarship, and contributions to the University. Dr. Smith also is concerned with long-range planning, and serves as the acting chairman of the Department of Business and Finance, now in a period of transition from the status of a college to a department within the College of Arts and Sciences.

The successful operation of the academic program at a college or university depends to a great extent on the adequacy and skill of the management of its business and financial operations. Obviously, the task of defining the scholarly goals, the content, and the instructional methods of the academic program are the responsibility of the faculty and deans. But, once these goals and methods have been defined, responsibility falls on other administrative officers to see that the academic program has adequate fiscal resources to operate successfully.

In an era of inflation and recession — of wavering stock market prices and intensive debate as to how public and private funds should be spent — the men responsible for fiscal management of any institution are thrust to center stage. So, too, are their problems.

Last year, 1969-70, Bucknell's expenditures exceeded her income by $370,000. Many factors were involved, but the "red ink" was dramatic evidence of an economic truism for the University: her existence is directly proportional to her fiscal solvency.

Because of the magnitude of keeping an institution solvent, the Office of Business and Finance is an aggregation of several operations. It involves collecting, recording, investing and dispersing the income from gifts, endowments, grants, and student fees. Manage-

ment of a food service, bookstore, and physical plant are also within its domain.

SUCH a range of responsibilities is overseen at all colleges by a chief business officer. At Bucknell, John F. Zeller III '41, vice-president of Administration and Finance, is somewhat unique: an attorney, a native of Lewisburg, and a graduate of Bucknell and the University of Pennsylvania School of Law, he also serves as a legal counselor to the president and as an advisor on local and regional affairs.

Reporting directly to Mr. Zeller are the business offices of Harley, Young, and Shimer, "Inc." Comptroller F. Ellis Harley '59 is responsible for the University's bookkeeping. He records all financial transactions, and since the decentralization of the purchasing office, has been available to departments as a purchasing assistant. The payroll and personnel fringe benefits, order of supplies, and expense account of the January Program are three of the areas with which he contends.

Once Mr. Harley has received and tallied the checks for tuition, they round the corner to Mr. Donald P. Young '33, who, as treasurer, invests the money until it is needed for debits. By placing it in short term commercial paper, it will accrue interest until its maturity prior to the deadline for one of three monthly payrolls.

The endowments, which are sent directly to the Treasurer, are handled by him, Morgan Guaranty, and/or the Finance Committee of the Board of Trustees. Endowments are held in nominee (Booker & Company) with the interest in one central fund. All but $70,000 of the University's income is in the process of being invested three days after being received.

Simultaneously, Bursar Robert B. Shimer '48 is preparing statements for the Board, helping student organizations with their financial accounts, and verifying the payment of each student's tuition.

THE Bookstore, University Dining Service, and Physical Plant are semi-autonomous operations with their own directors and budgets. Mr. Warren Elze '48, one of the Trustees of the National Association of College Stores and Director of the University Bookstore, explained that the "book department is the store's only jutsification for existence." Historically, the original closed-stack Bookstore was in The College Inn. In 1951, it moved into the Carnegie Building and was one of the first self-service college stores in the country. According to Mr. Zeller, it will move into the University Center this fall "under the careful watch of other bookstore managers across the country." After being a faculty member of summer management seminars at Oberlin and Stanford, and having designed the new college store at Lehigh University, the construction of the University Center has given Mr. Elze the opportunity to design his own at Bucknell. In his words, "the one in Carnegie ran out of room ten years ago."

Each year the Bookstore's profit is incorporated into the University's general fund and applied to varied operating expenses. The amount always seems large compared to "secular" stores because the University does not charge its manager rent nor take his salary directly from the profit. Yet, if the store did not profit, it would not exist.

Although the new Bookstore will be three times larger than the present one, it will not have any new departments. With Lewisburg's commercial businesses as small as they are, Bucknell cannot in good conscience carry a comprehensive range of items. Selling many non-academic items could possibly be damaging to the local stores, but selling none could result in the death of the Bookstore.

Like the Bookstore, the University Dining Service is also semi-autonomous, cramped, and anxious to move into the new University Center. Headed by Dietician Mabel Sterry and assisted by Edward Hanlon, it tries to make eating as educational as possible by exposing the student body to a variety of

Vice President John Zeller '41, at left, discusses interior design of new University Center with Mr. John Bell, assistant director of physical plant.

foods, *ergo* the semi-annual Chinese dinner. According to Mr. Hanlon, the University's food service differs from many other colleges in not being catered or prepared because of the "high quality and stability of the employees." In the University Center, the cafeteria will be able to feature the school's homemade pastries and breads.

The new cafeteria, which is designed to handle 900 students simultaneously, parallels a supermarket with numerous stations for the various courses. Also available will be private dining rooms and a campus restaurant. Meal hours will be longer, and this in turn will allow the administration to schedule more class times and permit more efficient use of the physical plant, another of Mr. Zeller's concerns.

THE Department of the Physical Plant is responsible for construction, inspection, security, housekeeping, maintenance, repair, transportation and other services for 2,000 residents, 300 staff and faculty, and 35,000 visitors each year. Mr. Walter Geiger '34, a professional engineer and director of the Physical Plant, equates the tasks with "running a resort." Directly under him are Assistant Director John Bell and Superintendent of Buildings Bernard "Bar" Riley. Responsible to these men are the many men and women who maintain the beauty of the campus and guarantee the comfort of all who work and live at Bucknell.

When Bucknell received its charter 125 years ago, student personnel administration was not a separate function of the institution. The same may be said for most of the 99 institutions of higher education chartered prior to Bucknell (and of those that followed), for in the nineteenth century, few schools operated with a philosophic assumption that non-academic life on campus had high educational value. Most, under the influence of German universities, were cold and impersonal. However, when Oberlin admitted women in 1837, "it was deemed necessary to appoint matrons for their special supervision. In 1870, Harvard appointed a dean to serve, in addition to his teaching assignment, as a part-time personnel administrator of discipline and of the mechanics of enrollment. Johns Hopkins appointed, in 1889, a 'chief of the faculty advisors' to students."[1] When Bucknell opened its doors to female students, one of the first problems was who would be responsible for the boarding of the women at the institution. Ultimately, these duties fell to the principal of the Female Institute, when, as a catalog for 1856 clearly states, "Pupils from a distance [were] required to board in the Institute." A new post, dean of the college women, was begun in 1897, and this title was changed in 1904 to dean of the Department for Women. It was not until 1919, however, that the present post of dean of women was created. The dean of students post was created in 1932, but was abandoned with the appointment of a dean of men in 1937. Another post, dean of freshmen, was instituted in 1930, but lasted for only two years.

Obviously, all institutions, including Bucknell, have sought through the years to find some proper organizational structure for non-academic life on campus. Changes in society are felt on campuses, and with the growth and development of Bucknell over the past three decades, one of the areas most affected is that of student affairs. Dr. John Dunlop, dean of student affairs, holds the post created in 1957. He succeeded Dean John Hayward in 1969. A review of the areas of responsibility embraced under the Dean's direction and of the services provided to students, makes one aware of how important this function has become at Bucknell and at other institutions in America.

MISS MARY JANE STEVENSON, dean of women, is well known to many graduates of Bucknell. A generalist, she notes that the organizational pattern in student affairs at most colleges is becoming quite diversified and that the individuals involved are becoming more professional, a fact that grows out of the many specialized functions that student affairs staff members are called upon to perform.

Dr. Thomas Risch is dean of men. Though a disciplinary function has long been identified with this office, Dean Risch perceives the evolution of a counseling role replacing that of the stern judge

June Heistand '73, second from left, interviews Dean Thomas Risch, Miss Brenda Gordon, director of freshman residence programs, and Miss Judith Judy, at right, director of residence halls, in the preparation of this article.

meting out punishment for infractions of rules. His duties are shared with Gerald W. Commerford, assistant dean of men, who concentrates on the life of fraternity men on campus.

Each dean sees his role as a "nonacademic educator in the out-of-class laboratory." Some of their present duties involve providing general counseling and referral of students, participating in the selection and orientation of undergraduate residence hall staff, maintaining personnel records for all students, serving as consultants to the Committee on Student Conduct, developing various campus-wide informational and educational programs and conveying and interpreting the University's personal conduct expectations to students.

Filling the post of director of Freshman Residence Programs, created in 1970, is Miss Brenda E. Gordon, formerly assistant dean of women. Her office is responsible for the operation of the freshman residence halls, and a staff of undergraduate junior counselors who aid her and Mr. Ronald M. Jenkins, assistant director, in working with individual freshmen and groups within each hall.

Across the hall is the office of the director of University Residence Halls, Miss Judith A. Judy, appointed at the beginning of the 1970-71 term. Her office is responsible for the operation of upper-class residence halls which include two large co-residential complexes, New Residence Hall and Swartz Hall; Hunt Hall, for women; Larison Hall, for men; and six small houses. Freshman men live in Kress, Trax, and Larison Halls and freshman women in Old Main and Harris Hall. The director and Mr. Leonard P. Smolen, associate director, are aided by a staff of residence directors and 40 undergraduate residence assistants who work with individual students and groups in each hall so that the living units are more than mere "hotels."

The University Counseling Service, under the direction of Dr. David H. Wilder, provides individual consultation to help students use their talents effectively and to plan attainable goals for the future. Last year, in 1969-70, 278 students spent 586 hours of contact time with Dr. Wilder. In working with students the Counseling Service promotes student growth and helps solve specific educational problems.

Charles Resnick '72, left, discusses article with Mr. Gerald Commerford, assistant dean of men; Miss Mary Jane Stevenson and Mr. John Hayward, director of financial aid. Since this article was prepared, Miss Stevenson has assumed new duties as executive secretary of Alpha Lambda Delta, national honor society for women. She will remain at Bucknell on a part-time basis as assistant to the dean of student affairs.

ONE of the specific educational problems which cannot be alleviated by the Counseling Service, however, is the rising cost of tuition. This is the concern of the former dean of student affairs, John Hayward, now director of financial aid. One of his primary tasks is attempting to attract new sources of assistance for students requiring financial aid. These sources include the "private sector," and state and federal agencies. In making decisions he notes that "there is no policy which can be applied across the board. If there were, the University would just be using the computer." These are human problems which policies and machines cannot solve alone.

When it comes to getting jobs, students call on the services of the director of Career Planning and Placement, Mr. Raymond K. Irwin '47. Mr. Irwin assists students with employment problems and provides employers with an interview service to obtain personnel from the student body. He also helps to find summer and part-time, off-campus employment opportunities. Teacher placement is also under his direction.

Mr. James Hammerlee, director of Student Programs, will have new opportunities to expand his concerns and responsibilities when the new University Center opens next year. His office assists all campus organizations, including all student organizations, in planning and setting up conferences, cultural programs, and social and recreational events. He will add to those duties direction of some operations of the University Center as it, in a special way, will provide an effective location for co-curricular programs. Rather than looking toward a possibly self-serving Student Union

Board, Mr. Hammerlee hopes that new and worthwhile program ideas will continue to come from a wide variety of student organizations, as well as from individual faculty members.

Finally, Dr. Joseph Weightman '37, medical director, supervises the infirmary, providing medical services with associate physicians, Dr. Erwin G. Degling and Dr. J. Preston Hoyle. Dr. Harry Clay Stamey is a consultant for psychiatric services. The late Dr. John W. Rice '14, who initiated Student Health Services at Bucknell, served as its director until his death a few months ago.

Aiding the professionals in the administration of student affairs are a series of student-faculty committees which provide direction and help determine policy for University programs and services. These committees include, among others, Student Affairs, Freshman Week, Nominations for Student Relations, Religious Programs, Scheduling University Events, Scholarship and Financial Aid, and Commencement Activities.

THE influence of college and university affairs is no longer limited to the educational communities themselves. The sophistication of mass media has transformed every individual and every institution into a potential influence on the other. The college turmoil of the past six years subscribed to a modified domino theory, and thus demanded that every event be responsibly and intelligently interpreted to the public. Unfortunately this was not always the case.

Bucknell was lucky. She was affected, but not injured. Hangovers from the walk-out, the demonstrations, and the week of May 3 were inherited by all Bucknellians, but especially by the men and women in the various offices of public relations.

As vice-president for administration and finance, Mr. Zeller coordinates the University's three channels for public contact: Public Relations, Alumni Relations, and Development.

According to Trennie Eisley '31, director of Public Relations, the purpose of her department is to "gain the understanding and support of the publics whose good will is important to the University," including students, faculty, administrators, alumni, friends, trustees, parents, and local and national publics. In keeping people informed, "PR" emphasizes the positive aspects of the University's operation and maintains that honesty can be the only policy.

Lacking many crises, the major thrust of Public Relations is directed toward informing local, state, and national media about events and developments at Bucknell and toward the hometown media of the students. Mr. Bradley Tufts, assistant director, bears the major responsibility along this line and is assisted by Sports Information Director David Wohlhueter. Mrs. Robert Shimer performs editorial duties and aids Miss Eisley in producing varied publications, including the *Catalog, Bucknell-In-Brief*, a quarterly newsletter, and other materials for admissions purposes.

Aiding the Public Relations Office in following the events and event-makers on the Bucknell scene is a file system of cards on each undergraduate. To update this service, the Public Relations Office hopes to transfer some of their files to the computer. Other files which supplement this information are in the workroom of the Office of Alumni Relations. Here a student can find his sports write-ups and letters to the editor of the *Bucknellian*. Upon graduation, the folders are placed in the alumni files and the clipping service continues.

THE primary contact that alumni have with their alma mater is through the efforts of their Alumni Relations Office. Its activities include planning and coordinating Homecoming Class Reunions, and Freshman Receptions. An emergetic effort, has been undertaken by the office's freshman director, Jack Brothers '58, to find "innovative ways of breaking the communications gap." Mr. Brothers feels quite strongly that the relationship between the University and its graduates should not be just a one-way avenue of financial support. He believes that his office should be the prime mover in creating an attitude which will increase the alumni's sense of attachment and concern.

Working with Mr. Brothers in these efforts is David "Mike" Hayes. As associate director, Mr. Hayes spends a sizeable amount of time planning and organizing functions on and off campus to ease the administrative chores of the volunteers. This includes compiling a basic core reunion handbook for each class, performing supportive office functions for the various chapters, and executing conferences, receptions and other similar events.

The Alumni Relations Office keeps careful track of and communicates with Bucknell's more than 22,000 living alumni in all 50 states and 53 foreign countries by dividing them into approximately 60 local chapters. Bucknell graduates are quite mobile, however, and the office makes about 600 changes of address each month.

Various activities to provide real contact with the progressive changes undertaken in higher education are encouraged for each chapter. The seminar style programs "Bucknell Today" is one example of a University attempt to be relevant to an audience that can no longer devote full time to the inner workings of higher education. The Alumni Office works in close conjunction with the Offices of Public Relations and Development.

The Development Office is one of the most active but possibly least known components in Bucknell's administrative structure. Under the direction of Ronald "Pete" Pedrick '60, the department is now in the last phases of the 125th Anniversary Challenge Campaign, the largest fund-raising campaign in the University's history. The project is not mislabeled a challenge, for the

goal is to raise $12 million in non-normal operating dollars for capital improvements and endowments. This has been designated by the Board of Trustees as $7 million for buildings, to be raised during the three year campaign, and $5 million for endowment, to be raised as soon as possible.

DEVELOPMENT, as a full-time profession, is comparatively new at Bucknell. It was instituted in 1958 with one man and presently has the services of Richard Allen and Leonard Carrescia, assistant directors. Harry Staley '52 and Gary Hill '64, of Marts and Lundy, will serve with the development staff until the completion of the campaign.

The Development Office houses an elaborate mechanism to afford each donor the most personal assurance of the utility and appreciation of his contribution. This office does a great deal of "legwork" in preparing reports for corporate and foundation solicitations, most of which are personally made by the president, and in executing annual alumni campaigns. Due to the complexity of the operations, duties are divided. Mr. Carrescia handles the Senior Class gift, prepares corporate briefs, and is in charge of all computer data. Mr. Allen and Mr. Hill do most of the road work, in terms of coordinating area fund drives with local team captains, while Messrs. Staley and Pedrick remain at home as coordinators. In a time of campus concern about the priorities of the president, Mr. Pedrick sees one of his major jobs as "keeping the President's time well occupied."

"Giving is a habit" is the more or less unofficial motto of the office. Accordingly, Mr. Pedrick believes the idea of a Senior Class gift, to be given ten years after graduation, was "the greatest thing Bucknell has done in its history of development." Again, work is being done to transfer the wealth of information on donors, presently in one huge amalgamated file, into the computer where source material is separated by the categories of the contribution (general, special, or leadership) for rapid retrieval.

The Development Office aligns itself with the offices of Alumni Relations, Public Relations, Business and Finance, and the President to enable them to function as one large unit which interprets the institution abroad. In addition to serving as interpreters of educational goals and recent events, the Development personnel educate alumni volunteers in the fine details of fund-raising. Their concept of an ideal campaign is one in which every prospect is a worker.

Since an annual-operating-expenses campaign is run each year, it is only prudent for a college to run a capital campaign every ten years, and thus a definite program for solicitation must be outlined and adhered to. As a result, the $12 million was arranged in a pyramid with hypothetical gifts ranging from two million dollars to less than one-thousand, with less than one per cent of the donors providing 50 per cent of the total amount. This is based on the theory that "in order to raise a million dollars, one does not ask a million people for a dollar each." Support must be continuous, and therefore must be cultivated. It is Development's job to decide who should be asked by whom for how much and for what purpose. Success means another door with a gold plate, or another building with a personal name.

MOST autonomous of all the administrators at Bucknell is the University Chaplain, the Rev. James Gardner, who infrequently consults with the president concerning expenses, innovations and special services. Responsible for the non-denominational religious activities on campus, Rev. Gardner organizes Sunday and mid-week worship services, and spends approximately 20 hours each week advising and counseling students on such things as faith, war, sex, and marriage. A member of the faculty, he also teaches several courses in religion.

Commenting on his job, Rev. Gardner observes that the position of the Chaplain is obscure when viewed in terms of an organizational structure. Not part of the Counseling Service or one of the student personnel administrators, he performs similar tasks, yet is outside the realm of Student Affairs.

A comprehensive understanding of the administration of an institution of higher education in the United States requires an understanding of each aspect of its organization—the governing board, the administration, and the faculty. Of primary importance in the total picture is the University Chancellor or President. His major responsibilities are to interpret the will of the Board of Trustees to the academic community and, simultaneously, to represent that community to the Board.

According to President Charles H. Watts, the role of the university president is a highly personal one. He notes that there is an almost total absence of any "professional literature" on the role of a university or college president, that "great piles of reminiscence" and personal memoirs characterize the bulk of published works by former heads of institutions of higher learning. Though President Watts finds much of this literature of interest, he stresses that he and his contemporaries lack an extensive professional literature which can be used for reference or training. Personal experience thus becomes central to philosophic development, and Dr. Watts feels that "being as nearly complete a person as is possible" is a fundamental obligation of his job.

There are other obligations. Interpreting the academic community to non-academic publics, guaranteeing the development of the university's financial resources, and assuring that the institution maintains its scholarly purpose are among some of the more important tasks. To fulfill these obligations a university president must play many roles and perform a wide variety of duties. A man who fills such a post must be willing to make many personal sacrifices and

to assume enormous corporate responsibilities. Dr. Watts believes that "unless one wants a life that is completely without consequence or completely without power and the responsibility it entails, one must accept certain restraints. The trick is to accept them without betraying one's own convictions."

A LARGE share of the administrative duties and responsibilities shouldered by President Watts are tempered by philosophical considerations. When he came to Bucknell in 1964, he concentrated authority in his office in an attempt to let his style and personality be known. At the same time, he sought to familiarize himself with the members of the faculty and administration, learning something about the many different personalities at the University and their ways of doing things. After Dr. Watts became a familiar figure on campus, he began the gradual decentralization of the authority he had assumed. However, an important aspect of university administration, as the President sees it, is that he seeks to attract the best possible people and then give them as much responsibility and authority as they can handle. He believes that it is sometimes helpful to use a "vacuum principle" which forces others to fill the void with their own convictions.

This principle relates to what the President considers one of the basic problems in higher education today, the development of leadership among those who must assume the responsibilities of directing the development of higher education in America and the development of desire to assume leadership positions on the part of students in all disciplines and all phases of scholarship. He notes that "out of our study and life at college should come a familiarity with different types of value systems so that a person is able to choose one he can trust." And this guiding thought is his way of encouraging leadership as a goal of the University.

Asked about Bucknell's future and that of other private universities, Dr. Watts observed: "If they can maintain themselves in a relatively free environment conducive to unfettered thinking, then our institutions of higher education are bound to be of great value to society."

Translating a philosophy of education into practice requires the work of many people. A major dimension of this effort is the concern of the faculty, but the men and women who hang their hats in Marts Hall also contribute significantly to making the life of Bucknell University, in the words of President Watts, "larger than the achievements of any scholar, and fresher than the hopes of the most aspiring Freshman."

[1]Blackwell Thomas Edward, *College and University Administration*, (The Center for Applied Research in Education, Inc.; New York, 1966) p. 56.

Comments on the 'Jan Plan'

"The January Experience was excellent. The small discussion group for my course made a great atmosphere to learn in because there were two professors that really were on the same level as the students, and they really led rather than dominated discussions. The general atmosphere on campus was extremely enjoyable. With so much free time I found I wanted to study and read for the course. I also had time to do some other reading . . . January was one of the most profitable of my experiences here at Bucknell, and I was sorry that I had worked last year during January."

"I felt that my Jan Plan in journalism was one of the most worthwhile and educational months I have ever spent . . . This "first hand" method of learning was so much more helpful and interesting than any number of classroom courses I will ever take. The knowledge I gained was very practical because it always pertained to something I was doing. It was not a case of learning something on the presumption that I might someday need that knowledge. Rather, when I encountered problems and new situations, I would learn how to deal with them immediately and be able to put the newly acquired knowledge to use."

"I must rate Jan as perhaps the most productive month of my life. Not only did my Jan Plan contribute to this in its unstructured looseness and informality, but the entire atmosphere of the campus helped to make it a great month."

"We were 'observers' in the Women's Correctional Institution at Framingham, Mass. We sat in on therapy groups, board meeting, visited other institutions within the state and conversed with inmates, receiving a variety of views and ideas. We visited a couple of courts and got a clear-cut view of 'justice' in action.

The program had educational and moral values. After participating, I've changed considerably intellectually and socially!"

I worked in a bilingual early school (ages 3-5) in Corpus Christi, Texas as a teacher's aid. Because I am interested in entering some field of education when I graduate, this experience proved very beneficial. I also enjoyed staying in Texas because of the totally different atmosphere and environment of southwestern U. S."

Dean Herbert Eckberg

Dr. James Gathings

Dr. W. Preston Warren

Three Faculty Members Retire

THREE Bucknell faculty members—Dr. James A. Gathings, professor of political science; Dr. W. Preston Warren, professor of philosophy; and Herbert F. Eckberg, dean of the College of Engineering—have announced their intentions to retire at the end of this academic year.

One of the top-ranking members of the faculty and known throughout Pennsylvania as a commentator on the political scene, Dr. Gathings came to Bucknell in 1932 from Texas Christian University. In 1946 he was advanced to a full professorship and was made chairman of Bucknell's department of political science. He resigned the chairmanship in 1969. A specialist on foreign relations, his skills as a teacher have been recognized by the University with the presentation of the Lindback Award for Distinguished Teaching, and the Class of 1956 Lectureship for inspirational teaching. He also received the Burma-Bucknell Bowl "for significant contributions to international understanding." He is a native of Peachland, N. C., and holds degrees from Furman, Duke, and New York University.

Dr. Warren was well-known as a teacher and writer at the time of his appointment to Bucknell in 1945. He was chairman of Furman University's department of philosophy and a visiting professor at the University of North Carolina before coming here. While studying in Europe in the 1930s, he became interested in the philosophy of Thomas Masaryk, first president of Czechoslovakia, and his English translation of Masaryk's *Ideals of Humanity* was published in 1938. A revised edition, titled *Humanistic Ideals*, was published this year by the Bucknell University Press. The foreword was written by Senator Hubert H. Humphrey. His major study of the Czech leader's contributions to philosophy and statesmanship, *Masaryk's Democracy*, was published in 1941. Since 1948 Dr. Warren has been director of the University course in integrative education. An innovation in the field of general education at the time of its inauguration, the course attracted nation-wide attention. Though he retired as chairman of Bucknell's philosophy department in 1969, he is actively engaged in editing the works of Roy Wood Sellars, the dean of the American Realist movement in philosophy, and gave the inaugural lecture in a new annual lecture series at Bucknell honoring Dr. Sellars.

DEAN ECKBERG joined the Bucknell faculty in 1956 as a professor of mechanical engineering. The following year he was made director of engineering and when the College of Engineering was created in 1961, he became its first dean. A graduate of the U. S. Naval Academy and recipient of a master of science degree in mechanical engineering from the University of California, Dean Eckberg retired from the Navy in 1956 with the rank of captain. He was a member of the faculty and senior naval advisor at the Army War College in Carlisle from 1954 to 1956. Among Dean Eckberg's achievements at Bucknell is the establishment and direction of a cooperative program of engineering education with Catholic University of Cordoba in Argentina. In recognition of this he was awarded the title of Professor Honoris Causa by that university in 1965. He is a former president of the Association of Engineering Colleges of Pennsylvania. He holds the Venezuelan Medal of Naval Merit and two years ago received the Burma-Bucknell Bowl.

BUCKNELL
THE ALUMNUS

VOL. LVI, No. 9 MAY, 1971

Published by Bucknell University

Lewisburg, Pa. 17837

Published by Bucknell University every month except February, June and August for alumni, parents, and friends. Entered as second-class matter at the post office at Lewisburg, Pa. 17837. Return requested on Form 3579.

We are mailing this copy to the address below. Is it correct?

MAILED TO

Mrs. Ann H. Mumper
68 Elm St.
Milton, PA 17847

The Sigma Alpha Mu fraternity house was officially opened at ceremonies on Saturday, May 1 by the man to whom members dedicated the new structure, Harold Stiefel '49. Hal and his wife, "Jacquie," have been advisers, counselors, and adopted "parents" of the Sammies for the past 18 years, and Hal played a major role in the rebuilding of the house after it was destroyed by fire in July 1969. Present at the ribbon-cutting ceremonies were past SAM presidents Bruce Levi '70, Stan Weindorf '71, and Richard Richter '55, and President Charles Watts and Vice President John Zeller '41. Fraternity President Alan Axelrod served as master of ceremonies.

After this issue went to press, a fire on Sunday, May 2 destroyed a biology laboratory and office and caused extensive smoke damage on the second floor of Taylor Hall. Details will be reported in our July issue.

OCTOBER, 1971

THE BUCKNELL ALUMNUS

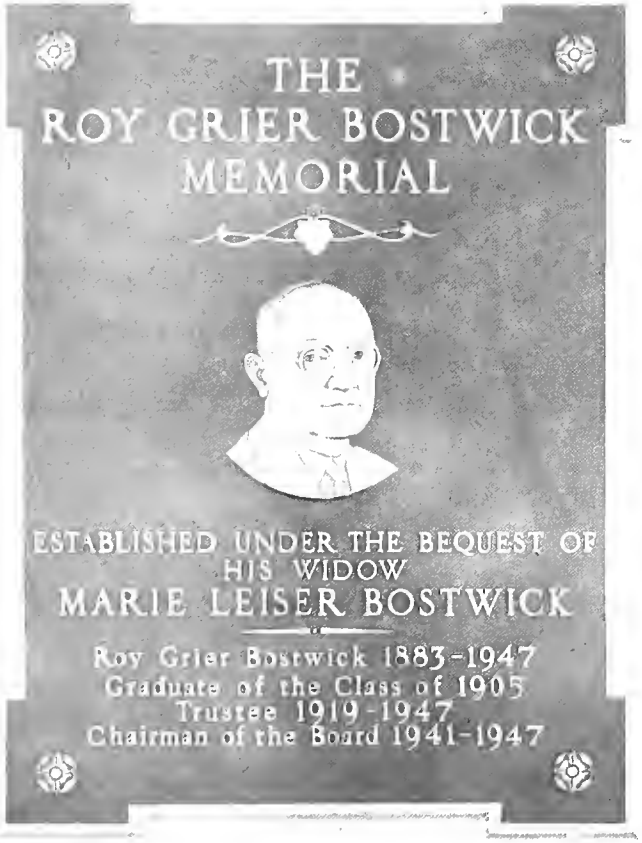
"Those involved in higher education are going to have to get their courage back, are going to have to get busy again advocating and defending the pursuit of knowledge, both to their students and to the wider public. Many in both camps are turned off right now, probably because both have been led to believe in easy solutions. There aren't any, not when you're working out on the edge of human attitudes and behavior."

President Charles H. Watts II
The Paradoxes of Change

Also in This Issue:

Dedicate Bostwick Memorial

The spacious dining room in the new University Center has been designated as a memorial to the late Roy Grier Bostwick '05, long-time trustee of the University. At right are two views of the new facilities made possible by a bequest from Mr. Bostwick's widow, the late Marie Leiser Bostwick '02, who died in 1967. Dedication ceremonies were held on Saturday, October 9.



The late Guy Payne '09 stands at entrance to College Inn. Photo is dated 1924.

The College Inn Ends Its Days On Campus

A Personal Reflection
by
W. B. Weist '50

Alfred North Whitehead maintains that philosophy "is the most effective of all the intellectual pursuits. It builds cathedrals before the workmen have moved a stone, and it destroys them before the elements have worn down their arches. It is the architect of the buildings of the spirit, and it is also their solvent:—and the spiritual precedes the material. Philosophy works slowly. Thoughts lie dormant for ages; and then, almost suddenly as it were, mankind finds that they have embodied themselves in institutions."*

This noble expression of idealism may seem too far removed from the subject of these brief observations, but change in several of its expressions — social, intellectual, moral, emotional, economic, and physical—is the subject of several essays in this issue. And, since science and technology—the agents of change—are usually seen in some role as the shapers of things—bombs, jets, missiles, pollution, contraceptives, etc.—it may be well to examine a concrete historical event in a framework of idealism—which may really be sentiment substituting for reason. Whatever ultimately applies, we are compelled to report the end of Guybo's—the College Inn—the termination of one way of life and the beginning of a new one.

Since every obituary involves change as one of its subjects—at least public notice of the transition from life to death—we must note that the official end came for the College Inn at "the end of the day" on Tuesday, August 31, 1971. The coffee pots were cold. The jukebox quieted. The crumbs from hundreds of doughnuts swept from the floor.

A native of the Bucknell campus, the College Inn was born in 1908.

* A. N. Whitehead, *Science and the Modern World*, 1925, pp. VIII and IX.

The late Guy Payne is interviewed by an unidentified Bucknell coed. Photo is dated September, 1948.

As an undergraduate reporter noted in *The Woodpecker*, the campus humor magazine of an earlier era, "While the Mandolin Club softly discoursed 'When the Roll Is Called Up Yonder' and other appropriate hymns, Payne's holy hash house for the conversion of hungry nighthawks into personified bellyaches was dedicated Monday evening, October 12th, with elaborate ceremonies."

The father of the College Inn was the late Guy Payne '09, who, as an enterprising student, began selling sandwiches, soft drinks and coffee to fellow undergraduates to help meet his tuition payments. The first Inn was a small wooden building which had, in Guy's words, "all the modern inconveniences." That structure yielded to a brick building in 1915, and several major additions were made to this in 1924. Although the interior was remodeled several times, this was the building which Guy and his wife, Alice, gave to the University in 1960. So, depending on how you make your calculations, the College Inn at its end was 63, 56, or 47.

It really doesn't matter, for Guy Payne was the College Inn and the College Inn was Guy Payne. The last 10 years preserved a landmark and some memories, but, for those who had been served by Guy, every trip to the Inn seemed a bit like a visit to colonial Williamsburg. The real "oldtimers"—those with roots in at least the remote past of the 1940's and 1950's—recognize that the Inn never met the standards of Howard Johnson's or even MacDonald's. But, then, who knew such high standards in those days?

Change is a reality and has had eloquent witnesses from ancient times to this modern age, where not change but its tempo has become the focus of analysis. Yet, one may borrow from the moderns and the ancients to ask: How is it possible to discern change if there is not something that persists, endures, remains unchanged, and stands as a background against which not only change occurs, but its relative speed is measured?

Take Guy Payne, for example. Early in his college career he was in trouble with some faculty members and administrators for his editorial ventures in *The Woodpecker*. Indeed, though his persistent targets were booze, Sunday movies, smoking, and assorted sins of the flesh, he was a committed man, taking on campus and community when he thought his cause was right. In 1952 he spent one hour in the Union County jail—after preparing to serve a three-day sentence by bringing along scrubbing brushes and pails to "clean the place out"—for refusing to pay a five-dollar fine on a charge of failure to observe a stop sign. It was a matter of principle for Guy, since he had for some years charged local authorities with paying too much attention to parking meter violations and not enough to gambling and other offenses. (A friend paid the fine rather than see Guy behind bars.)

And then there was the Guy Payne scholarship plan: a job at the College Inn, small loans when needed, and free food. (Coffee and doughnuts went free to faculty members—with some possible exceptions.) It was a form of charity hundreds of alumni accepted before, and sometimes after, graduation.

Character — the stamp of the personal, the enduring quality of an individual which makes an impression on other individuals and on institutions—is at least one of the qualities education (lower and higher) is forever in search of ways to mold. To find, finally locate, and be oneself is at least one of the goals a liberal education holds out to those who become participants in the "life" of a college committed to the personal, to the creative individual expression of a life of value to the self and society.

Perhaps that is what endures at Bucknell and what permits us to see change with some clarity. Despite the loss of the College Inn—a very personal institution — and even recognizing the nostalgia which its end makes more acute, this small event may well be included in the loftier abstractions of Whitehead, and it is even possible to share his idealistic conclusion that "philosophy works slowly" and "the spiritual precedes the material." In fact, by sharpening our memories, it may even be possible to dull some of our fears of change, remaining hopeful that impersonal forces (in the long run) will not overwhelm the personal aspirations which seek to make some mark in history.

The Paradoxes Of Change

By President Charles H. Watts II

This is the text of an address by President Charles H. Watts at Convocation exercises at Bucknell University on Wednesday, September 1, 1971.

I WISH this evening to do two things. I shall comment upon the tremendous forces for change which have been generated within our culture, if only because no real university escapes them; indeed, it is at root what universities do which has unleashed the forces of change. And I shall comment upon what I think we here might usefully begin to do to ensure the continuing usefulness of this institution.

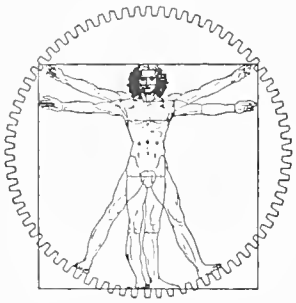
This means that I must run the risk of prophecy. One of the paradoxes of our time is that virtually every prophet finds himself instantly fulfilled. Youth, for example, has yet to devise a new life style which does not find itself institutionalized by Madison Avenue within the year. As William I. Thompson points out, "One can say almost anything about human culture now and it will be true, for everything is going on at once . . ."[1] And Alvin Toffler quotes a Chinese proverb: "To prophesy is extremely difficult —especially with respect to the future."[2] Even though the first of these truths may ease the danger of the second, it is I think central to an understanding of our time to realize that we don't know at present how to measure or analyze the future, much less how to control it. As a member of the British Parliament commented, "Society's gone random!"[3]

My text really is Toffler's book, *Future Shock*. I commend it to you at the very least as a sensitive examination of the shock waves which dominate our culture, and because one finds in reading it so much that is terribly familiar from one's own life. He coined the phrase some years ago, and by it he meant to describe that disorientation which occurs within the individual and the society when they are subjected to too much change too fast. I take it that one need not argue much about how vast and how unexpected are the changes which beset us. The subtle and core changes are hard to measure, but they appear mainly in the breakdown of traditional value systems and life styles, and they produce in us all a frightening sense of insecurity. The more exotic are at the surface. Only by devilish hindsight could one have predicted that it would take a pragmatic Republican president to announce a journey to Peking. The act confounds the radical right, who must at the least believe that someone somewhere has been bought, as well as the radical left, who presumably can't conceive of Mao allowing himself to be coopted in such a fashion. And if I remember correctly, I went on vacation in August perfectly persuad-

[1] W. I. Thompson, *At the Edge of History*, 1971, p. ix.

[2] Alvin Toffler, *Future Shock*, 1970, p. 5.

[3] Ibid., p. 447.



ed that a wage and price freeze would occur only if somehow FDR were reincarnated. Only my fealty to the *New York Times* permitted me to believe what I read.

WE have made of change a constant, and have made impermanence permanent. It appears that even the acceleration in the rate of change is constant, although finally such a statement reduces itself to the absurd. But perhaps not so absurd: The logical end of constantly accelerating change within an individual's life or within society must be the destruction of both, and it does seem clear that our prime task is to find ways to control change before it enters its final mad cycle. I don't of course know how to do this.

Too much of tomorrow occurs today, while yesterday seems never to have been. Nostalgia is our only antidote and that's fake. We struggle with a momentum which seems relentless even as we are uncertain about its cause. We had thought that our technology would serve us, that complexity of life must surely have a limit, even that we had our first principles firmly set down. We seem to have been wrong.

Verities we still seek, and with all our old passion, but the only one which seems sturdy enough to last is the very principle of uncertainty itself, hardly a comforting thought as one struggles to keep tomorrow far enough away to permit some sensible planning for it.

We suffer a kind of outraged bafflement as we discover that even the quantum jumps in what we know which have occurred in the last quarter century lead us no closer to virtue. This seems particularly outrageous to the intellectuals, who are optimists, and whose stock in trade is thereby tarnished. We had for a century thought that if we but knew enough, we could be expected to make wise choices. It now appears that for our time one or both of two further assumptions is necessary. Either we have but barely scratched the surface of what we need to know to bring us to wise action, or that what we know bears little relation to how we choose to act. Both are discouraging assumptions, and I think both are true.

Even on the surface level it hasn't occurred to many that as we develop more knowledge, as we learn better how to control energy and manipulate the environment, we increase and enlarge the number and kind of choices available to us, and choices involve value judgments, which are the hardest kind. Innocently enough, most of us had thought otherwise. Thus the lovely paradox: a society which has committed its energies to material progress, to the development of a technocratic state, now finds that it has forced itself to relearn how to make the old humanistic decisions about good and bad. Perhaps if the humanistists will hang on long enough, somebody will ask their opinion.

BUT on a more profound level, we had all better—and higher education in particular had better — take up the first of my earlier assumptions, namely that we don't yet know the half of what we must discover if knowledge and wise action are ever to bear any sensible relation one to the other. I do not know how soon the money may be found for it, but we need right now to support the study of human behavior with as much national enthusiasm as we put behind science and technology in the 1950's. As one commentator has put it:

"Millions of men and women now have the power—and thus the necessity — to make conscious decisions on matters that we once left largely to accident, tradition, nature, habit, God, or the unconscious self. This is the thing that scares people more than anything else . . ."[1]

Of course it scares us, because we have only a little knowledge about how to make the decisions. One of the major tasks facing education today is to convince the know-nothings that it isn't knowledge which has failed us, but simply that we haven't pushed ignorance back far enough. It won't be an easy task. When the public says, as it does with increasing frequency, that it wants more education for less money, what it is reflecting is a sense of betrayal. All that money spent, all those campuses built, and still we have problems—that was not how the public read the promise of the great educational boom of the fifties and sixties.

Those involved in higher education are going to have to get their courage back, are going to have to get busy again advocating and defending the pursuit of knowledge, both to their students and to the wider public. Many in both camps are turned off right now, probably because both have been led to believe in easy solutions. There aren't any, not when you're working out on the edge of human attitudes and behavior. I fear for those young people who can't accept this. What is needed is more knowledge, not less; tolerance of complexity, not simplicities. We have already alienated a lot of our best students, turned them away somehow from a love of learning. Had we showed them how much you need to know to move men even an inch in the right direction, they might have stayed with us. If there is one task which teaching should set for itself now, it is to demonstrate that learning is in the final and purest sense functional to life.

[1] T. George Harris, *National Observer,* August 30, 1971, p. 12.

I want to make it clear how difficult that will be to do. Functional implies an immediate translation of idea into action, and we are at a time of such confusion, of such lack of orderly pattern in our national experience, that often the immediate application of idea to problem to produce beneficial action, produces instead its opposite. Our problems are too complex, our knowledge still too limited, for it to be otherwise. What combination of idea to problem produced the following, a paradoxical, overstated view of America's relations with China?

"*We are supposed to be a spiritual, God-fearing nation in conflict with the Godless materialism of the Communist countries. And yet Mao's China is built on self-sacrifice, hard work, frugality, Benedictine poverty, ecological respect for nature, and deep belief in the power of meditation on the thought of Mao. In Mao's Mary Baker Eddy version of Marxist dialectical materialism, if one has right thinking he does not need machines. Mao thinks he is creating a religion-less society, but really he has created the largest Puritan state in the history of mankind. We think we are the inheritors of Plymouth Plantation, but actually we are the decadent Europe that the Pilgrims tried to leave behind.*"[1]

I THINK you will see that the kind of functionalism I am talking about is something other than that which produces such paradoxes. One of the great tragedies of the 1960's occurred when many of us, seeing and feeling the bleeding problems of our nation, charged in with simple idea and profound emotion to solve those problems, only to discover that we didn't know enough. It should be our business to convince ourselves and our students that only a sophisticated combination of concern and knowledge is likely to have much effect upon the great difficulties of this time of accelerating change.

There is every likelihood, I believe, that institutions of higher education themselves will require the application of precisely that combination of concern and knowledge if they are to remain useful, as they must.

It is likely that the great state systems of public higher education will in the years ahead become more nearly one national system, and it is likely that we will see in that system wide use of technological teaching devises and standardization of teaching techniques. The system will almost surely seek to adapt the planning techniques of industrial corporations, and we may expect gradually to find it more overtly responsive to the manpower needs of the nation, organizing its curricula more nearly in terms of the skills in demand by business and government. Such a system, once it becomes overtly national, will exert very great power over our society.

All of which leaves the independent institutions in a quite precarious position, but that shouldn't bother them too much, for until quite recently that was the condition they had grown accustomed to. The obvious problem they will face is evident now, and it is of course financial, which is in fact their old and continuing problem. What will be new in their problems tomorrow will be a sharp relative decline in their influence, possibly in their prestige.

To put the matter in the simplest way, few independent institutions will remain strong tomorrow unless they can identify and then market the things they can do better than the emerging national system. Here at Bucknell we will begin, this year, in anticipation of an accrediting visit, a difficult examination of our goals and purposes. I would propose that the several committees which will be involved in this review take as their major concern this very question. It is not an easy one, both because it is so abstract and because the society in whose behalf we seek to be useful

is changing so rapidly. But clearly, unless we have been kidding ourselves, there must be some identifiable characteristics of life at this institution which mark it as different, say, from either a land-grant university or a state college. What are they, and which among them are the most valuable? Which are likely to be most useful tomorrow?

FOR example, we have for years heard talk of institutions joining together in consortia, the purpose being both to save money and to increase each institution's variety of strengths. I have never believed that such consortia do much good, but they may tomorrow, when we really do achieve the capacity to videotape lectures, to make sophisticated use of closed circuit television, and to hook our libraries into a real information retrieval system. And what, pray tell, will that leave alive at Bucknell? If at the extreme it is all to be a matter of earphones and screens, why shouldn't each student stay home and plug in there? That's not as silly a question as it may appear to be. What it means is that we must discover and then nourish the subtle aids and encouragements to learning which do in fact permeate the air of a strong college or university.

The task is at least twofold.

First, we must determine what

[1] W. I. Thompson, "We Become What We Hate," *New York Times*, July 25, 1971, sec. 4, p. 11.

body of knowledge it is that we wish to deal with, and build curricula which will support the effort, utilizing whatever mechanical aids may be available. I think we have, for example, a nearly unique opportunity to bring the study of engineering and the study of the social sciences together, but we are going to have to work at it much harder tomorrow than we have in the past. I recognize of course that designing a curriculum brings us up at once against the old renaissance man question, a question I see no solution to, but that shouldn't discourage us from tearing apart and putting together the several disciplines until something more like order emerges.

Second, we really do have to look closely at how the structure of the university's life, its schedules, its physical spaces, where people are and whom they meet, support or detract from learning. The possibilities are great if we can be imaginative enough. For example, if the January Plan has taught us anything it is that undergraduates can devise learning experiences quite outside the regular classroom patterns which are very meaningful. Some of those experiences occur here and some occur elsewhere. Two comments occur to me. First, the January Plan need not occur only in January, a profound thought. It might in one of a dozen versions occur even in August. If we worked with innocent thoughts like this hard enough, we might even solve some of the problems of plant utilization in the summer. Second, we will need to make use of the concept of the extended university. The cloister was once a highly functional concept, and it still has many virtues, but there is no point in pretending that learning occurs only on our hill. I see considerable virtue in a curriculum which will permit a student to earn credit by examination, by self-directed study here or elsewhere, even through work experiences. I see virtue too in encouraging a concerned student to break off his formal learning when he feels the need; it doesn't all have to be done in four years.

Which brings me to a possibly heretical thought. What I have been saying presumes the interest and serious commitment of a large part of the student body. If the curriculum is to be more flexible and if students are to have more to say in designing their patterns of study, as I think they should, then we must have some assurance that no undue number of them are asleep and drifting through four years on no more than craft and native wit. I don't quite know how to do it, but we might consider some system of advisement—in my worse moments I call it an audit—which would seek to measure whether a given student was in general really working up near the limit of his potential, some system which went beyond grades, one which would, hopefully in a kindly fashion, urge the student to go do something else for a time if little learning were occurring here.

In something like the same vein, I think we must consider too how effective we are in counselling students about career choices. Some settle into rigid preparation too early and some much too late. It is not only the current recession which brings me to this thought, but more importantly the need to aid our students in seeing how certain modes of thought relate, or don't relate, to various careers and life patterns. We need not let this go until what will probably continue to be a decreasing number of recruiters show up.

THERE are days when I think such counselling should be directed at administrators and faculty too. Are people in universities to be the only ones in our testless society who can't switch gears in midcourse? We might even devise ways in which to ease tired college presidents into more productive ways of life. We may wish to rethink our concept of the sabbatical year with this in mind, and we may wish to encourage both faculty and staff more strongly than we have to enroll in study beyond their primary discipline. I am sure at least that we must do more to provide ways for career refreshment and enhancement for our administrative colleagues if we are to hope that they will remain productive.

If we can increase the seriousness of our commitment to learning, and make the curriculum more flexible, then I hope too that we will experiment with what might be called intermittent learning communities, groups of 50 or a 100 students and faculty who gather together for a time, perhaps a semester, in a place, perhaps a dormitory, to pursue study of some well-defined theme. While it may not be apparent at first, such a grouping has some things in common with the excitements which are generated between a committed teaching faculty in a strong department and their major students. It can be the most efficient form of learning of all.

We ought also to examine the entire matter of the four-year degree. There is no cabalistic significance in the number four, and what we ought to consider is how we may best measure the quality of work done rather than time in grade. Years ago I tried to float the idea of general examinations, to be taken at entrance or intermittently during the first two years, successful completion of which would entitle the student to

move at once into his major course of study. Perhaps the idea will sink again this time, but maybe not.

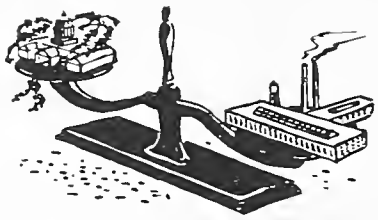
And playing with the calendar of course permits us also to extend the stay of students who wish to and who are qualified. Our curricula should be open-ended so far as our resources permit. I am impressed by the success which several departments have had with the combined bachelor's and master's degree program. I wish we might do more of this sort of thing, because I am convinced that in the long run institutions like Bucknell will be spending most of their energies on what we would now call the third, fourth, and fifth years, with the master's degree becoming both more common and more respected.

We have shown at Bucknell in recent years a fair willingness to join together, students, faculty, and administration, to work for the good of the institution. Some important results have been obtained, particularly I think in the demonstrated willingness of students to serve on vital university committees. I hope we may proceed further to examine how all members of our community may participate, as their competence and their accountability may allow, in the government of the institution. We still have struggling in the wings the university senate concept, and I am hopeful that this year it may emerge as part of the way in which we do our business. It will certainly be true tomorrow, if it is not true today, that we will need both clear authority for the central executive and some very meaningful forum in which the inevitably differing views of our several constituencies may be reconciled. No fundamental change occurs in a university unless, in what may appear to be a contradiction, it is strongly supported by administrative action and strongly endorsed by the community as a whole. We will, in the next year or two, be considering matters of such fundamental importance that we will require a clear and strong governing structure.

LET me talk finally about money and about priorities. The relative lack of the former makes the latter ever more important. We have I think done well in recent years to increase our resources, and I will again this year be spending most of my time in our continuing development effort. Indeed I see little prospect that anyone in my position will be permitted to do much else in the foreseeable future. But it is clear, unless some totally unexpected windfall occurs, an occurrence from which of course I would not flee, that we must reconcile ourselves to the fact that our budgets simply cannot endlessly expand.

As I have said elsewhere, most of us received our training and early experience in an expanding economy, in an educational system funded more heavily each year. The curve has clearly flattened, and in some areas it has fallen. I believe that it will rise again, but not immediately, and we must use the intervening years to devise and accustom ourselves to a more precise definition of our priorities, to a meaningful system of long-range planning, and even to clear measures of the efficacy and efficiency of each of our activities. I mean to include in this all portions of the university, administrative, academic, extracurricular—what have you. We must examine everything from class size to utilization of plant, from how each of us spends his time to how we might spend it better.

As part of this effort, I will be discussing shortly with my colleagues the propriety of devoting a given percentage of our operating budget in the future to what any other corporate organization would call research and development. It is remarkable, after all, that of all institutions universities should spend so little of their funds devising ways to do what they do better. You will have noted, I am sure, the camel's nose of contract work by industrial firms in elementary education, where payment is determined by the quality and amount of change measured in the



pupils involved. They really do believe they can do better, and perhaps they can. But I would a lot rather have us contract to ourselves, as it were. It is, after all, the fellow who owns the blanket who makes the most out of any poker game. And it would be wonderful if we could get to the point where we actually enjoyed examining and changing our procedures, and trusted the means whereby we sought to measure the effect of what we do.

That I suppose is the root of the problem and the possibility, in the entire business of setting down priorities within an academic institution. To turn the old saw which says that education is too important to be left to educators, I would insist that its imports are too large and its methods too fragile to be left to anyone who does not cherish learning—so we had better get busy ourselves, with tact but with firmness.

The members of the freshman class who are here tonight may believe that I have not been speaking to them, but of course I have. What they should have gathered from these remarks is that they have joined a quite human, energetic, contesting and ambitious enterprise. Hidden behind all our efforts is the wildly optimistic belief that by careful study of himself and his world, man may somehow improve his lot. I can think of nothing else which would justify our struggles with our own imperfections, and if each of you really chooses to participate in the life of the university, you will add to our strength, and, perhaps to your surprise, you will enjoy it. We are a selfish lot, you will find, selfish in our respect for knowledge, and proud too, proud of what each of you has the capacity to make of his life. You are very welcome here.

Which Future For Fraternities?

By Dr. Wendell I. Smith '46
Provost, Bucknell University

Brothers of TKE aid Borough of Lewisburg in April 1971 "Clean-up Campaign." Below, initiation rites and frolic underway in fountain located in Academic Quadrangle.

THE scene on many campuses these days appears to be similar to that which was described recently in the Bowdoin *Orient*, "Poor rushes, few pledges, dwindling membership, financial crisis, dining at the fraternity house is terminated, the group spirit wanes, the fraternity closes."

What can be done about this scene, if anything? It is almost certain that one of the possible answers offered is that better management be provided, particularly better management of the physical plants and all of the services which fraternities use. For example, the fraternities at Bucknell might invent a cooperative system for maintenance of their physical plants and for the purchase of all services which they require, including dining services. This act, by itself, would produce some positive results but they would tend to be more limited than one might expect. Good management brings about an immediate short-run benefit but it does not come to grips with the main issue, which is why fraternity membership has become less attractive to students.

A second possibility, one that obviously is not in any disagreement with better management practices, is to bring the many talents of fraternity alumni and undergraduates to bear on the problem of membership by organizing a serious study or investigation of the possible roles of fraternities in the Bucknell educational community. This study might use a variety of techniques — those usually associated with marketing, advertising, and finance and including surveys, interviews, quantitative analysis, discussions, encounter groups, scaling techniques, among other things. The study might begin by ascertaining the specific and general goals of the University and how the University plans to meet them. Once these are determined, the study can then address itself to the role which fraternities might play in meeting the University's goals. This would include the design of programs to meet the goals, tests of the programs, evaluations of them and, finally, the initiation on a regular basis of those programs which are related to the University's goals.

WHY should fraternities do these things? These are not the traditional roles of fraternities; the traditional roles are dying so one might conclude that the new role is "adapt or wither."

Those with a good ear seem to be hearing the message these days that students want considerable responsibility for their own education and the freedom to learn. In-

dividual freedom and responsibility is a national cry, as is diversity in goals and pluralism in programs whether social or educational. If fraternities wish to be a significant part of education, it appears to me that it would be desirable for them to do something with the message of individual freedom and responsibility, including the freedom to learn.

Harold Taylor, once the president of Sarah Lawrence, has a number of suggestions regarding changes which might be undertaken on some campuses to bring about a more reasonable accommodation between the needs of students and society on the one hand and the offerings of colleges and universities on the other. I see no reason why some of the proposals which Taylor has made in two books, *How to Change Colleges* and *Students Without Teachers*, cannot be applied to a living unit as well as to a college itself. Taylor notes, "The total effect of the system of higher education is to divorce learning from life, to put the student in a passive role, and to force him through the study of materials which are irrelevant to his own interests and to the needs and problems of the society around him.

"The social restrictions of campus life treat the student as a child rather than as a responsible young adult."

CHANGE is occurring on some campuses and it certainly is occurring at Bucknell—rapidly in the case of social restrictions, more slowly in the case of educational restrictions on freedom to learn. Where have the fraternities been in this movement? What force for change are the fraternities at Bucknell? What force could they be?

In the past, fraternities have tended to be organized around three criteria: ethnic-religious, economic, and social status. The last two of these tend to be important considerations at the present time while the first, ethnic-religious, tends to be of relatively little significance in the recruiting practices of most fraternities. The effect of an organization based on these criteria is to provide some sense of belonging to a group with common characteristics but not to a center concerned with learning. If we consider that more is learned by students and can be learned by students from each other than is learned in the typical classroom, then students might well be concerned with the conditions under which they organize themselves outside of the classroom for this learning to occur. There is great diversity in the student body at Bucknell University, much more diversity than is recognized by campus voices such as *The Bucknellian* and much more than is likely to be found in a fraternity if

---

Provost Smith, former chairman of the department of psychology, has been a member of the faculty since 1946. This article is based on remarks to the Alumni Interfraternity Council, presented on April 24, 1971.

that fraternity restricts its criteria to economic, social status, and some general concern with ethnic-religious variables. If it is true that fraternities organize around these criteria and that by organizing around them diversity is reduced, then fraternity organization discourages learning from each other; instead, it encourages reinforcement of the values and beliefs with which one enters the organization and tends to guarantee their preservation.

IT is quite conceivable that some fraternities could become learning centers, especially those fraternities which are having the greatest difficulty in filling their houses. Solvency for some fraternities may lie in becoming much more intellectually oriented than has ever been the case in the past. One of the difficulties with the suggestion that fraternities concern themselves much more with intellectual matters, is that it all sounds like an extension of the classroom and a great bore to all but the most dedicated students. The suggestion is not that fraternities organize themselves for formal learning, instead it is that fraternities organize themselves for a different style of living, a style that emphasizes cultural as well as recreational and social factors. As Dr. Woodward has noted, I have been a neighbor of these fraternities in this area for a great many years, in fact, since the Psychology Department was located in the Library in 1951. Over the years, I have noted a number of occupations of the residents of these houses, and it is not my intention to suggest that any of these occupations be reduced. For example, throwing frisbees, playing touch football, and shagging fly balls is a perfectly reasonable and pleasant pastime for men your age. Raising the windows and entertaining the campus with whatever music is in fashion at the time, again, is a perfectly reasonable pastime. Beer parties, dances, dating, eating, sleeping, etc., all are an important part of any life style and fraternities need to occupy themselves with these matters, but not to the total exclusion of a style of life which emphasizes other aspects of the culture which also can bring pleasure.

How might significant change be brought about? Perhaps it could occur by:

(a) Collaboration between two or more fraternities on a program.

(b) Sponsorship of one or more fraternities by an academic department or departments.

(c) The initiative of a single fraternity.

(d) Collaboration between a fraternity and an external agency.

Let me give some examples:

1. *The willingness of young men to devote time to young children is remarkable.* A number of fraternities gave freely of their time and resources to programs for young children in Lewisburg and to those in an orphanage in Sunbury. A tremendous amount of pleasure and learning and liberalizing can occur through working with children. One of the important programs which this campus might welcome would be a combined day-care center and child-study center. There are many working mothers in this area, as in others, and there are almost no facilities for the care of pre-school children. When I look at the facilities available in this house where we are meeting and on this floor where we have dined, I can only marvel at what a fine place it would be for a day-care center operated by one or more fraternities and sororities with the encouragement and guidance of the Department of Education, the Department of Psychology, people associated with Head Start in Union County, and the Lewisburg Nursery School. With such a facility, a whole variety of your talents could be brought to bear in devising and operating the program and in conducting research on children. A whole range of your interests in education from economics to human development could be met through the program, but most important of all would be the satisfaction of knowing that you were contributing to the growth, the development, the life of another human being. You would be able to gain the cooperation of a number of

Countdown begins for the cart races on campus.

women, some of them faculty wives and the wives of Bucknell staff and other women in the community, who long for this opportunity, also. You would learn much as young men from these women five to ten years your senior, much that will never be gained from bull sessions, dating girls your age, classrooms, mass media, etc. Your whole lives might be richer and your marriages much more fulfilling through knowing both the children and the women who would be interested in assisting in a program for them. Above all, if any of you ever have the courage to undertake this, make it your program, not theirs. Be responsible for it yourselves and engage the cooperation of others but do not become the assistants to outside groups.

2. *Some fraternities have a long tradition of a strong interest in athletics and recreation.* There is considerable "education" in physical education and recreation to which colleges have given very little attention. There has been a tendency to relegate physical education to a secondary status, and Bucknell has been no exception in this regard since we have removed, for all intents and purposes, any credit in the academic program for physical education. A committee will propose to the University Faculty that we begin to investigate seriously the role which the body plays in education since the distinction between mind and body is philosophically naive and of relatively limited use even for conversational purposes. If mind is not physical, we are in more trouble than we know. Why not have one or more fraternities join together with the departments concerned with physical education, with the public schools of the Lewisburg area, and with the area recreation group to operate an off-campus recreation center? Again, the programs could be devised by the fraternities and operated by them in part and in part by members of the community. For those who have interests in research on so-called non-intellectual factors in education, the program would provide excellent opportunities for that end. If we remember that the verb in recreation is to re-create, that play is a universal and pleasurable experience, and that recreation occupies potentially a very significant place in the rest of your lives, any fraternities which chose to develop a project of this type would be very much in touch with an area that Bucknell's curriculum does not encompass to any significant degree. Furthermore, if a fraternity were to work regularly with members of the community off campus, this time more with men probably than with women, you again would have an opportunity for a form of education and a setting for education which could be of great significance to you. I am referring to the opportunity to work with young men five, ten, or fifteen years older than you, men from whom you could learn a great many things of importance about yourselves and for yourselves since they would be men who like yourselves have chosen careers in business and in the professions. There is no reason why your lives and the lives of other students must stop at the edge of the campus and there is no reason why the residents of the Lewisburg area should exclude themselves or feel excluded from this campus. Fraternities have as members men who could become an important part of the community if they wish to do so.

3. *A fraternity which has a close and traditional association with a sorority might initiate a center for women's studies.* Again, as the Women's Liberation Movement matures, there will be excellent opportunities for serious discussion under natural conditions, that is, under non-classroom conditions, of the role of

women in all segments of American society. It would be marvelous indeed for a sorority and a fraternity to steal a march on a faculty and to initiate its own formal program of concern for educational studies for women. I am not referring to courses but rather to opportunities to confront self with self where in this instance the sexual role has been dominant but will become subordinate.

4. *A fraternity or more might join with one or more of the departments concerned with fine arts and develop a program of creative arts for the house.* We have much too little opportunity in our lives to express ourselves through painting, sculpting, drawing, the dance and drama. Again, why not recruit some members who have these interests and devote a portion of the space and of your time to the support of the creative arts in whatever form and in whatever ways appeal to the house? I feel quite certain that you could obtain cooperation from one or more members of those who teach studio work in the Department of Art in a program which would have very wide appeal to most of you and to the campus.
5. *The possibility for linking together one or more fraternities, a local economic development as-*

sociation, and Bucknell's Institute for Regional Affairs might be appealing to a fraternity which has a high proportion of its students enrolled in business and in engineering. The fraternity might adopt as its theme "A Concern for Regional Planning" and seek the cooperation of whatever agencies are concerned with these matters for the development of its program.

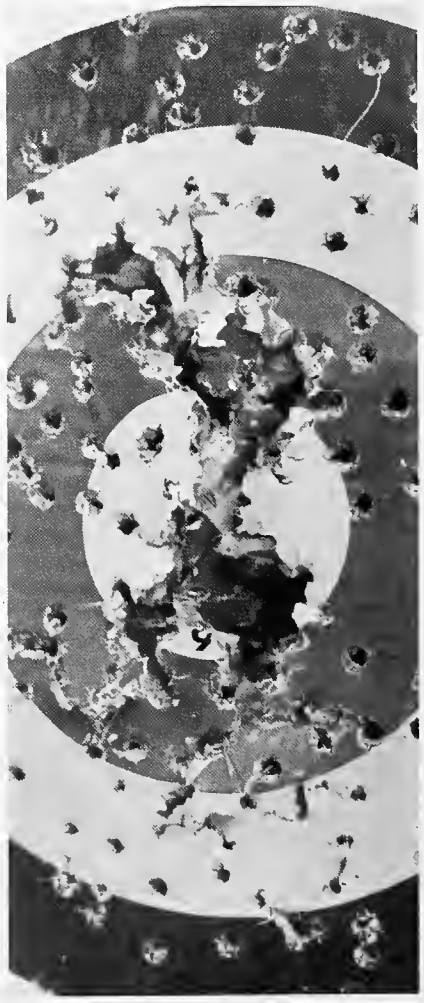
OF course, for those fraternities which have not yet confronted serious financial problems, there are opportunities for less-intensive participation. Any fraternity ought to seek diligently to sponsor, organize, develop, coordinate, and present a symposium or colloquy at least one weekend each semester. A house might try to maintain a general theme for several years, for example, dramatic literature, politics, new careers. In addition, fraternities might sponsor their own Jan Plans.

To be sure, there may be a fraternity that wants a more intensive experience and involvement than anything which I have mentioned and to that fraternity I would suggest that efforts be made to organize an internal commune or living situation in which all individuals *intentionally* teach each other whatever they know. Again, the selection might favor a theme such as ecology, recreation, politics, journalism, creative writing, creative arts, or some combination of these. An internal or campus communal learning center could be linked to external communes, communes located in local areas or at some distance from the campus. The *New York Times* tells us that there are now more than three thousand well-established communes in the country, and it is clear that this is a form of living and life style which will grow.

After a fraternity has a well-established program, if it believes that it has true educational merit in a formal sense, that is, that it is engaged in intentional learning, then it might petition for academic credit. I am a strong champion of efforts to devise a three-year degree based on competence and maturity. Some of the ideas which are current, including those concerned with off-campus study and better use of leisure time, lend themselves quite well to utilizing thirty-six months of one's life toward a reasonably well-defined set of outcomes. When this is accomplished, there appears to me to be no earthly reason why individuals cannot receive credit regardless of where their activity is carried on and that should include the fraternity house. One spends eight to ten hours per day of his waking life for five or more days per week for 28 to 30 weeks or more in a particular situation where the benefits of being there are planned or programmed toward outcomes, then credit should be awarded without question.

IN a very real sense, the stronger the college the more unbalanced the lives of its students because those lives tend to be pushed very much into academic pursuits by the educational programs leaving the rest of the lives to the students' own ends. The examples which I have presented all are intended to be a means of bringing some balance into a student's life between highly structured classroom experience and unstructured fraternity life. A fraternity house can and probably ought to be more than a place to eat, sleep, bring dates, drink, dance, shag fly balls, throw frisbees, and play touch football. It can be a place for gracious living, for a life style different from that which is possible in our dormitories. By varying the criteria used to select your members and having those criteria fit a motif or style, a fraternity can become a cultural center in the best sense of culture and that does bring pleasure and fun back into the house. My prediction is that it also will bring more members to the house and that the financial problems of fraternities at Bucknell will decrease as the function of their ability to adopt a theme of living and select students for it effectively. A college is a living place as well as a meeting place and a study place. It is a place for fostering intellectual and personal growth, a place where the curricula and the extra-curricula "should be encouraged to connect with each other."

Why not give it a try?



Assisting the Admissions Office

"Information is one of the most valuable resources in the work of the Admissions Office," observes Fitz R. Walling '46, director of admissions at Bucknell since that office was established in 1957. "However, what I mean by information consists not merely of test scores and grades—a kind of abstract track record of past academic accomplishments and potential achievement—but also includes some way of getting a clear picture of an applicant's personal qualities and out-of-the-classroom activities."

AS a professional who has been involved since 1953 with the admission of students at Bucknell (he joined the staff of the Registrar's Office as admissions counselor when that office included the admissions program), Mr. Walling notes that "information works both ways, and one of the critical tasks of admissions work is to see that each applicant has an understanding of Bucknell's degree programs, the overall environment of the University and some sense of its history. In other words, the individual applying for admission must get a clear picture of how Bucknell can meet his or her plans, aspirations, and needs. Some of this can be provided by printed materials and supplemented by motion pictures or slides, but some of it must also come from personal contacts."

Since information and a two-way channel for information are such essential elements of the admissions program, members of the staffs of the alumni office, the admissions office and of the board of directors of the Bucknell Alumni Association began consultations several years ago in an effort to design a program in which selected alumni could serve as an extension of the information arm of the Admissions Office.

"The program we planned deliberately excluded recruitment of new students. We did not wish to have alumni volunteers involved in a 'sales' promotion for admissions," Mr. Walling stressed. "The number of applicants for admission to Bucknell has exceeded 4,500 for the past six years, while our freshman class has averaged around 725. So, we really focused upon two goals: the ways to provide applicants with all the pertinent information about Bucknell, and the means to obtain the clearest pic-

Above, Fitz R. Walling '46, director of admissions, studies application materials with Richard C. Skelton '60, associate director of admissions.

Participants in the admissions workshop, above, held on campus September 17 and 18, discuss sessions with Gary Ripple, at right, assistant director of admissions. Alumni include, left to right, Paul Pigman '56, 268 Rutledge Drive, Bridgeville, Pa.; Peter Cheyney '65, 6 Bisbee Drive, Newark, Del.; and Lucien Karlovec '58, 2811 Kersdale Road, Pepper Pike, Ohio. Below, James Carlson '59 and his wife, Lynne, talk about volunteer program.

ture possible of the personal qualities and non-academic achievements of applicants for admission," Mr. Walling observed.

THE result of this careful planning effort is the Alumni Admissions Assistance Program (AAAP) now aiding interested students and their families in local schools and communities in twelve major metropolitan areas of the nation.

G. Gary Ripple, assistant director of admissions who has worked with alumni volunteers during the past two years, explained that the areas in which the Alumni Admissions Assistance Program operates are carefully selected by the Admissions Office staff. "There are just not enough days of the year or man-hours available to serve certain areas from which we are receiving an increasing number of applicants," he noted. However, in selecting an area for alumni assistance, the staff considers the distance from the campus and the number of private and public secondary schools in the area. "Boston, for example, has too many schools for us to cover in a one- or two-man work week. Finally, we are aware that there are areas with potential interest in Bucknell and these we hope to develop," he stressed.

"When an area has been identified in which we think alumni assistance would be of value," Mr. Ripple explained, "the Admissions Office staff must then select an area chairman for the program who, in turn, helps our staff select the members of the committee who will serve in that area. Once the process of selection is completed, the staff initiates a training program. This consists of a seminar, in the local area, covering the overall admissions process, an overview of the purposes of the AAAP, and an orientation about the Bucknell of today. It also includes a kind of

(See page 31)

1955–The Bucknell University Campus–1955

This aerial view of campus was taken in early spring of 1955. Large arrow at center points to area where Freas Hall and Marts Hall now stand. Arrow at right points to location of Rooke Chapel and arrow at left indicates site of new University Center. Photo was taken looking south. Steam plant is in background along river and Moore Avenue is in foreground, lower left. *(For aerial view of campus in 1971, see page 16.)*

1971–The Bucknell University Campus–1971

This aerial view of the campus was taken looking north. Small arrow at right points to the new University Center and large arrow at left points to Rooke Chapel. Davis Gymnasium is near center of two arrows, and at center of photo is the Academic Quadrangle: Bertrand Library, Freas Hall, Marts Hall, Coleman Hall, and the Vaughan Literature Building. Stadium is at far left and the older quadrangle is at far right. (See aerial view of campus in 1955 on page 15.)

UNIVERSITY CENTER

Some work remained to be completed when the new $5.5 million University Center was formally opened at ceremonies during Homecoming Weekend on Saturday, October 9. (Scene at left is in amphitheater on main floor.) However, the 875-seat Roy Bostwick Memorial Dining Room and the expanded Bookstore were opened at start of new semester. The Center includes a snack bar, several smaller dining rooms, an auditorium, meeting rooms, various lounges and offices for student activities. (Photo taken at intersection of Moore Avenue and Seventh Street.)

Illustration is from *Ben, the Luggage Boy,* or, *Among the Wharves*
by Horatio Alger, Jr., Loring, Boston, 1870

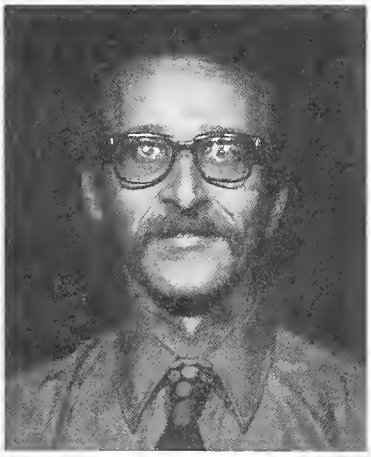


Photo of Bill Keech '61, at right, was taken by his "favorite photographer, Fabian Fotomat." Bill is author of *The Impact of Negro Voting: The Role of the Vote in the Quest for Equality* (1960). He and his wife are parents of two children.

PRESIDENTIAL HOPEFULS, FRONT-RUNNERS AND PARTY NOMINEES

EDITOR'S NOTE: The following story, "Researcher Finds the Front-Runners Usually Win Presidential Nominations," by R. W. Apple, Jr., appeared in the Thursday, June 17, 1971 issue of THE NEW YORK TIMES. *It is based on some of the research findings of Dr. William R. Keech '61, who received his B.A. degree with* CUM LAUDE *honors at Bucknell and his Ph.D. degree in political science from the University of Wisconsin in 1966. Bill and his colleagues at the Brookings Institution expect to publish their research finds in the late summer of 1972. He and his wife, Sharon, are now residing at 3210 Wisconsin Ave., N. W., Washington, D. C.*

By R. W. APPLE, Jr.
Special to The New York Times

WASHINGTON, June 15—WILLIAM R. KEECH, a research associate at the Brookings Institution, remarked to a group of political reporters at lunch last week that his studies suggested that front-runners usually win Presidential nominations. Specifically, said Mr. Keech, who is on leave as an associate professor of political science at the University of North Carolina, the man who leads the Gallup Poll of rank-and-file members of his own party just before the start of the Presidential primaries is likely to win at the convention.

News Analysis

A study of the 18 Presidential nominations by the two major parties since 1936, the first year in which both conventions chose their candidates by simple majority vote, indicates that he is correct—especially with regard to the experience of parties out of power.

Mr. Keech's thesis is intriguing because it challenges the conventional wisdom that primaries have become the dominant element in selecting nominees and because, in the short run, it provides some clues as to what may happen in 1972.

Of the 18 nominees, six won without a substantial contest and therefore offer no real test of the thesis: Franklin D. Roosevelt in 1936 and 1944, Harry S. Truman in 1948, Dwight D. Eisenhower in 1956, Richard M. Nixon in 1960 and Lyndon B. Johnson in 1964. All but Mr. Nixon were incumbents.

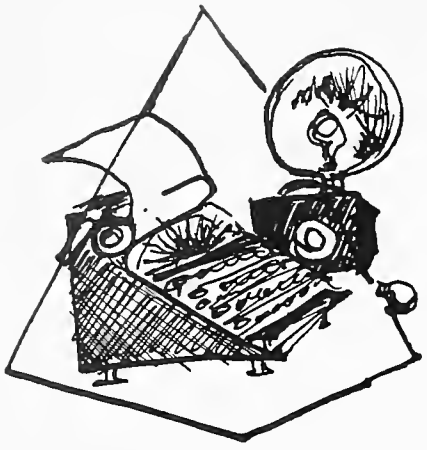
In two cases, incumbents led the polls, were challenged in the primaries, fared poorly in the early elections and withdrew. They were Mr. Truman, who was beaten in New Hampshire by the late Estes Kefauver in 1952, and Mr. Johnson, who barely edged out former Senator Eugene J. McCarthy in New Hampshire three years ago.

Of the nine remaining nominees —all of whom belonged to the party out of power—seven, or 78 per cent, fit the rule. They are Alfred M. Landon, Republican, in 1936; Thomas E. Dewey, Republican, in 1944 and 1948; General Eisenhower in 1952; Adlai E. Stevenson, Democrat, in 1956; John F. Kennedy, Democrat, in 1960, and Mr. Nixon in 1968.

Almost Genuine Draft

The two major exceptions involving the "outs" were Wendell L. Willkie, Republican, in 1940, and Senator Barry Goldwater, Republican, in 1964.

Mr. Willkie, a utilities executive who had never sought political office, was not even listed in the Gallup polls in the early part of 1940 and entered no primaries. His



nomination was close to a genuine draft, generated by one of the first uses of modern public relations techniques in politics.

Mr. Dewey was the front-runner and, indeed, led on the first three convention ballots. Mr. Willkie was nominated on the sixth.

Mr. Goldwater was in second place in the polls before the 1964 New Hampshire primary. Republican polls that year gyrated wildly; a grapth of the seven or eight surveys resembled animal tracks at a water hole, starting and stopping, crossing and recrossing. Mr. Nixon, the leader at the beginning of the primary season, never became an active candidate, because he lacked a political base and because he feared that his loss in the 1962 California Governor's race had left him vulnerable.

In neither of these exceptional cases was it the primaries themselves that led to the front-runner's demise. Once it was the emergence of a more glamorous figure at the last minute; once it was the leader's decision to hold back.

King-Killer Not King

Nor, the record shows, did either of the brash challengers who bloodied incumbent Presidents, Mr. Kefauver in 1952 and Mr. McCarthy in 1968, go on to win. In such cases, it would appear, killing the king does not make one the new king.

Nor have the primaries brought to the fore, in all of those 34 years, a single previously unheralded figure who has gone on to win the nomination.

Harold E. Stassen in 1948, Mr. Kefauver in 1952, Henry Cabot Lodge in 1964 and Mr. McCarthy in 1968 all won upset victories and moved to center stage in Presidential politics. But they were not able to win at the conventions.

Finally, the statistics suggest that some early contenders who were knocked out of the race by primary defeats—Mr. Willkie, who withdrew after losing in Wisconsin to Mr. Dewey and others in 1944; Mr. Kefauver, who withdrew after losing to Mr. Stevenson in California in 1956; Governor Rockefeller, who withdrew after losing to Mr. Goldwater in California in 1964—would have lost even without the primaries.

At no point did any of them rank strongly in the public opinion surveys of the party rank-and-file. It seems reasonable to conclude that the primaries merely did earlier what the conventions, lacking primaries, would have done later.

The data cannot, of course, be interpreted to mean that any candidate can safely skip the primaries. It can be done successfully, as Hubert H. Humphrey proved in 1968, but for many candidates, such as Mr. Kennedy, the primaries are needed to overcome lingering suspicions concealed by the Gallup figures. In Mr. Kennedy's case, the problems were youth and religion.

Role of Opinion Leaders

"Nevertheless," said Mr. Keech in a later discussion, "there is a tendency for the party to unite behind the man selected by people other than the party, mainly the polls and the press and television."

Even the two out-party exceptions seem to prove the rule. Mr. Dewey led in the polls in 1940, but his youth was satirized in cartoons showing him in knee britches, and columnists repeatedly described his support as "soft." Mr. Nixon, ahead in the polls in 1964, was not often described by reporters as the front-runner, a rare example of the situation where the polls have not been accepted.

What does all of this portend for the Democrats in 1972?

Three Stand Out

It may well be that the breakdown in party allegiance, and the increased difficulty in polling accurately, make the past a wholly or partly inaccurate guide for next year.

But if not, the odds would seem good that Mr. Humphrey, Senator Edward M. Kennedy of Massachusetts or Senator Edmund S. Muskie of Maine will get the nomination.

Mr. Muskie is still described as the front-runner by the press, although the Gallup Poll of May 15 gave Mr. Kennedy 29 per cent, Mr. Muskie 21 and Mr. Humphrey 18. Mr. Kennedy is also the choice of Democrats in the latest Harris Poll.

Barring unforeseen events, one of the three will be in first place in the polls next March.

History gives little cause for optimism to the contenders who are still back in the pack — Senators George S. McGovern, Birch Bayh, Henry M. Jackson and Harold E. Hughes; Mayor Lindsay and Representative Wilbur D. Mills.

A word of caution, however: Of all the 18 models at hand, 1972 so far appears to resemble the Republican campaign of 1964 most closely—not only in the multitude of candidates and the rapidly shifting poll results, but also in the disposition of one of the front-runnners, Mr. Kennedy, to sit back and watch.

And that year, of course, was one of those that produced an unforeseen outcome.

The Varied Alumni Worlds

Robert J. Steamer '47

The Court and Conflict

The periodic conflicts of the United States Supreme Court with one or both of the two great sources of power in the American political system, the Congress and the President, is the subject of a new study published in August by Professor Robert J. Steamer '47, Chairman of the Department of Government at Lake Forest College, Lake Forest, Ill. Published by the University of Massachusetts Press, *The Supreme Court in Crisis: A History of Conflict* concentrates attention on a study of the Court's exercise of judicial review from its earliest years up to the retirement of Chief Justice Earl Warren H'56.

Coming on the heels of the Pentagon Papers controversy, the book's central thesis is that intermittent constitutional crises are inevitable "given the popular nature of the elective branches of the government, as opposed to the oligarchical character of the appointive branch." The majority public opinion is often at odds with the judicial interpretation of the Constitution, causing the American system to enter periods of instability as judges are pitted against legislators and the President in public debates.

"The Court," says Professor Steamer, "has the unenviable constitutional duty of deciding cases between litigants, the outcomes of which not only determine the long-term constitutional direction of the nation, but also very often have a serious impact on contemporary policies." This mixture of law and politics, he adds, was never differentiated by the Founding Fathers. However, despite the controversies this complex set of relationships engenders, "it is, on balance, a wise and sensible blend that the American people seem reluctant to alter," Professor Steamer maintains. Even during times of widespread popular disaffection with the Supreme Court's decisions, he says, "neither Congress nor the President has been able to curtail the Court's most powerful function."

The recipient of a B.A. degree from Bucknell, he received his M.A. degree at the University of Virginia, and his Ph.D. degree from Cornell University. He was a member of the faculties of Oglethorpe University, The University of Massachusetts, and Louisiana State University, before going to Lake Forest in 1962.

Professor Steamer is co-author of *The Constitution: Cases and Comments* (1959) and is a contributor to *Change in the Contemporary South* (1963), as well as to many scholarly journals. He completed his new book during a 1968-69 sabbatical leave which he spent at Oxford University.

Professor Steamer is married to the former Jean Worden, and they are the parents of two sons. The Steamers reside at 1474 North Edgewood Road, Lake Forest, Ill.

A Boston Story

Boston is the locale for the infrequent luncheons of 1960 classmates, Lorraine Wassermann Arthur and Elizabeth Bryan Godrick.

Lorraine, now Mrs. H. Greg Arthur, is an industrial psychologist with the Gillette Toiletries Co. in Boston. More recently, she has been working on special projects relating to employee welfare, research on new programs, analysis of employee attitudes, and, in cooperation with others, on developing training programs for managers and supervisors.

Since her graduation from Bucknell—Lori received her B.A. degree in English with *cum laude* honors—she has pursued graduate studies at Harvard University, receiving an M.Ed. degree in Guidance from that institution in 1961 and a Certificate of Advanced Study in Counseling Psychology in 1966.

Her professional career has included work as a house counselor at the Women's College of Duke University (1961-62); as a professional assistant in test development for the Educational Testing Service

at Princeton, N. J. (1962-64); as a school adjustment counselor in the Weston (Mass.) Public Schools (1965-66); and as a coordinator and counselor for the John Hancock Mutual Life Insurance Co. of Boston. She joined Gillette in 1968.

Lori's husband, Gregory, is presently personnel manager for Charles A. MacGuire Co., a combustion engineering and architectural consulting firm in Boston. Their residence is at 80 Plymouth Road, Wakefield, Mass.

Betty, now Mrs. Joseph A. Godrick, received her Ph.D. degree in biology from Boston University last year. She has taught a summer course in genetics at that institution and is doing post-doctoral research in tumor immunology at the Harvard Medical School.

Since her graduation from Bucknell—Betty received her B.A. degree in biology — she has been teaching in the Boston area while pursuing graduate studies at Boston University. She has served as a science consultant to the *Boston Herald* and as a member of the Metropolitan Task Force of Greater Boston, a group concerned with slum problems and racial issues.

Betty's husband, Joseph, is now doing research for the Kennecott Copper Corp., Lexington, Mass. Their residence is at 72 Bradford Road, Watertown, Mass.

In the Groove

The new vice president for marketing of CBS Records, Bruce G. Lundvall '57, was the producer for the recording, "W. C. Fields on Radio," which won the Grammy Award for Best Comedy Album of 1969, and he acted as executive producer for the two full-length films which won awards in 1970. However, of his own efforts as a performer, he notes: "I have recorded three discs under my own name which were released to less than standing ovations several years ago. They were lots of fun but they provided little in the way of remuneration!"

Vice President for Merchandising at CBS Records for the past

Bruce G. Lundvall '57

two years, Bruce joined the recording firm in 1960. His new post includes responsibility for the sales, distribution, promotion, merchandising, and advertising in the U. S. of all Columbia, Epic, and Custom label products.

Bruce returned to campus last March as a lecturer in one of the series of business executive seminars for Bucknell students directed by Dr. Neil F. Shiffler, professor of business administration. A few weeks later, he flew to Montreaux, Switzerland, where he was guest speaker at the International Music Industry Conference.

A member of the Delta Upsilon fraternity while at Bucknell, Bruce received his B.S. degree in commerce and finance. He is now completing work for an M.B.A. degree at the Bernard Baruch graduate school of City College of New York.

Bruce and his wife, the former Kay Abel, are the parents of three sons, Eric, six; Tor, 2; and Kurt, 10 months. The Lundvalls reside in Wyckoff, N. J.

Martin M. Cummings '41

Triple Honors

Dr. Martin M. Cummings '41, director of the National Library of Medicine, Bethesda, Md., has added a new distinction to his many accomplishments.

Widely recognized in the early phase of his career for his contributions to microbiology, Dr. Cummings has devoted his attention in the past decade to the improvement of medical communications throughout the world. His work in both areas was recognized this past summer when three institutions of higher education conferred upon him honorary doctorate degrees. These included an honorary degree of Doctor of Science from the University of Nebraska; an honorary degree of Doctor of Humane Letters from the School of Medicine, Georgetown University; and a honorary Doctor of Science degree from Emory University. Bucknell had earlier, in 1968, conferred upon him a honorary Doctor of Science degree.

A member of the Board of Trustees, Dr. Cummings received his M.D. degree from Duke University Medical School. He is married to the former Arlene Avrutine '42, and they are the parents of three children. The Cummings residence is at 11317 Rolling House Road, Rockville, Md.

Eric W. Peper '63

Carl L. Moore '43

New Editor

A man who lists among his hobbies, fishing, hunting, and golf, Eric W. Peper '63, has been appointed editor of the newly formed *Field & Stream* Book Club, a division of Holt, Rinehart & Winston, Inc.

Previously promotion manager of the Educational Division of Holt, Eric joined that firm in 1966 as a college promotion manager and two years later became general manager of school materials. Prior to joining Holt, he was a member of the college editorial and production staff for four years at Prentice-Hall.

Eric is married to the former Norma Smith '63, and they are parents of two children. The Pepers reside at 144 3rd St., New City, N. Y.

Guiding Decision-Makers

Professor Carl L. Moore '43, professor of accounting at Lehigh University, is the author of a new book, *Profitable Applications of the Break-Even System*, which has recently been published by Prentice-Hall, Inc., Englewood Cliffs, N. J. The volume, which is designed to help the financial executive in decision-making situations, is recommended to be used not only by the conventional business enterprise but also by the non-profit organization.

In Professor Moore's work, he shows how the relatively simple concept of a break-even point can be enlarged and put to use in the control of costs, in the selection of the best economic alternative, and in making decisions and plans in almost every vital area of business endeavor. Discussing the break-even point in relation to a point of balance—a balance between the advantages and disadvantages of any course of action—he describes the balancing point as a guide that can be applied in obtaining a better control over operations and improving the planning and decision-making process.

Among the topics discussed in this volume are Improving Profits by Better Cost Control, Controlling the Cost of Materials, Determining Differential Market Prices, Planning the Flow of Net Working Capital, and Selecting the Best Capital Investment Alternative.

Professor Moore, with Robert K. Jaedicke of Stanford University, is also the author of two editions of *Managerial Accounting*, a portion of which has been translated into Japanese, and a Portuguese translation of the book is currently being distributed in Brazil. In addition, he has contributed articles for professional journals and has written a case study that appears in three different textbooks.

A native of Pittsburgh, Pa., Professor Moore received the A.B. degree in economics from Bucknell and the M.A. degree in accounting from the University of Pittsburgh. He has also been a certified public accountant in Pennsylvania since 1952.

He is married to the former Ruth Nulton '44, the author of several historical volumes, poems and stories for children. They are the parents of two sons and reside at 3033 Center St., Bethlehem, Pa.

Major General Leonard B. Taylor, left, congratulates Brigadier General Jack T. Pink '47 on his promotion to one-star rank during ceremonies at U. S. Army Adjutant General School, Fort Benjamin Harrison, Ind. The new general received his B.S. degree in commerce and finance and has begun new duties as director, enlisted personnel directorate, in Washington, D. C.

About LaFayette Butler

LaFayette Butler H'62 has been described by friends and associates as a "phenomenon," for his 85 years of life have been filled with accomplishments in a variety of fields. A successful industrial entrepreneur, he early planned a career as a teacher of English literature, preparing for the academic profession by taking a B.A. degree in English at Princeton University and an M.A. degree in English at Harvard University. After five years as a member of the faculty at the University of Utah, he returned to the coal region city where he was born and reared, Hazleton, Pa., to assume the management of the machine tool firm which his family founded and owned. His skills as a businessman developed rapidly, and he expanded the family firm, diversifying his investments and initiating new industrial and mining ventures.

The evidence of his early interests and academic training in literature, however, remained through his years as a successful industrialist—as did his training and talents as a pianist—and he supplemented his university studies with European travels (including the Paris of the 1920's) and with further study, enjoying the company of artists, diplomats and scholars. As much at home in the world of letters as in that of finance, he has written several books, has contributed essays and articles on a variety of subjects to magazines, periodicals, and newspapers; and has been a playwright, a film editor, and a lecturer on travel and literature.

He is also a professional bibliophile and his Fountain Lawn Library, numbering more than 14,000 volumes, is recognized as one of the finest private collections of first editions, letters and manuscripts of authors of the late nineteenth and twentieth centuries. Available to scholars both in America and abroad, the Fountain Lawn Library includes outstanding sets of volumes of the work of W. B. Yeats, James Joyce, G. B. Shaw, D. H. Lawrence, H. G. Wells and

LaFayette Butler H'62, at right, talks about men and books with Editor Bill Weist '50 at reception following the 1971 Friends of the Library lecture.

the subject of the essay reprinted here, Norman Douglas.

Though he lost his sight several years ago, Mr. Butler continues his scholarly studies with the aid of readers, a tape recorder and a dictating machine. Recently, to lead students in discussions of Shakespeare's sonnets, he committed to memory all 154 of the sonnets by listening to tape recordings.

And, then, he became a poet himself, publishing in 1965 a volume, *Seventy Sonnets After Seventy*. The eighteenth poem in this volume contains his observations on old age:

Old age is a frost-cracked, broken mirror
In which one's image, shadowly perceived,
Is by one's faulty vision well deceived.
How fortunate the outlines are not clearer
Of wrinkles, creases, cobwebs even queerer!
Time's hardness carves a pattern unrelieved
Except by fantasy. To have grieved
Does not make consolation one whit dearer,
Old Age must learn alone to live and dwell
As Memory's prisoner, and to confess
The escapades of youth just to his cell.
Without a priest to chasten or to bless.
Experience acts as mirror to his age,
But wisdom, only, as an innate sage.

Commenting last year on some oldsters who sought to stay young by aping the life-style of the young, Mr. Butler noted that "the only old swingers I have ever encountered still live in either the trees or the zoo." He has also noted that "books can be looked upon as a kind of reservoir of civilization, with plenty of refreshments available to the mind if a man has an unquenchable thirst for knowledge and the courage to explore other men's imaginations."

In the past three decades he has developed a personal philosophy for his philanthropic efforts, generously aiding social and cultural programs for the Hazleton area. Among these are his contributions to the Ellen Clarke Bertrand Library during the past decade which have made possible expansion of its research resources in the field of English literature.

The condensed version of the essay by Mr. Butler reprinted in this issue—"What About Norman Douglas?"—was presented at Bucknell in May as the 1971 Friends of the Library lecture.

WHAT ABOUT NORMAN DOUGLAS?

By LaFayette Butler H'62

AFTER his thirty-ninth year, George Norman Douglas had to find out how to live by his wits and wit and by borrowing money from rich friends who did not expect repayment. The disappearance of his inherited fortune made clear to him that man cannot live by being well-bred alone. Now, he had to face his philosophy of pleasure and leisure and demonstrate its practical adaptability. He had to become ringmaster of his own circus and also assume the double role of captain and first mate of his soul. Indeed, he had to go further and become the god of the unconventional, climbing mountains by day and descending into taverns by night. He could say, with Prospero, "We are such stuff as dreams are made on" and rebuke Victorian washed-out souls who lolled in antimacassar over-stuffed furniture, in rooms crowded with all the incongruities so dear to bad taste—rooms into which the worldly sun couldn't even peek, through massive velvet draperies, for fear of disturbing the dust.

Norman Douglas, so to speak, was to the manor born, but not at Tilquhillie Castle near Aberdeen, Scotland, which was one of the possessions of the famous Douglas clan (for his father was a Scottish laird) but at Falkenhorst, Thuringen, Austria. His mother was the daughter of Baron von Poelnitz, of Bregenz, Austria, and granddaughter of the 17th Lord Forbes, premier baron of Scotland. Douglas's father, John Sholto Douglas, was the son of a member of the Douglas clan who had married a Miss Kennedy, presumably an Irish colleen. Thus, young Norman's blood cells were a mixture of the red corpuscles found in the sturdy, proud, rebelliously inclined Scotch-Irish specimen and the so-called blue-blood with which aristocratic birth is associated. Genealogical complications must ever bear the burden of their later implications. In every family there is a skeleton in the closet, even though some members of the family would try to bury the skeleton key. As a matter of fact, Norman Douglas found more to his liking a grand-uncle who had died some 21 years before Norman's birth. Many of his living relatives, Norman met without enthusiasm. He admired this grand-uncle as a rakish character, "an incorrigible dandy, a lady-killer, a sad dog," who enjoyed good company and good booze where discretion had no limits. Three of his possessions were later owned by Norman—a flute, a snuff box, and a rare book entitled *English Bards and Scotch Reviewers,* "by that deplorable rake Lord Byron."

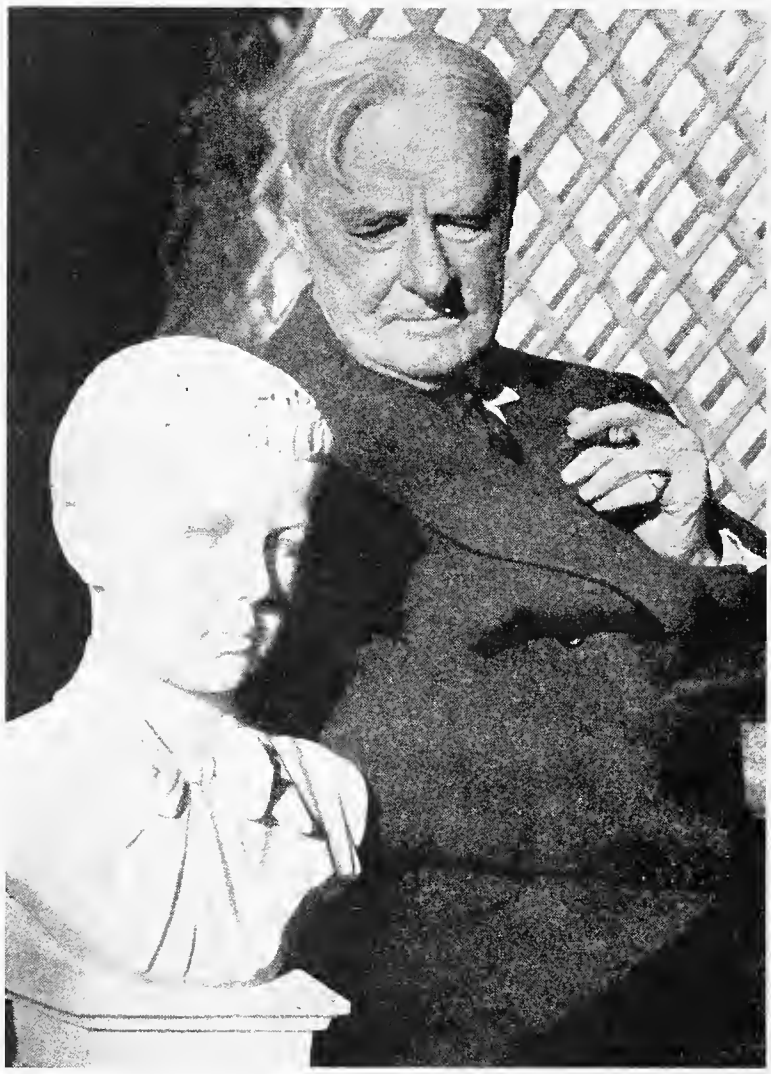
NORMAN DOUGLAS'S grandfather had started a cotton mill at Bregenz, in the Vorarlberg, and had appointed his son, John Sholto Douglas, as manager. Thus, it came about that Norman, John's third son, was born in Austria, on December 8, 1868. The boy was strongly attached to his father, but the unfortunate death of that parent, when the lad was only six years old, terminated what had promised to be a vital influence. It did awaken Norman's interest in mountain climbing and the pursuit

of geology; and, of course, by the time he was eighteen, his interests had broadened to include zoology, botany, ornithology, and herpatology, to say nothing of Greek and Latin classical literature. By that time, he was writing scientific monographs both in English and German. During this period, he had undergone some unhappy experiences which helped to shape his personal philosophy.

For example, he had been shipped to England, at the age of ten, in order to attend a preparatory school, Yarlet Hall, Stone, in Staffordshire. The bitterness of his residence there prejudiced him against English schools and Calvinistic religion. He, himself, writes:

"This pestilential institution . . . straight way it put on a hostile face . . . I hated Yarlet and all it contained . . . those services in a musty little chapel in the garden—what was the use of them? We were a crowd of horrible little boys . . . There was a nagging and sneaking tone about the place . . . nor any of the masters cared about doing anything to help us. They herded us together like young savages, and kept us in subjection by the fear of punishment. This fear expressed itself among ourselves in the shape of bullying . . . English [was] a relatively new language to me . . . My mother was half-German; this excited them to still greater glee, but here I had my answer ready: 'Well, anyhow, Queen Victoria was her godmother, and that's more than you can say of your own rotten old mother!'"

He fared little better when he was transferred to other English preparatory schools, and because of his mounting misery was finally enrolled at the Karlsruhe Gymnasium, in Germany, in 1883, where he continued his studies in a happier environment for about five years. At this institution, he received a thorough training in the Greek and Latin classics and the extra-curricular advantages derived from having three young mistresses. His sexual life began to expand at a rapid, abnormal rate. The adventures were with young girls and boys, mature women and men. In his youth, without trouble he learned how to enjoy his vices, in his maturity how to indulge freely his aberrations; and with difficulty in his old age he learned how to tolerate his virtues.



This photo of Norman Douglas is entitled "10 and 80." It was taken in 1949. Douglas, age 80, contemplates a bust made of him as a boy. (From Norman Douglas: A Pictorial Record in the LaFayette Butler Collection).

Douglas's insatiable curiosity about nature—and, more especially, about human nature — motivated his entire life. That is why so many of his works are autobiographical. His travel books are not, in the orthodox sense, guide books, to be consulted by the practical tourist; rather, they are a combination of first-hand experience with respect to journeys taken with a friend or a relative, or friends, or, on occasion, alone, in which are recorded details of these excursions, descriptions of the various environments and meetings with their respective inhabitants, and then the accumulated facts of their local historical and legendary backgrounds. You feel that you are in his company, participating in his encounters all along the way. His writing is always graphic, startling, filled with beauty and a kind of hypnotic charm, replete with learning, devoid of pompous pedantry. His style is crystal-clear as the brook in which Narcissus saw his image. His sentences possess musical cadences as skilled as those in a composition by Chopin, or Beethoven, or Brahms. His vocabulary flashes color with the right, precise word for

every nuance, and his subtle wit, steeped in irony and satire, passeth misunderstanding.

WHEN Douglas was 17, his first article was published, a scientific monograph dealing with the plumage of the Corvidae —that is to say, dealing with magpies, rooks, crows, and ravens. This essay appeared in *The Zoologist* in February, 1886, and was followed in that same year by papers on the European squirrel and the distribution of the beaver in Europe. During this same year, he continued his study of Italian and began to take up Russian as a prerequisite to a possible diplomatic career. (We might say, parenthetically, that his linguistic accomplishments also included French and Modern Greek.)

By chance, Douglas chose to visit southern Italy in 1888, and he fell in love at first sight with Capri, little suspecting that it was his first glimpse of an island which was not only to become the Nephenthe of *South Wind* but also eventually his permanent home and final resting –place. There, he died, on February 8, 1952, at midnight, and their he is buried in the Protestant Cemetery. His last conscious words were, "Love, love, love."

Every *Homo-sapiens* has something of the homo-sap in him, which is less than wisdom, more than stupidity, perhaps the essence of his idiosyncrasies. Thus, Norman Douglas had two favorite expressions: "pah," meaning "bosh," and "to hell with it (or them)," which speaks for itself. He loved to sniff his snuff often, smoke a pipe of tobacco or, occasionally, of hashish, or "kif," as the Arabs in Tunisia call it. He was a fastidious gourmet, always interested in excellent food and wine. He had no use for conventional religion, refusing to believe that by sprinkling holy water on a duck you bring about the miracle of conversion. He had little use for the saccharine and illumination of dear Matthew Arnold, the simple, heavenly faith of Tennyson, or the star-studded optimism of Browning; rather, he would say

with Swinburne, "O pale Galilean, the world has grown gray with thy breath," and he would have proclaimed that the *New Testament* illustrates that slave morality which Nietzsche so vehemently scorned.

If Douglas was more interested in Hellenic culture, it was because the pagan philosophy which Epicurus expounded had definite appeal. That philosopher stressed the fact that pleasure is the only good and end of all morality, and Douglas frankly echoed, "Amen." Until the end of the nineties, he had a very comfortable income through his inheritance of funds from his father's estate. This made it possible for him to travel widely to Capri, Ireland and the Hebrides, the Shetland and Orkney Isles, Greece, Poland, the Mediterranean, Asia Minor, Constantinople, Smyrna, Angora, Lipari, Vorarlberg, London, Paris, India, Ceylon, East Africa, and Tunisia. Under the tutelage of the great Anton Rubenstein, he had become an expert pianist and, according to his own words, had composed music. His multi-lingual accomplishments contributed to the enrichment of his extensive vocabulary.

IN 1893, John Addington Symonds published a volume of essays under the title of *In the Key of Blue*. Now, Symonds was a well-known homo-sexualist, and his opening essay narrates experiences he had with a youth of nineteen named Augusto. He had met him in Venice and took him on a several-days tour of the Euganean Hills, where he had him posing in different blue costumes for artistic word-studies. There are veiled suggestions of intimate friendship; undoubtedly, Douglas followed the suggestion of blue as being a cryptic symbol for a homosexual intimacy, perhaps also thinking of the blasphemous French phrase *sacré bleu*. Several of his books had two copies only of their limited editions printed on blue paper. One copy he kept for himself, and the other he gave to his close friend Giuseppe Orioli, a dealer in rare books and, later, a publisher of a small number of volumes.

In 1894, Douglas was one of the representatives in the British Embassy at St. Petersburg. There he remained for two and one-half years. While on leave in Italy, in 1895, he wrote *Report on the Pumice Stone Industry of the Lipari Islands*. Eventually, it led to the abolition of child labor there. In the previous year, his *On the Herpetology of the Grand Duchy of Baden* appeared in pamphlet form. This work is the study of snakes, lizards, toads, and frogs and is based on his direct observations of these creatures.

Once out of the diplomatic service, Douglas, with his inheritance, bought a fine villa near Naples without even having seen the property. That was in 1897, and in the next year he made the unfortunate mistake of marrying his cousin Elsa FitzGibbon. That marriage lasted

for only five years. During this time, however, two sons were born — Archibald and Robin — and he collaborated with his wife on writing *Unprofessional Tales*, which was published in 1901 under the pseudonym of "Normyx." Only one of the tales was completely his—namely "Nerinda," which is a remarkable study of a paranoid individual and which shows influences of Poe, Baudelaire, DeMaupassant, and Strindberg. He had now definitely shifted from scientific writing to serious literary pursuits.

In 1904, after his divorce, he built the Villa Daphne, on Capri. Next, he bought a woodland tract on the Castiglione; he believed that this would give him a secluded vantage point on Capri where he might be less exposed to the winter weather and also pursue rewarding archaeological research; but, alas, just as everything seemed to fit into his dreams, came the great shock of financial difficulties—all the capital of his inheritance, through circumstances beyond his control, was gone. He had to make a realistic appraisal of his financial situation. In other words, his income would have to depend upon the power of his pen. During this period, he visited Calabria and lived a hand-to-mouth existence, occasionally selling an article here and there, supplemented by salvaging some of his personal possessions.

ABOUT 1910, Douglas returned to London and resided there for approximately five years. His *Siren Land* and *Fountains in the Sand* found English publishers during this period. Through the kindness of Joseph Conrad, in 1912, he obtained the position of assistant editor of *The English Review*, then under the editorship of Ford Madox Ford and later Austin Harrison. From this point on, we have him returning to the continent in 1916 and writing *South Wind*. This masterpiece was published in 1917 and brought him international recognition, but, unfortunately, not the financial rewards which its large printings justified. This book was pirated by many American publishers, who paid scanty, or no recompense because international copyrights were not procurable at that time. In 1918, he lived in several parts of France. The next year, he returned to Italy, and for many years he made Florence his home base.

The rise to power of Mussolini and the introduction of Fascism into Italian politics made Douglas feel that life in Italy would be precarious, and so in 1937 he went to France, living for a time at Vence and Antibes. The alliance of Mussolini with Hitler in the Second World War convinced Douglas that he ought to try to get back to England. In 1940, we find him living at the British Embassy in Lisbon. Through the influence of Neil Hogg, a member of the British staff, Douglas was able to return to London in 1942. Here he remained until 1946, becoming progressively homesick for Italy. Fortunately, he was able to satisfy his longing and return to Capri, where he set up an apartment in a villa which belonged to his good friend Kenneth Macpherson, who later became his executor. Capri made him an honorary citizen. A small annuity, plus royalties, helped him to live there modestly until his death.

Corresponding to the friendship between Jonathan and David or Achilles and Patroclus was Douglas's intimacy with Orioli. They had first met in Florence in June, 1922; and Pino, as Orioli was affectionately called, eventually persuaded Douglas to move to an apartment on Lungarno Corsini, which was over the flat in which Pino lived and which he used for a time as the headquarters of his bookshop. Pino was one of those easy-going, jolly and exuberant Italians who had been born with the natural gift of story-telling, a keen sense of humor, and a rollicking attitude towards life. Physically, he reminded one of an apple dumpling; he had a most appealing smile, an elfish sense of mischief without malice, expressive gesticulations which indicated dramatic quality, and that abundance of congeniality that magnetized all who came in contact with him. He had been born on February 11, 1884, in the little town of Alfonsine, some distance from Florence. He often would relate that his mother gave birth to him shortly after her return from an asylum to which she had been committed temporarily, probably because of the large number of children she bore in a short time. Pino's father looked upon him as weak-minded, and so was particularly tender towards him. The father operated a sausage factory, which fell into disrepute when neighbors discovered that the sausage was made of donkey's meat. Pino started to learn the barber's trade and moved on to Florence, where he continued the apprenticeship in a shop in which his brother was the head barber.

WHEN the owner's wife tried to lure him into her bed, Pino resolved to get out of Florence. Then began a series of adventures which led him to Paris and London, and which, for entertainment, are far more exciting than those which befell Casanova. All of them are recorded in his autobiography, entitled *Adventures of a Bookseller*. How he drifted into this business, learned to deal in

rare books on medicine, erotica, and incunabula, and with a Jewish partner founded a bookshop in London are only a little part of his varied experiences.

Pino met Douglas in 1922 at a tea party, and at once there was that sympathetic bond formed between them which was to last until Pino's death in Lisbon, in 1942. Later, Pino became a publisher, and the books in his Lungarno series included Douglas's *Capri: Materials for a Description of the Island* and *Paneros*, as well as D. H. Lawrence's *Lady Chatterly's Lover* and *The Virgin and the Gipsy*. Pino frequently accompanied Douglas on walking tours in various parts of Europe. Indeed, in Pino's one other book, *Moving Along*, is an account of an excursion that they took, accompanied by two other friends. I have an original letter of Douglas's, dated June 16, 1942, written from London to a friend in which he says, in part,

"As to poor Pino—I suppose you know that he died in Lisbon a few days before I left? He had been unwell with all kinds of complications for thirty days and suddenly expired one morning of a heart attack. I had been with him the previous evening and found him unusually cheerful and full of all sorts of plans for the future."

It seems ironic that Pino, who was constantly looking for a cure for a liver ailment brought on by overindulgence in food and drink, should die of a heart attack.

It was in 1923 that Norman Douglas met that naughty, haughty, slight-of-build, charming rebel Nancy Cunard. She came to worship him as an idol, and he didn't in the least object to being put on a pedestal. Her volume *Grand Man—Memories of Norman Douglas*—scintillates with her adoration. Her special interests in life were compiling a Negro anthology and, incidentally, for a time, being the paramour of Henry, a black jazz musician; writing imagist poetry; and running the Hours Press at La Chapelle-Réanville in Normandy, some distance from Paris. She printed two of Douglas's works: *One Day* and *Report on the Pumice Stone Industry of the Lipari Islands*. She accompanied Douglas on one of his return visits to Tunisia in 1938. When they first met, she was 27 and he was 54. They saw each other frequently in both Italy and London, and there is no question that she was head-over-heels in love with him; to him, she was "My dearest Nancy."

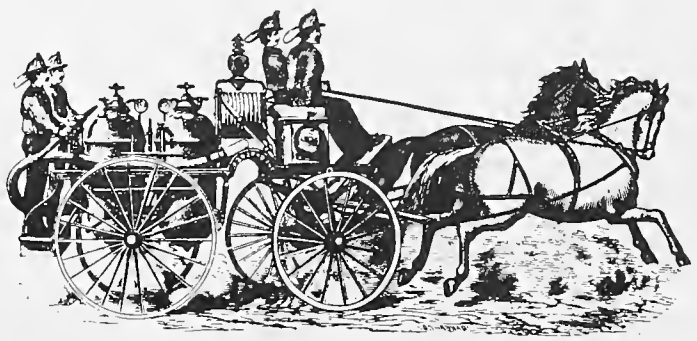
Discounting the fact that her *Grand Man—Memories of Norman Douglas* exhibits, at times, a craving for raving, her portrait of him seems, in the main, to be accurate. I quote her directly:

"When I met him, he looked . . . very erect in bearing but without stiffness, tallish, strong set, broad-shouldered and well built . . . His walk was straight, and his bearing manly. How pleasing the shape of his head with a touch of austerity about it! He had greyish-white hair, thick and very close cut, with some light amber in it. And in the last years of all, in the sunshine of Capri, there seemed a sort of snow-sparkle about him. Of florid complexion, definite in feature, a long straight nose with a particular sharp tip, and a prominent chin. Very good facial bones. His eyes were rather deep set under thick eyebrows—blue, grey-blue, green-grey-blue, as all eyes that are like water or the sea should be. Sometimes piercing, indeed, was their look; sometimes non-committal. His lips lay in a firm, fine line, rather thin and invariably very red. His hands were hands in repose, somewhat full in flesh with excellently-proportioned long fingers and shapely tips and nails.—A pipe was with him at all hours, a cigar twice a day; he did not disdain cigarettes."

When Douglas writes his *D. H. Lawrence and Maurice Magnus* pamphlet, he not only defends Magnus, that ill-starred Jewish-American youth whose mother was the illegitimate daughter of Wilhelm the First, but also accuses Lawrence of misrepresenting the facts with respect to the relationship between Lawrence and Douglas. The genesis of this "A Plea for Better Manners" arose when Lawrence wrote a preface to the posthumous publication of Magnus's *Memoirs of a Private in the Foreign Legion*. The suicide of Magnus and the distortion of his memory by Lawrence simply added to Douglas's dislike of Lawrence as a man and as a writer. The fact that Lawrence had satirized Douglas in his novel *Aaron's Rod* was only a secondary consideration.

In 1927, Katherine Mayo wrote *Mother India*, and this book inspired Douglas to write *How About Europe?* in which he uses his bitterest invective and most pungent irony to point out that conditions in Western European culture are far worse than those in the Orient. Of course, there are the expected flashes of humor; I submit one example, and here it is in Douglas's own words:

"There is one feature peculiar to Indian married women which the author of 'Mother India,' observant—viciously observant as she is of such things—has overlooked. I refer to their singular custom of nursing boy—children at the breast till they are old enough to play



polo. Whether the habit be good for the parent or not, it certainly strikes me that mother's milk is incongruous nourishment for youngsters who can digest mutton cutlets and jam tarts.

"This little absurdity, if my American informant be correct, can be matched in some wilder parts of the West. Overheard in Kentucky: 'Say, young man, what are you beating up your mother for? Put down that stick!' 'The damned old bitch—she's trying to wean me'."

PERHAPS Douglas would be surprised but not dismayed if I compared him with a composite representation of the famous satyr, Silenus, in whom we find a mature being, part-man and part-goat, possessing a weakness for wine and for sexual as well as sensuous experiences and, on the other hand, wisdom, tremendous learning, keen wit, and the ability to be chosen teacher of Dionysus. Moreover, he is good-natured, jovial, to a degree sympathetic, amorous, likewise secretive and critical and caustic only when he discovers sham and hypocrisy in any social environment. Were he alive to-day, he would be amused by the happy hippies and decide that their refusal to take a bath might be based on fear of whetting their appetite, or he might decide that astronauts venture into outer space to collect samples of unadulterated moonshine on the rocks.

Because of his breadth of curiosity, Douglas finds interest in gathering some fifty definitely obscene limericks together and privately publishing them with his subtle interpretations, to serve an exposure of the puritanical repression. He even is audacious enough to suggest that he might have dedicated the volume to Queen Victoria!

When Douglas becomes fascinated by the various forms of aphrodisiacs, his research into that field is evidenced by his *Paneros*, which contains a wealth of information and is written in the sonorous style of Sir Thomas Browne's *Hydrotaphia; or, Urn Burial.* Here is a short specimen of his writing:

"Those skilled in amatory arts will have you eat, among plants, the pistachio nut, marjoram, parsley, roots of chervil and of fern, radish, lotus, sandix, carrot, cummin, thyme, sage, borage, celery, basil, calamint, saw-wort, pennyroyal, walnuts and almonds, dates and quinces, the herb savory, dedicated of old to the satyrs; the pyrethron of the Greeks, held by some to be a camomile; the durian fruit, beloved of Paludanus and Linschott and all moderns; the root of ginseng and of sekakul in high favour with Oriental folk; the wild hemp, the care-dispelling nepenthes, maybe, of Homer; and multitudinous others."

THERE is no question that whatever frailties Douglas possessed, there were corresponding, positive strong traits of character to offset them. His acts of generosity were many, and his sense of compassion was great but never tainted with sentimentalism. We are under the impression that he, deep in his heart, regretted the break-up of his marriage. He tried to be faithful to his Cynara in his fashion, but, as is understandable, his wife could not tolerate his infidelities. He was an omnivorous reader, investigator, and student of life, but never cared much to mingle in the so-called literary circles.

In Douglas's day, before nudeness, crudeness, and lewdness gained their common-place acceptance in this confused world of ours, belongs a little anecdote that runs somewhat after this fashion: Two very young children had gone into a great art museum and happened upon a wonderful painting of Adam and Eve in the Garden of Eden. After admiring its great beauty, one child turned to the other and said, "How can you tell which is Adam and which is Eve?" The other child replied, "I really don't know; they haven't any clothes on."

That anecdote is the conclusion of Balzac's *Contes Drolatiques,* and I think that there is a quaint and refreshing charm about it. I believe that Norman Douglas would have agreed with me.

(From page 14)

home study program of materials about Bucknell, including the latest issues of 'The Bucknellian', a manual of operating procedures for the AAAP and any informational materials published by the University," Mr. Ripple noted. To complete his or her education in the admissions program, a workshop is held on campus each fall. One couple from each area attends these sessions, and the Admissions Office seeks to have each volunteer back to the campus at least once every three years.

"It is not an easy job and obviously requires the enlistment of alumni genuinely interested in serving the University," observed Mr. Richard C. Skelton '60, associate director of admissions. "I should add that one of the requirements is an interest in young people and an ability to relate to them. And to provide these young people with some perspective on the University, the volunteer should have some feeling for and knowledge of Bucknell today," he stressed.

NOTING that the selection process for admissions involves many subtleties and delicate problems, Mr. Ripple outlined several reasons why the Alumni Admissions Assistance Program is under the jurisdiction of the Admissions office: "We receive many more applications from qualified individuals than we can admit. The quality of our student body in the future is directly related to the quality of our applicant population, and how we relate to these applicants is a major factor in determining who will or will not apply for admission to Bucknell next year, and the year after that, and so on. We are thus seeking to avoid two main pitfalls: the issuance of gross misinformation about Bucknell or about applicants, and overzealous interviewers. As Mr. Walling has noted, we have no wish to have our volunteers *sell* Bucknell to the applicants or their families. So, it is very important that the work be done with sophistication and administered by those whose professional task it is to ensure the quality of the student body now and in the future."

Those who are selected for training and service give considerable time to their tasks—a few Saturday mornings and some evenings (during the months of October through February). The interviewing procedure works something like this:

1. The names of all area representatives are placed on file in all local schools. Counselors may refer interested students to the listing.

2. Applicants who request on-campus interviews on dates already filled are encouraged to contact a local representative.

3. Late in the admissions year all applicants who have not had personal contact at Bucknell, are informed by letter of the local alumni interviewing program.

4. The area chairman coordinates the schedule of interviews and available hours of alumni volunteers.

Since each interview has some value in the decision-making process, the Admissions Office staff provides each interviewer with a report on the action taken on each applicant interviewed and whether any of those accepted have decided to enroll. The report is one way the volunteer can measure the importance and effectiveness of the work performed.

"In many ways, this program is really not new for Bucknell," Mr. Walling noted, "because for years our alumni have called to our attention many bright young people whom they have made aware of the special experience which we have to offer. We know that interest will continue, but I think it important to stress to those who recommend students to Bucknell, and Bucknell to students, that our decisions for admission are based on two important factors. The first is a very thorough knowledge of the academic credentials and personal qualities of the applicant for the University. The second, on the other hand, is a complete knowledge of the competition he or she must face in order to be admitted as a student at Bucknell."

Fitz R. Walling '46, director of admissions, explains use of materials to, left to right, Mrs. Paul Pigman, the former Eleanor Mackie '55, Mrs. George N. Pappas, the former Sandra Hjortsberg '60, 11 Longstreet Road, Peabody, Mass.; and Mrs. Lucien Karlovec, the former Sandra Glenn '60.

The National Scene

Tuition increases generally escape the price freeze, but many faculty members bristle over denial of higher pay

■ **Early Frost:** From the standpoint of most colleges and universities, the 90-day wage-price freeze ordered by President Nixon in mid-August began at least two weeks too soon. Had the freeze come only days later, after the start of the new academic year, higher education would have escaped much uncertainty and many problems.

As things turned out, the freeze had an uneven effect in the academic world, varying according to circumstances at particular institutions. By and large, the colleges were spared what they had most feared—cancellation of previously announced increases in tuition. But at the same time, many if not most college teachers were being denied salary increases during the freeze simply because their contracts did not take effect until September. The result, said one observer, was a "very serious morale problem" on the campuses.

In the confusion—official and otherwise—that surrounded the freeze in its early days, the tuition issue was one of the first to be resolved. Pressed by higher education's representatives in Washington for a prompt ruling, federal authorities said that tuition increases could take effect if they were announced prior to Aug. 15. This was later clarified to mean that an increase at a college would be allowed as long as at least one person had paid a deposit toward the higher rate. The same principle was applied to increases in room and board rates.

While the tuition ruling was generally acknowledged with great relief among the institutions—though not, perhaps, among students and their parents—there were exceptions. At Wayne State University, for example, a substantial tuition increase had been planned but had not yet been announced when the freeze hit. The university stood to lose about $1-million, and its president foresaw that "important programs" would have to be curtailed.

There was widespread dissatisfaction, meanwhile, among the national teachers' organizations. They argued that many of their members who were being deprived of wage boosts were the victims of major inequities. This view was shared by leaders of the institutions, who hoped they could help bring about some adjustments during the post-freeze period. One university president warned that without such action the collective-bargaining movement among faculty members could be "accentuated" in a way that might work against the Administration's economic goals. For the moment, however, the Administration was standing firm. A top official said the policy on teachers' pay was the same as for other wage earners. "I would hope," he added, "that our nation's teachers do not expect special treatment."

■ **Court Rulings:** Is it constitutional for the federal government to provide direct aid to church-related colleges? In a landmark 5-4 decision affecting grants for construction, the U.S. Supreme Court has said Yes, such aid is permissible, as long as the facilities in question are not used for religious purposes. However, for some 800 colleges with church affiliations, it remains unclear whether other forms of government aid will be allowed. This is because the Supreme Court also has ruled decisively against state programs of aid to parochial schools that involved "excessive entanglement between government and religion." Some analysts believe that future cases at the college level will be decided on the basis of the characteristics of specific institutions and specific aid programs.

In another ruling affecting higher education, a three-judge federal panel has struck down key parts of two Pennsylvania laws aimed at depriving disruptive students of scholarships and loans. The provisions were "unconstitutionally vague and overbroad," said the court.

■ **In Brief:** Notwithstanding the effects of the wage-price freeze, many colleges face another year of financial strain. One important barometer—appropriations by state legislatures—points to a marked slowdown in the growth of operating funds . . . A self-survey by the country's major state universities has found that most of them are losing ground financially . . .

The National Student Association, representing about 500 student governments, plans to test the enthusiasm of students for a national union that they could join as individuals. The association also will seek a student role in collective bargaining by faculty members . . .

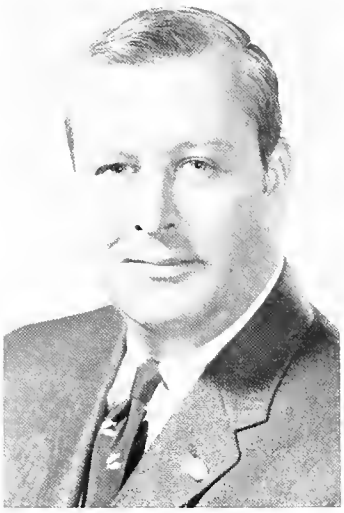
Students over 18, entitled by the 26th Amendment to vote in all elections, have had trouble registering in their college towns. But their right to do so has been supported in legal rulings in at least a third of the states . . .

Enrollments are growing faster at colleges and universities than at any other level of education, federal statistics show. Preliminary estimates put the total of college students this fall at over 9-million, a 6-per-cent increase since last year.

PREPARED FOR OUR READERS BY THE EDITORS OF THE CHRONICLE OF HIGHER EDUCATION

Elect Six New Bucknell Alumni Association Directors

Arthur D. Kinney '56



Joseph W. Ortlieb '52

Six new members of the board of directors of the Bucknell Alumni Association began their new terms of office at a meeting of the board held during Homecoming weekend. Elected to serve five-year terms for varied geographic districts were Arthur D. Kinney, Jr. '56, Joseph W. Ortlieb '52, Sherburne B. Walker '34, and Robert W. Whitehead '56. Serving three-year terms were Sidney Grabowski, '15, who represents the Emeritus Club, and Mr. Robert A. Scott '61, who represents the 10-year class.

Mr. Kinney, who resides at 33 Spier Avenue, Rochester, N. Y., serves as manager of the branch office of the Connecticut Life Insurance Company. He represents Alumni District No. 5, which includes Buffalo and Rochester, N. Y.; Erie, Sharon, and Bradford, Pa.; and Cleveland, Ohio. A member of Sigma Chi fraternity, he was active in campus affairs as an undergraduate. He has served as president of the Bucknell Alumni Chapters in Rochester and Pittsburgh and is a member of the Bison Club. Art is married to the former Dorothy A. Hund '57, and they are parents of three children.

Sherburne B. Walker '34

Robert W. Whitehead '56

Representing Alumni District No. 9, which includes the Greater Philadelphia area, is Mr. Joseph Ortlieb. Now serving as vice president of the Henry F. Ortlieb Brewing Co., Philadelphia, and as executive vice president of the Fuhrmann and Schmidt Brewing Co., Shamokin, Joe has long been active in alumni affairs and is presently serving as vice president of the Bucknell Alumni Chapter of Philadelphia. A member of Phi Kappa Psi fraternity, he received his B.S. degree in commerce and finance. He is married to the former Maralyn M. Murphy '54 and they are parents of five children. The Ortliebs reside at 453 Eaton Road, Drexel Hill, Pa.

Mr. Walker, who resides at 2 Severn Avenue, Annapolis, Md., is a retired business executive. He will represent Alumni District No. 17 which includes Baltimore, Md., Washington, D. C. and Northern Virginia. A member of Kappa Sigma fraternity as an undergraduate, Sherb has served as vice president and president of the Class of 1934 and is a charter member of William Bucknell Associates. He is married to the former Mary Kelly.

Sidney Grabowski '15

Continued on Back Cover

Robert A. Scott '61

BUCKNELL
THE ALUMNUS

VOL. LVII, No. 3 OCTOBER, 1971

Published by Bucknell University
Lewisburg, Pa. 17837

Printed for Alumni, parents, and friends of Bucknell University through the cooperation of
THE BUCKNELL ALUMNI ASSOCIATION

KENNETH R. BAYLESS, ESQ. '42,
President

JACK BROTHERS '58,
Director of Alumni Relations

DAVID HAYES,
Associate Director of Alumni Relations

WILLIAM B. WEIST '50, *Editor*

JANET MYERS, *Classnotes Editor*

MARIAN CROFT, *Editorial Assistant*

CONTRIBUTORS

BRADLEY TUFTS,
Associate Director of Public Relations

DAVID WOHLHUETER,
Sports Information Director

KATHERINE SHIMER,
Assistant in Public Relations

RALPH LAIRD, *Photographer*

Published eight times per year: January, March, April, May, July, September, October, and November. Entered as second-class matter at the post office at Lewisburg, Pa. Return requested on Form 3579.

We are mailing this copy to the address below. Is it correct?

MAILED TO

New Alumni Association Directors

Continued from Inside Back Cover

Representing Alumni District No. 4, which includes Syracuse, Ithaca, and Albany, N. Y., is Mr. Robert W. Whitehead. A member of Sigma Chi fraternity as an undergraduate, he has served as vice president and president of Bucknell Alumni Chapters in Trenton, N. J., and Washington, D. C. Bob is group manager for the New York Life Insurance Co. in Syracuse, N. Y. He and his wife, the former Charlotte Eccles '56, are parents of three children. They reside at 126 Pineridge Road, Fayetteville, N. Y.

Recipient this year of the Bucknell Chair and the Alumni Award for distinguished service to Bucknell, Attorney Sidney Grabowski will represent the Emeritus Club. He and his wife, Dorothy, are the parents of six children, five of whom attended Bucknell. They reside at 2612 Olyphant Avenue, Scranton.

Robert Scott, associate dean for student services in the College of Arts and Science, Cornell University, has served as president of the Class of 1961 for the past decade. The author of several articles and research papers on education and admissions, he served as assistant director of admissions at Bucknell from 1965-67. He and his wife, Phyllis, are parents of a son. They reside at 110 Park Lane, Ithaca, N. Y.

APRIL, 1972

THE BUCKNELL ALUMNUS

SEAN O'CASEY (1884-1964) by Bernard Benstock
THE IRISH WRITERS SERIES
BUCKNELL UNIVERSITY PRESS

BUCKNELL UNIVERSITY PRESS

NEW BOOKS For 1972

A HALF-CENTURY OF ELIOT CRITICISM

Annotated Bibliography of Books and Articles in English, 1916-1965

MILDRED MARTIN, *Professor of English, Bucknell University*

This is a comprehensive, selected and annotated bibliography that covers the important articles (magazine and newspaper) published in English between 1916 (the year of the first published notice of Eliot's work) and 1965 (the year of his death). Its items are arranged first chronologically then alphabetically by names of authors, with items of special value starred. The appendix gives references dealing with the poet's life and the theatrical history of his plays. Three indexes are provided: an author index, one of periodicals containing material on Eliot, and a subject-matter index. All items in the bibliography are numbered and each item in the indexes is numbered.

240 Pages
$18.00

SHAKER MUSIC: A MANIFESTATION OF AMERICAN FOLK CULTURE

HAROLD E. COOK, *late Professor of Music, Bucknell University*

Usually folk music is recorded by others than the folk musician himself, but the members of Mother Ann Lee's Shaker communities recorded their own, developing a certain amount of music theory and their own system of notation. In this first scholarly work to date on Shaker music, Professor Cook had access to a collection of more than 400 manuscript Shaker hymnals at the Western Reserve Historical Society in Cleveland that had been neither catalogued nor studied before. In one chapter the words and music of 72 songs are printed and analyzed. Professor Cook has also used Shaker records, diaries, journals, and letters to reconstruct the daily life of the Shaker. His study will prove useful not only for the professional musician, the specialist in folk music, the sociologist, the historian, and the student of religions, but for the general reader interested in the Shakers.

320 Pages
Illustrated
$18.00

ART AND THE RELIGIOUS EXPERIENCE

The "Language" of the Sacred

F. DAVID MARTIN, *Professor of Philosophy, Bucknell University*

This philosophical study emphasizes participation in aesthetic experience, as opposed to objective onlooking, as the principal path into the religious dimension. Professor Martin details the operations of the participative experience, then applies these and shows how they function in the arts—first in music, which lures us beyond time, then in painting, which accents immediacy. The author considers literature and architecture; in the former, the past becomes present through the power of words; in the latter, time and space are creatively united. Salient examples illustrate the chapters on music and literature, while more than thirty photographs complement those on art and architecture. The book argues that increasingly the arts provide the most direct access to the sacred.

320 Pages
Illustrated
$15.00

THE DRAMATIC COBBLER

The Life and Works of Isaac Bickerstaff

PETER A. TASCH '54, *Department of English, Temple University*

The life and career of Isaac Bickerstaff have been neglected up to now, even though he introduced and established English comic opera. In fact, his most successful works crowded conventional tragedies and comedies off the London stage in the 1760's, and his formats were followed by later writers until the time of Gilbert and Sullivan. This is the first full-length study of Bickerstaff and his works. Mr. Tasch illustrates the close relationship among the London press, writers, and theatre managers, and in addition sheds new light on Bickerstaff's flight from England to escape charges of sodomy. Published for the first time is material by Garrick, letters to and from Bickerstaff, and other documents of the theatre.

320 Pages
Illustrated
$12.00

In This Issue

WILLIAM B. WEIST '50, *Editor*

JANET MYERS, *Classnotes Editor*

DEBBIE LIBBY, *Editorial Assistant*

OUR LAST MAGAZINE

This will be the last issue in magazine format of *The Bucknell Alumnus,* a title created for alumni publications in August, 1944. The first magazine edition appeared in 1920.

In an effort to cut costs, a decision was made in March to publish all eight issues of alumni publications in a newspaper format — as they first appeared in 1914 — and to change the title of the publications for the 1972-73 academic year. No final decision on a title has been made to date.

ON OUR COVER

One of Ireland's noted playwrights, Sean O'Casey (1884-1964), is the subject of our cover photo by Wolf Suschitzky, London, England. A volume about Sean O'Casey by Bernard Benstock is one of a series on Irish writers now being published by the Bucknell University Press.

(See latest listings on inside of front and back covers.)

CONTRIBUTORS

BRADLEY TUFTS, *Associate Director of Public Relations*

KATHERINE SHIMER, *Assistant in Public Relations*

DAVID WOHLHUETER, *Sports Information Director*

RALPH LAIRD, *Photographer*

Mrs. Mildred Lewis, secretary to President Watts, above, has been a member of the staff for the past 20 years, and has served as secretary to Presidents Horace Hildreth H'56, whom she remembers for his "forthrightness and droll sense of humor," and Merle Odgers H'64, whom she admired for his "conscientiousness and quiet persistence."

Mr. Leonard Renninger, master technician in the department of physics, above right, has been a member of the University staff for 36 years.

Mrs. "Bernie" Bennett, below, secretary in the department of education, joined the University staff in 1929 after graduation from high school. She has served under seven University presidents, beginning in the term of Dr. Emory Hunt.

Pillars of Strength

EDITOR'S NOTE: Too often overlooked when accolades or applause are distributed for the successful operation of an institution are the men and women who assure the continued operation of the "shop" year after year after year.

The following text has been excerpted from a speech delivered by Dr. Roger Heyns, president-elect of the American Council of Education, to a meeting of the National Association of College and University Business Officers held in New York City on November 22, 1971. The photos that accompany the text are by Ralph Laird, a man of many talents, one of which is photography. Not all the

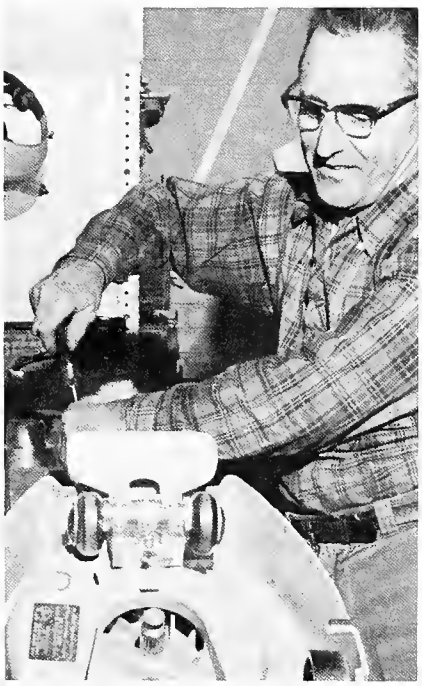
Mrs. Ann Dainoff, upper left, has maintained order in the department of sociology for the past 18 years. She began secretarial duties under former Professor Richard E. Du Wors.

Checking a blueprint, above, are Mr. Robert Voeste, an electrician with nine years of service, Mr. Ray Radel (center), a carpenter with 12 years of service, and Mr. Ellis Lucas, power house engineer, who will shortly mark 36 years of service on the physical plant staff.

men and women who have served the University so well through so many years appear on these pages, but all of them deserve the accolade which Dr. Heyns speaks for those who are often tardy with words of praise.

"Out of my direct experience on the Berkeley campus of the University of California and from observations I have made elsewhere, I have developed an especially vivid and firm conviction that one of the most imposing sources of strength in the colleges and universities in the past half dozen years has been that category of people usually characterized as the non-academic, supporting personnel of the institution.

"Without suggesting in the least that all our troubles are over as far as the peace of our common life is concerned, I believe it can be said that our colleges and universities proved themselves to be sturdy institutions. They took many severe blows, faced enemies from within and without, survived abuses on campus, and substantial loss of support, both emotional and financial, from off the campus; and



Mrs. Ann Payne, above, secretary to Vice President John F. Zeller '41, has demonstrated her competence and secretarial skills for the past 15 years as a member of the University staff.

An electrician, Mr. Martin Luther "Toot" Emery, at left, has kept the power humming at Bucknell since 1937.

These three members of the housekeeping staff, who apply the neat clean touch at residence halls, have a total of 73 years of service to the University. Mrs. Dorothy Hassenplug, left, joined the staff in 1947. Mrs. Lauretta Singley, center, housekeeper in Harris Hall, began duties in 1951, and Mrs. Mary Kashner, housekeeping manager, New Women's Residence Hall, has been a staff member since 1945.

Spring cleanup projects are now underway under the supervision of Mr. Park MeKissick, at right above, grounds foreman, who joined the staff in 1946. Also checking the plans are Mr. Clinton Dieffenderfer, at left above, a member of the staff since 1948, and Mr. William Zimmermann, who joined staff in 1949.

Mrs. Madeleine "Maddie" Gearhart, at right, joined the staff at Guy Payne's College Inn in 1944. She has been a member of the Bison snack bar staff since 1961.

Robert Masden, chef, above, has been a member of the dining service staff since 1946. Mrs. Irma Gustafson, below, left, joined staff of admissions office in 1961, and Mrs. JoAnn Shannon began her duties in 1963.

Mrs. Ruth Muffly, top right, supervisor of dining service, has been at Bucknell since 1956, and Mrs. Verna Pfleegor, at right, cashier, has been a staff member since 1957.

they stand! They have endured! No small accomplishment!

"I would like to make explicit that I think much of the sturdiness, much of the strength which permitted these institutions to endure, came from the cooks, the secretaries, the residence hall maids and custodians, the trades people, the gardeners, the campus police and safety officers, the payroll and personnel office employees, and on and on. It was they who sensed that school must go on; who put up with disruption, bad manners and, regrettably, abuse. It was their group which kept its feet on the ground and looked with a careful eye at new found friends and examined their credentials cautiously and sensibly. They often worked overtime to put the place together again, keenly aware of the disorganizing and debilitating effect of a deteriorated physical environment. In some profoundly wise way, while a whole generation appeared to be saying that appearance was unimportant, they knew better and would patiently restore, knowing that in time, the behavior would improve, in part because of their dogged commitment to cleanliness and neatness and order. They sensed that our self-esteem, our attitude toward ourselves, was at stake, and, of course, it was.

"I could go on, but I think you know what I mean. While the much more prestigious segments of the campus community fell over themselves in confusion, these people kept the place open and going, and by and large did not use the vulnerability of the institution to further their own interests. Any skeptic about these words of praise and appreciation should need only be reminded how impossible it would have been to keep a semblance of education going had there not been this support."

Student Concern and Action

By **Brad Tufts,**
Associate Director,
Public Relations

More than 250 Bucknell undergraduates are actively engaged this year in regular volunteer work in local programs.

"If you're somebody in your own life, you can become a beneficial part of somebody else's life by helping him mean something to himself, by meaning something to you," says Bucknell freshman Barbara Green, of Brooklyn, N. Y., in her explanation of the Big Brother—Big Sister Program, one of the 12 community volunteer services to which members of the Bucknell student organization, Concern and Action, are contributing their time and energy. Some 70 students comprise the CA's talent resource file—those who can work occasionally, or on short term projects where special talents such as sewing, singing, or craft work is needed.

Susan E. Nelson, a senior from Westfield, N. J., and Thomas M. Wells, a sophomore from Paramus, N. J., co-chairmen of the volunteer work, said that three new projects have been added. They include the Center for Handicapped Children, at Milton; the State Correctional Institution for Women, located

at Muncy; and the Pennsylvania Extension Service, which involves working with underprivileged young people in communities such as Danville and Mount Carmel.

Thirty-four Bucknell students regularly visit residents of the Evangelical Home in Lewisburg and write letters, do occasional shopping, or spend time in conversation with the aged. Chairman of this service project is Joy Rietmulder, a sophomore from Lewisburg.

Once a week 32 students go to Laurelton State School and Hospital where they serve in varied ways—visit one particular person as a friend (some residents have not had a personal visitor for years); help staff members with recreation, education, and arts and crafts programs; and possibly initiate new programs. A junior from Stroudsburg, Charles Zeller, is chairman of this Bucknell volunteer group.

Opportunities for volunteer workers are broad and varied at the State Correctional Institution for Women, Muncy, where the emphasis is on a policy of treatment and rehabilitation. Janola Garrett, a sophomore from Canton, Miss., with whom the student volunteers registered their interest, said 34 go regularly to the institution to help with educational activities such as tutoring and book discussions; recreation; and entertainment and hobby programs.

Interest in helping teenagers from underprivileged backgrounds led to the CA's decision to include the Pennsylvania Extension Service in their volunteer work. College men with know-how in the operation and repair of small motors and women interested in helping youngsters with sewing were especially needed for this project. Seven Bucknellians volunteered, according to junior Linda Wiedmann, of Philadelphia.

Student volunteers spend several hours a week at The Geisinger Medical Center, says William B. Swallow, a sophomore from Laurys Station, where they are utilized in the patient and visitor escort service, clerical work, transporting supplies, and information service. They also read and play quiet games in the pediatrics section and serve as elevator operators.

The 40 volunteers for the CA program at the Federal Penitentiary in Lewisburg will begin their work upon completion of the program structure by CA officers and officials and inmates at the prison. It is expected that through sports, discussions, and entertainment programs, the students and inmates can share ideas and experiences which will contribute to the education of both groups. This service group is headed by Robert J. Leonard, a senior, from Pompton Plains, N. J.

Working on a one-to-one basis, Bucknell volunteers help pre-schoolers at the Center for Handicapped Children, in Milton, to overcome their difficulties so that, upon entering public school, they will be able to cope with their surroundings. Three students give two or more hours a week to this work, according to Andrew J. Lesser, a junior from Flushing, N. Y., with whom students interested in this program signed up.

In two other projects directed at helping the handicapped, Bucknellians instruct Sunbury area children in the rudiments of swimming and assist with a swim program for semi-retarded middle-aged adults from the Laurelton State School. Each of 14 collegians gives a minimum of two hours a week to these services, according to William V. McCarthy, a senior from Allentown, and Peter Stover, a senior from Perkasie.

Interest remains high among Bucknellians in both the Head Start and Tutoring Programs. Sixty pre-school children at Head Start centers in Mifflinburg, New Berlin, Laurelton, and Lewisburg benefit from the assistance of 13 Bucknellians, says Deborah E. Scott, a sophomore from Morristown, N. J. Arts and crafts, organized play and simple lessons comprise the program.

"It's a great way for those interested in teaching to get a sneak preview of what their job might involve," points out Susan Light, of Lansdowne, a sophomore at the University, when she describes the volunteer tutoring program. "It is also a realistic way of strengthening society by strengthening the individual," she emphasizes. The 23 Bucknell volunteers are called on for individual tutoring on both the elementary and high school levels.

This year the CA Volunteer Services at Bucknell distributed copies of their programs booklet to the Lewisburg churches as well as sending copies to each student, in an effort to have the adults of the community join in their volunteer work.

Why do students volunteer?

by Anthony E. Neville

Those who established the public's image of the college student in the late 1960's were the radical activists: the leaders of sit-ins, the throwers of bombs, the prophets of revolution. Those who will establish the collegiate image for the 1970's may well be a different breed: students who are giving generously of their time outside the classroom to volunteer activities in their community.

No less the activists, no less bizarre in dress, and no less convinced that America is a "sick" society, these students differ from the radical activists of the Sixties in one important way: they are working, right now, to change that society in constructive ways. They are satisfied to make progress by small steps — by teaching a ghetto child how to read, by encouraging a drop-out to return to school, by warming the atmosphere in a hospital ward.

An estimated 400,000 college students give an average of two to four hours a week (but sometimes as many as 20 or 30 hours) to volunteer activities in their communities. Though a small fraction of the seven million students in American colleges and universities, they are a minority sizable enough to set the pace for this generation of students. Some small colleges report that 75 percent of

their students participate in volunteer programs. Budgets for student-run volunteer activities range from shoestring levels to $75,000 a year.

A recent survey by the National Student Volunteer Program (NSVP), the small federal program of action that technically assists campus programs, charts the fantastic rise in student volunteer activities. A decade ago, only a handful of colleges and universities had student volunteer programs, but a recent survey revealed that today, out of 2314 institutions queried, 1675 have some form of student-operated volunteer activities.

The growth of student volunteer programs has led to another development: the emergence of a new kind of professional on the college administrative staff, an administrator whose primary duty is to give continuity and guidance to the student programs. In 1969, when NSVP came into existence — and when its communications network was admittedly incomplete — the federal program could identify 15 people carrying that responsibility. Today there are about 600, and nearly a quarter of them work at that job full time.

The bulk of student projects are in the area of tutoring, most often with poor and disadvantaged children. But under colorful acronyms like EPIC, SCRUB, CAVE, and CACTUS, leaders of student programs have been branching out, extending their reach, and attracting to volunteer service students who have no interest in tutoring.

¶ Business students from a state university in the Midwest are advising Mexican-Americans in their community on income tax matters. So overwhelming has been the response that people are being scheduled a month in advance for twenty-minute interviews.

¶ In California, students from a state college are brightening the lives of elderly, mentally retarded patients with activities ranging from arts and crafts to square dancing.

¶ In another California community, psychology majors are manning the telephones of a "crisis center" from 4 p.m. til midnight on weekdays, and til 4 a.m. on weekends. Faculty members advise them on how to handle the often desperate problems of callers.

¶ Four fraternities in a private Southern university each undertook to establish a park in a different section of their city. They solicited contributions of land, money, and play equipment. When the four parks were finished, the fraternity brothers continued their involvement as recreation leaders.

¶ In Florida, students from a predominantly black college have opened their second house to provide overnight sanctuary for drug addicts. The students dispense no drugs or medical treatment, but "rap" with the addicts to calm them down or relieve their depression.

Tutoring has become more varied also. "Today not all the tutoring is with kids in school," says Jeanne Carney, the attractive young acting director of NSVP. "Students are tutoring in prisons, in mental hospitals, in adult education classes, in storefronts — there are many different areas of involvement."

Ordinarily these projects are suspended during summertime, often with unfortunate consequences. As John Hubbs, director of volunteer programs at the University of Missouri, remarks: "One of the greatest needs is continuity. When a relationship is broken for three months, sometimes things don't fall back into place. Old problems recur and new ones develop." Or, as Rick Moran of Eastern Michigan University puts the problem: "You can't have nine to five hours, or close up for vacation. People's difficulties don't have any pre-ordained schedule."

On scores of campuses, volunteer programs ran at full tilt during the summer of 1971. In many instances there were imaginative departures appropriate to the season.

¶ A troupe of collegiate thespians performed a repertoire of six short plays, all based on West Virginia folklore, in dozens of rural communities of that state.

¶ In one of 18 fix-it projects, students from a state university in the South transformed a dilapidated house into a half-way house for the mentally ill.

¶ In upstate New York, students set up a day care center for children of migrant workers picking cherries.

Student-run volunteer programs are not always successful. James Tanck, former director of NSVP, recalls instances of student groups who spurned help from their university and refused to work with established agencies (because they regarded both institutions as hopelessly corrupt), who instead set up storefront operations of their own. Inevitably these projects promised more than they could deliver to the community. Sustained by the zeal of one or two students, the projects fell apart when their leaders left school.

Students have also faced frustration when established agencies have assumed that they are there to do what

volunteers have always done — typing, filing, bookkeeping, anything to relieve the agency professionals of the drudgery that keeps them from direct contact with their clientele. The students, of course, want direct contact with the clientele too. (This same frustration has greeted students who have volunteered to help political candidates. The students find themselves stuffing envelopes rather than persuading voters.)

Agencies often are reluctant to hand responsibilities to college students. But occasionally the students win their confidence. Mrs. Carney recalls the students in a Midwestern city who, after nearly a year of demonstrating great competence in working with mental patients, finally persuaded the hospital administrators to allow them to take patients off their ward. That had never been done before in that institution.

Poor communities are sometimes suspicious of students' motives. The university representatives that ghetto residents have known in the past have been sociologists asking questions and conducting surveys and doing nothing directly to aid their community. In Appalachia, residents are suspicious of any outsider — particularly if his dress and coiffure are unconventional.

Students drop out of volunteer programs for a variety of reasons. Some are unable to withstand the "cultural shock" that the ghetto neighborhood presents. Richard E. Dewey, director of the Center for the Study of Voluntarism at the University of Maryland, points out that student volunteers are mostly drawn from the same class that VISTA recruits and other postgraduate volunteers are drawn from: namely, the economically comfortable, white middle class. Many from this background are unable to cross over into another cultural framework.

Some students are poorly motivated. They volunteer in order to relieve middle class guilt feelings or to exert power over others. When they fail to be swaddled in love and appreciation by ghetto residents, they lose interest.

Other students give up when they conclude that their contribution is too inadequate to the size of a problem. For them, tutoring a ghetto child becomes senseless because an inadequate school system, a broken family, and a violent neighborhood are pushing the child toward inevitable failure.

The feeling that these volunteer efforts are merely Band-aids on a gangrenous sore is one of the reasons why some students become volunteer program drop-outs.

As for participation by black students, Mrs. Carney points out that the ratio of blacks to whites in student volunteer programs is approximately the same ratio as you'll find in college attendance — despite the fact that many blacks must hold part-time jobs to help pay their college education and despite the fact that many blacks must put in extra hours of studying because they have been educationally deprived in elementary and secondary schools.

What happens to the attitudes of students who undergo the volunteer experience? Most experts agree that the experience adds to their discontent with American society. Richard E. Dewey points to studies of VISTA volunteers that show their activism and militancy has increased as a result of the experience. Mrs. Carney agrees that "involvement in a voluntary program makes a student more of an activist, not less." Jim Tanck describes the usual result as "productive anger."

"They're just as mad at how things are as anyone else is," he declares. "But they see that it doesn't make any sense to burn or destroy, or to march on the state capital with every petty grievance. There are better ways of getting things done."

And the other question: Why do they do it? The search for history's antecedents to the student volunteer movement is bound by two caveats. First, the involvement of college students in charitable activities is hardly new; only the size and scope of the involvement have changed in recent years. Harvard's Phillips Brooks House, "dedicated to piety, charity, and hospitality," was opened in 1900. Yale's Dwight Hall is even older, dating from 1886.

Second, the motivations of students vary. Jim Tanck recalls of his Michigan State experience: "We had some volunteers who were happy to do nothing more than play with kids on a Saturday morning. They had no desire to change what was happening in the country, let alone in the place they were working. There were other students much more concerned about change than they were about service. We tried to accommodate all kinds."

Jeanne Carney, a veteran of lunchcounter sit-ins during her college days in North Carolina, finds the roots of student voluntarism in the civil rights movement of the sixties and the social-action programs of the Peace Corps and VISTA. Perhaps because he is freer to say so, Richard E. Dewey gives a share of the credit to President Kennedy and the ringing admonition of his inaugural speech: "Ask not what your country can do for you . . ."

A deeper explanation lies in the response of the young to a society they regard as increasingly impersonal, increasingly polluted, and increasingly dominated by its own technological achievements. Their response, according to

Kenneth Keniston, the eminent psychologist, has been "a rejection of the human, bureaucratic, and ecological price paid to attain high levels of industrialization; a search for fulfillment and more intense experience; and an effort to achieve new forms of intimacy, awareness, and community."

This response has led students to feel that voluntary activity is a valid educational experience, and many of them argue that they should be given college credit points as a reward for their participation in a volunteer program. Behind this pressure for credit for an essentially non-academic pursuit lies another factor. Keniston writes: "The indiscriminate use of college degrees as passports for occupational entry, the strong social pressure upon middle-class children to attend and complete college . . . and the opprobrium heaped upon students who discontinue or interrupt advanced education, all mean that colleges abound with students who have no particular reason to be there and who would quite consciously prefer to do something else somewhere else." One attractive activity that is "somewhere else" is the volunteer project. And the students reason that if they can earn academic credits for doing "something else," so much the better.

The question of academic credit is today the most controversial issue of student volunteer programs. The controversy does not swirl around student research projects in sociology or "field experience" courses for social workers, both of which are widely recognized as legitimate learning experiences. Rather, it centers on programs in which the purpose of service is ascendant over the purpose of organized learning.

The controversy is not academic, so to speak, since a number of colleges and universities have already begun to grant credit points for participation in volunteer projects. And the federal government, through ACTION, has begun a grant program that permits college students to serve as full-time volunteers for a year in exchange for a full year's academic credit.

Joseph Blatchford, the director of ACTION, maintains that "volunteer service is a part of one's education and . . . in many instances volunteer service deserves academic credit. It's an education in the streets, and it may have a more enduring effect than all the books and lectures a college can require."

One who sharply disagrees is Jim Tanck, who recently told a reporter: "The one thing going for class credit, which I object to the most, is that it's a pretty damn good carrot. Give the kid three credits and he'll go out in the community and work. We have a lot of evidence from schools around the country that when the credit period is over, he also quits going."

Edwin D. Etherington, president of the National Center for Voluntary Action, a private coordinating group, argues that the debate over academic credit is deflecting attention from an equally important question: whether colleges and universities should be doing more, outside the curriculum, to provide volunteer service opportunities for students. "The problem is not to induce them to serve by offering them academic credit," he says. "The challenge is to respect their instincts for service and help them find meaningful things to do."

It seems likely that colleges and universities will be doing much more in the way of volunteer programs, and that the peak of student involvement lies far beyond the 400,000 who can now be counted as student volunteers.

And if, indeed, the student volunteers set the pace for their generation, what does that bode for the future of American society? Certainly many students will be enticed by the volunteer experience into a professional commitment to some form of social service. Jim Tanck sees that as a secondary goal. Much more important, he believes, is the lifelong pattern the collegiate experience will establish. Whatever their profession, people will be spending their spare hours in community involvement. And as a result of that involvement, fewer of our social problems will be prolonged by citizens' indifference.

To this, Richard E. Dewey adds the prediction that the new-found concern over social problems will change the design of curricula and the structure of higher education. He also predicts that the "infusion of young bright faces and new ideas" into established agencies will have profound effects.

All agree that the student volunteers offer an antidote to the alienation and sense of hopelessness that so many Americans feel. "This force of mobilized, concerned youth," President Nixon has said, "is an essential means of re-humanizing American society."

This special report was prepared from information provided by professionals in the field of voluntarism. Contributing editors were: Jeanne Carney, acting director, National Student Volunteer Program; James Tanck, former director, National Student Volunteer Program; Richard E. Dewey, director, Center for the Study of Voluntarism, University of Maryland.

FEMINISM IN TWENTIETH CENTURY AMERICA

By MORRIGENE HOLCOMB VAN HELDEN '66

THE women's rights convention held at Seneca Falls, New York, in 1848, is almost universally recognized as the genesis of the women's suffrage movement in America. Yet the women who met there were interested in more than gaining the vote. The convention had been billed as a meeting to discuss the social, civil and religious rights of women, and its participants shared with today's feminists goals of equality in employment and education, freedom to choose their own life-styles, and equality of rights and responsibilities for all United States citizens, regardless of sex.

The women's rights movement foundered for some 40 years after Seneca Falls. The feminists, most of whom were also humanists, put aside their cause to work for the abolitionist movement, and then to take part in the work of the Civil War. In 1890, the two major women's rights organizations of the era united to become the National American Woman Suffrage Association, and made their common goal and top priority a woman's suffrage amendment to the Constitution. It would not be until the 1960's that a widespread movement for the broader goals of women's rights would rise once again.

Although the women had organized in 1890, the suffrage issue was not given much national attention in the early years of the new century. However, quietly and not so quietly, the suffragists continued their struggle until the final success of the suffrage amendment in 1920. Much credit has been given Miss Alice Paul and her National Woman's Party, founded in 1913. Miss Paul organized a march on Washington of 5,000 women on the eve of President Wilson's inauguration, and she and her supporters continued to lobby for the amendement until its passage.

Morrigene (Holcomb '66) van Helden was student editor of the ALUMNUS *in 1964-66, and president of Delta Delta Delta social sorority. After graduation, she lived in London for eight months, working for a British publishing house. Since April 1967, she has worked for the Congressional Research Service of the Library of Congress, which serves as the research arm of Congress. For the past three years, she has been a specialist in women's affairs and is a member of the editorial advisory board of* WOMEN TODAY, *a newsletter published in Washington, D. C. She and Ronald M. van Helden '66 were married in 1968, and live in the Georgetown area of Washington. Ron works for the international affairs department of the AFL-CIO as international representative. He received an advanced degree from the University of Grenoble, France, in 1967, and is working toward a Ph.D. at the American University School of International Service.*

Ronald and Morrigene van Helden were photographed during visit to the Rogue and Jar (Wash., D. C.), a pub partly owned by Vinnie McCann '67 and his wife, the former Janice Hutchinson '69.

There is little doubt that the First World War opened doors to many occupations that had previously denied entrance to women, and it has been estimated that a million women replaced men in industry. Women had been working in factories since the 1850's, but during the war they were placed in professional and managerial positions, accepted as skilled workers, and often hired in permanent, rather than temporary, positions.

During the twenties, the suffragists had expected great things of the women who had been granted the vote and had made serious inroads into the world of work. But neither the gravest fears of the "antis" nor the greatest hopes of the suffragists came about. Politics was given secondary importance during the decade following the war. People wanted to enjoy the new prosperity, and forget recent hardships. The women's movement seemed to fall apart, both because equal suffrage had been almost the only issue holding the disparate elements of the movement together, and because women did not vote as a bloc. The Woman's Party reorganized during the twenties to correct this situation, and began to lobby for an equal rights amendment to the Constitution. This amendment was first introduced in Congress in 1923, and is now pending in the U. S. Senate. But the equal rights amendment was judged a threat to the women's protective labor legislation which had been enacted during the early decades of the century, and by 1924, most important feminist organizations had attacked the amendment as a threat to working women.

THE percentage of women in the work force grew in the 1920's, and women moved increasingly into clerical and professional positions, although still drawing from the lowest end of the pay-scale. Perhaps the major contribution of the twenties to the feminist movement was the emergence of the flapper. As young women gained further education and moved to the cities to get jobs as secretaries, they left the security and surveillance of their parents and other relatives and sought, and got, a freer life-style. Although much of America disapproved of the short skirts and bobbed hair of the "new women," the American public got used to women working and living on their own.

This new image of women, the advances they had made in the working world, and the utilization of the vote could have meant that the thirties would bring American women significantly closer to the ultimate goal of parity with male citizens. The trend of political disinterest that characterized the twenties was reversed in the thirties, but the women who got involved in public affairs, it has been pointed out, did so as liberals or socialists or Communists. As in abolitionist times and during the Civil War, priority was given to issues other than women's rights.

The depression, of course, was a reality to everyone. Women were often the first to be fired and the last hired during this time of economic strife, and the codes of the National Recovery Administration permitted employers to maintain wage differentials for men and women doing the same work. William O'Neill points out in *Everyone Was Brave*, "With its eclipse after 1930, feminism as a distinctive force in the national life ceased to exist. By that time, the shape of women's lives in the post-suffrage era had already been determined not by politics but by a combination of social and intellectual changes . . ." With so much of the population out of work, the women of America were busy juggling food rations, making over old clothes, and praying that the man of the family, if there was one, could get work. Families without a man did what they could.

In World War II, women went back to work, literally in droves. The labor shortage was dangerously acute, and women filled jobs in offices and factories, construction sites and government, like never before. In addition, they filled the places in colleges and universities left vacant when the boys went off to war.

Following the war, many women were fired from jobs to make room for returning veterans, and men took back the majority of places in universities. Some women continued to work until their husbands completed educations that had been interrupted, but women were leaving the working world as quickly, and in numbers as great as when they entered it at the outbreak of war.

The late forties and early fifties were characterized as the "return to normalcy," and a generation of Americans who had endured both depression and world war during their youth had a lot to make up for. Americans had been separated from their families during the war and had endured nearly two decades of going without, so it is not surprising that the post-

war prosperity led to an emphasis on family life and materialism.

The post-World War II "baby boom" is familiar to all of us. The new era glorified motherhood and the life-style of the housewife. Some women continued to work outside the home, but they were either ignored or pitied by the media. The national image of the American woman was of a young mother of four or five children, who ran her suburban home and multitude of car-pools with cool efficiency, tossing off gourmet meals in her spare time, and having the best possible life.

PERHAPS it was a reaction to the over-emphasis of the fifties on the joys of suburban motherhood, or perhaps it was the rise of the civil rights movement that laid the groundwork for the new feminism of the sixties. At any rate, there arose in that decade a wave of feminism unmatched in this country since the days of the suffragists.

The first sign of America's new interest in, and awareness of, the condition of women, came in 1961, when President Kennedy appointed the President's Commission on the Status of Women. The Commission reported in 1963 that much of the potential of American women was being wasted. The same year, Betty Friedan's book, *The Feminine Mystique,* dispelled the myth that every housewife is a happy housewife.

In 1963 and 1964, Congress passed major legislation to benefit working women: The Equal Pay Act of 1963 provides equal pay for employees engaged in interstate commerce, and Title VII of the 1964 Civil Rights Act prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin. It is interesting to note that the word "sex" was added to Title VII as an amendment in an effort to laugh the civil rights act off the floor of the House of Representatives. The bill was not defeated, the word "sex" was added to Title VII, and, in 1970, the Department of Justice filed suit on behalf of women under the provisions of that title, and won the case.

Few can document the actual origin of the women's liberation movement. The easiest explanation is that its time had come. Some writers point to the irritation of female student activists of the mid-sixties, who were expected to make the peanut butter sandwiches while their male peers formulated policy. Others suggest that as blacks achieved protection from discrimination and began to gain their fair share of opportunities, women of all races became aware of their own minority status.

To protest a Miss America Pageant in Atlantic City, New Jersey, a group of young women burned bras on the boardwalk. Although there are probably fewer than 25 American women who have burned a bra in protest in their lives, the media had found its pet phrase for the women of the movement, and called them "bra-burners."

After Atlantic City, a number of radical organizations were formed, including the Redstockings, Radical Feminists, W. I. T. C. H. (Women's International Terrorist Conspiracy From Hell), and the one-member S. C. U. M. (Society for Cutting Up Men). Other women organized the Pussycat League and H. O. W. (Happiness of Womanhood) to show opposition to the movement. The press had fun with the names of the groups and descriptions of the way their members dressed and wore their hair, and then, beginning in 1969 and culminating in 1970, there was a rash of articles in the popular magazines which dealt more or less seriously with the new movement, and sought to explain it.

The movement has changed since its early days, and the media has reflected the change, and is less concerned with the activities of radical liberation groups and more concerned with such organizations as the National Organization for Women (N. O. W.), the Women's Equity Action League (W. E. A. L.), Federally Employed Women (F. E. W.), and the nearly year-old National Women's Political Caucus.

Time magazine published in March 1972, an entire issue on "The American Woman," and *McCalls* named Gloria Steinem its first Woman of the Year. Recently there have been serious and probing articles in scholarly journals and law reviews on various aspects of the women's movement.

SEVERAL best-selling books on the women's rights movement include Caroline Bird's *Born Female,* Kate Millett's *Sexual Politics,* and Germaine Greer's *The Female Eunuch*—to name the best known of the scores and scores of books that have been published in the past few years dealing with women's rights and the feminist movement.

Today, over 100 colleges and universities offer courses in women's studies. Two new women's magazines which are unlike the standard fare — *New Woman* and *Ms.* — are expected to succeed in an era of failing magazines.

The proposed equal rights amendment to the Constitution, pending in Congress since 1923, passed the House last October, and the Senate was to have acted on it in March. Pending also are the Women's Equality Act, which would carry out the recommendations of President Nixon's Task Force on Women's Rights and Responsibilities, and legislation dealing with day care, abortion, and discrimination in education.

The Supreme Court ruled recently in favor of a woman under the provisions of the equal protection clause of the 14th Amendment, for the first time in history. Two women have announced that they are candidates for the Democratic Presidential nomination. Presidential candidates are expected to court more seriously the business and professional women's groups, women's divisions of the political parties, and the National Women's Political Caucus. There will still be baby-kissing in campaigns of the future, but candidates will also have to answer serious questions on women's issues.

There are indications that the status of women in America is already changing, and, if so, the "bra-burners" have done their part. Sometimes it takes radical activity that enrages or amuses the public to make an issue a national concern. Since the early days of women's liberation, when various activities of the movement were reported with ridicule and derision, a new movement has been slowly emerging — a movement as humanitarian in its goals as the abolitionist movement of the 19th century. The new feminism contains some of the elements of radical women's liberation — it can be angry at times, and rude. It is also determined and professional and powerful. Its goal, like that of the women who met at Seneca Falls over 100 years ago, is the full legal equality of American women.

The Perimeters of Free Speech

By Dr. Robert J. Steamer '47

EDITOR'S NOTE: The following article first appeared in the December 1971 issue of the New York State Bar Journal. *It is republished here with permission of the editors.*

MANY of us who happened to be born in either the nineteenth or twentieth century and within the radius of Anglo-American ideas have tended to accept uncritically that part of the liberal tradition which postulates freedom as an end in itself. We have, in fact, viewed freedom as ultimate reality, the effect of which has been to create an idol and to exclude wholly or partially all other matters of value, including morals, under the theory that everything of importance to individual and collective well-being is a by-product of freedom.[1] It is an obvious fact, however, that civilization—defined by Hannah Arendt as "the man-made artifact to house successive generations"—cannot exist without a legal system which insures stability. And in its very nature such a system imposes restraints on that freedom which in modern democracies generally, and in the United States in particular, has been elevated to the status of an absolute. It is clearly a contradiction to maintain that

Born in Rochester, New York, Dr. Steamer is a member of Bucknell's Class of 1947. He holds a Ph.D. degree from Cornell. He is presently Chairman of the Department of Government at Lake Forest College in Illinois. His latest book, published last year, is *The Supreme Court in Crisis: A History of Conflict*.

[1] Rene de Visme Williamson, *Independence and Involvement* (Baton Rouge: Louisiana State University Press, 1964), p. 141.

the citizen has a moral obligation to obey the law and to say at the same time that he is in possession of virtually unrestrained freedom. For the existence of law, even in rudimentary fashion, presupposes public limits on the individual, and freedom in practice is not and cannot be absolute. But the attempt to make it so by those who argue that it is so has had a pernicious influence on American politics and is responsible in part for the current disorder in the American constitutional system.

The case against excessive authority says essentially that if we are not to deny our nature, we must preserve a minimum area of personal freedom, and that minimum includes what man cannot give up without offending his essence or humanity.[2] This rightly presumes a human dignity that ceases to flourish when it is subjected to intemperate external controls. There is a tendency, however, in societies dedicated to freedom, to go beyond the area of minimum necessity, to run to an extreme in which freedom is defined as the right to do whatever one wishes, to gratify any desire, no matter what it is or from what source it was derived.[3] Although no intelligent being can accept this extremity uncritically, the libertarian commitment to freedom has fostered a climate of opinion in which "demands for freedom steadily escalate as minds lose the capacity and inclination to weigh competing considerations."[4] It should also be noted that the concept of individual rights with the concomitant emphasis on freedom is relatively new in history. It was unknown in Greece and Rome as in other highly developed ancient civilizations, and the evidence of history tells us that integrity, love of truth and individualism prosper in severely disciplined communities as much as in more tolerant societies.[5] This is not to presume that the individual's claim to freedom is insignificant or unworthy; it is only to suggest that liberty must be placed in proper perspective.

The preamble to the Constitution clearly does this when it sets forth the purposes of the basic charter: to form a more perfect union, to establish justice, insure domestic tranquillity, promote the general welfare and secure the blessings of liberty. It does not seem a strained interpretation of these noble purposes to claim that such values as order, justice, security and happiness may be at least as important as freedom and are not by-products of it. Most societies are divided, and democratic theory persuades us that such divisions can be accommodated without undue violence. Even in "free" societies the law attempts to mark out perimeters because man's sense of freedom is accompanied by a feeling—"a kind of divination"—that not everything is permitted, that the full and unrestrained exercise of freedom is not right.[6] But the area of freedom in which it is most difficult to obtain agreement on limits, particularly when the government is under the severe and relatively specific restraint of a written constitution, is that of freedom of speech.

IN the American system the combination of freedom of speech as a constitutionally guaranteed right and a strong current of thought that holds freedom generally to be a sacred end has led to a democratic dogmatism that strains the system to the breaking point. And the chief reason why this state of affairs arose and persists is the libertarian doctrine that free expression naturally involves a search for truth and that such a search automatically serves the public interest.[7] In the light of human experience such a view is hardly self-evident. In fact the evidence is preponderant that the bright, the sophisticated and the clever, whether or not they speak the truth, are able to control the ignorant, the unlettered and the naive. As serious as this may be in determining the moral tone of the body politic, of greater significance is the fact that the irresponsible and the evil may use speech (in all its expanded meaning) equally with the responsible and decently motivated. Such a state of affairs has increased the level of disorder in a political system which presupposes that change will and must take place in a peaceful atmosphere. We seem to be caught in a dilemma, for we believe in government by consent which implies disagreement as well as agreement, but the very permitting of dissent has resulted in such chaos that freedom may carry the "seeds of its own destruction." This need not be so, for a free system also carries the seeds of its own salvation, and the final outcome depends upon the choices that free men make. Wise choices in turn will be made only if enough men are able to distinguish between good and evil and if those who cannot or will not make such a distinction are subject to reasonable restraint.

In a public lecture delivered in 1969, Justice Black contended that the First Amendment was designed "to give the people so great influence over the government's affairs" that American society could abandon the settlement of controversies through strife leading to hatred and bloodshed and substitute "settlements by and through the peaceful agencies of government and law."[8] But what if the First Amendment is used as a platform to undermine government and law? To foster hatred, strife or even bloodshed? Although we shall return to Black, who does give us some answers, we might first consult another Justice who not too long ago, as an adversary of Justice Black, was prophetic in his constitutional doctrines surrounding freedom of speech. Robert H. Jackson, more than any other Supreme Court Justice, seemed

[2] Isaiah Berlin, *Four Essays on Liberty* (London, Oxford: Oxford University Press, 1969), p. 126.

[3] Harry M. Clor, *Obscenity and Public Morality* (Chicago: University of Chicago Press, 1969), pp. 134-135.

[4] *Ibid.*

[5] Berlin, *op. cit.*, pp. 128-129.

[6] Leo Strauss, *Natural Right and History* (Chicago: University of Chicago Press, 1953), p. 131.

[7] Clor, *op. cit.*, p. 128.

[8] Hugo Black, *A Constitutional Faith* (New York: Knopf, 1969), p. 63.

to read the times aright in the years immediately following World War II.

Much of the Jacksonian rhetoric is worth reading for its intrinsic literary merit, but of greater importance to posterity is his writing on freedom of speech with its insistence that the First Amendment does not protect intolerance, conspiracy, insulting language, mobs in the streets, or any other passionate self-indulgence that the misguided, the simple minded or the malevolent wish to engage in. Not long after his appointment to the Supreme Court, Justice Jackson set the tone for his view of liberty when he said: "Civil government cannot let any group ride roughshod over others simply because their 'consciences' tell them to do so."[9] In this instance he was dissenting from the majority holding that the First Amendment protected the right of some members of Jehovah's Witnesses to disseminate anti-Catholic literature in a Catholic neighborhood on Palm Sunday morning. Although the case turned primarily on religious liberty, a secondary principle involved was freedom of speech. The central question, as Jackson saw it, was where the rights of the Witnesses ended and the rights of others began. Nowhere does the Constitution say that a householder has a *right* not to be harassed or insulted by a group thrusting literature upon him in his own home, but is there not a presumption that such a right exists? If the *government* may not harass the citizen in his home, by what authority do private groups enjoy such a lofty status? They do so only under the theory that freedom takes precedence over all other values.

IF we move from the private home into a public building the issue becomes one of a different order since the participants, both speaker and listener, are voluntarily present. Does the purveyor of ideas to voluntary listeners have the right to say whatever he pleases? In the abstract the answer would appear to be yes, but abstractions do not settle concrete cases, and Justice Jackson, who constantly reiterated that theme, carefully delineated what he considered the appropriate ground rules for mass public meetings when the Supreme Court overturned Father Terminiello's conviction for a breach of the peace in Chicago.[10] Terminiello, an apostle of fascist leader Gerald L. K. Smith had delivered a venomous, anti-semitic speech in a Chicago auditorium. Some 1500 people had gathered outside the building and had expressed their disagreement with the speaker by throwing bottles, stink bombs and bricks. After they had broken several windows, the police made some arrests and finally brought a halt to the meeting by arresting Terminiello. Five Justices voted to overturn Terminiello's conviction on the narrow technical ground that the trial judge, in his charge to the jury, had ambiguously defined the city ordinance under which Terminiello had been convicted.

In a dissenting opinion Justice Jackson maintained that if abuses of freedom of speech are permitted they will lead to violence, "for it is the nature of men to be intolerant of attacks upon institutions, personalities and ideas for which they really care." The crowd mind is particularly intolerant "of any idea which does not conform to its herd opinion," so the authorities must place checks upon behavior or speech which calls mobs into being. What must be recognized, Jackson continued, is that mob violence or public disorder is not "likely to get going without help of some speech-making to some mass of people. . . . No mob has ever protected any liberty, even its own, but if not put down it always winds up in an orgy of lawlessness which respects no liberties." But most important, if abuses of speech that result in violence are permitted to go on, moderate and rational discussion will be discouraged, will "dry up and disappear," and people will "lose faith in the democratic process when they see public authority flouted and impotent."

But it is not simply the mob and the speaker who incites the mob to action—not simply the fact that circumstances might require the curtailment of speech —that concerned Justice Jackson. He went further than any Justice of his day by maintaining that some speech was evil in itself and as such was not entitled to constitutional protection. He would have placed some public oratory in a category akin to obscenity, and in this view he was a lonely judge. His was the sole dissenting view in *Kunz* v. *New York*[11] when the majority invalidated a New York City ordinance governing the use of the streets by speakers on the ground that it contained no appropriate standards to guide the city officials. Defending what amounted to censorship, Jackson saw no reason why New York should place its streets at the service of Carl Jacob Kunz to hurl insults at Catholics and Jews. He termed the anti-Jewish and anti-Catholic ravings of Kunz "terse epithets . . . weighted with hatreds accumulated through centuries of bloodshed" which are "in every context, insults which do not spring from reason

---

[9] *Douglas* v. *City of Jeannette*, 319 U. S. 157 (1943).

[10] *Terminiello* v. *Chicago*, 337 U. S. 1 (1949).

[11] 340 U. S. 290 (1951).

and can be answered by none." Predicting events of the not too distant future, Jackson spoke of racial fears and hatreds as being "incendiary and divisive," the "ugly possibilities that overhang every great American city." "It may become difficult," he declared, "to preserve here what a large part of the world has lost—the right to speak even temperately, on matters vital to spirit and body."

JACKSON argued persuasively that (1) an abuse of freedom of speech does no service to freedom; (2) abuses involve appeals to our baser natures, often inciting to violence but always appealing to the emotions rather than the intellect; and (3) if such abuses are not checked, we are in danger of losing all freedoms since political bodies that are forced to choose between chaos and repressive order are bound to choose the latter. The Constitution is misconstrued when judges hold that lawful authority may not be used to restrain the intolerant, for, if those who will not tolerate the ideas of others acquire political authority, the government becomes the agent of violence. "A catalogue of rights," said Jackson, "was placed in our Constitution . . . to protect the individual in his individuality, and neither statutes which put those rights at the mercy of officials nor judicial decisions which put them at the mercy of the mob are consistent with its text or spirit."[12] The true freedom to be protected, in Jackson's view, is freedom of the intellect, the "right to re-examine much that has been long taken for granted . . . . A free man must be a reasoning man."

In many of the cases in which Justice Jackson was urging his ideas both upon the Court and upon American society, Justice Black was upholding the right of the intolerant rabble rouser to express his views publicly. Justice Black has said many times that he believes that freedom of speech is absolute, but during the last few years he has been critized for hedging his bets, for espousing a theory that at one time he would have held untenable. In 1969 the venerable Black took the opportunity to answer his critics when he delivered the Carpentier Lectures of the Columbia University School of Law. Black said that his view is, "without deviation, without exceptions, without any ifs, buts, or whereases that freedom of speech means that government shall not do anything to people . . . for . . . the views they express or the words they speak or write."[13] At the same time he voiced vigorous opposition to "efforts to extend the First Amendment's freedom of speech beyond speech, freedom of press beyond press, and freedom of religion beyond religious beliefs."[14] And what precisely is "beyond" freedom of speech and press? Apparently any communication that is not, in a strict sense, either speaking or writing. Picketing, demonstrating, marching, accompanied by singing, shouting or loud praying either on public or private property, are not, says Black, protected by the First Amendment. Moreover, the First Amendment carries no inference that "the government must provide streets, buildings, or places to do the speaking, writing or assembling."[15] If the government does so provide the use of public facilities, it must do so with an even hand; it may not "pick and choose among the views it is willing to have discussed on its streets."[16] The logic of Justice Black's position is, however, that the government may outlaw *conduct* altogether, even when speech-connected.

Another aspect of expression that, for Black, goes beyond the bounds of constitutionally protected speech is the frequently recurring symbolic protest. In 1969 Justice Black, in a long and angry dissent, expressed his views fully and unequivocally.[17] The majority had upheld the right of three students, ages 13, 15 and 16, to wear black armbands to school in protest of the Vietnam war, calling the conduct closely akin to pure speech and thus entitled to comprehensive protection under the First Amendment. In Black's view symbolic speech is not speech; the public school is not an appropriate place to protest; and it is up to the school authorities and not the courts to decide such matters in any event. Black's opinion emphasizes the distracting influence on the students from the school's main purposes, the concomitant loss of discipline as a result of the Court's holding, and the need for restraint, *governmental restraint*, over the individual. "Uncontrolled and uncontrollable liberty," he wrote, "is an enemy to domestic peace." Reiterating his belief in uncensored speech, Black nevertheless was constrained to warn that a person does not have a constitutional "right to give speeches or engage in demonstrations where he pleases and when he pleases."

---

[12] *American Communications Association* v. *Douds*, 339 U. S. 382 (1950).

[13] Black, *op. cit.*, p. 45.

[14] *Ibid.*

[15] *Ibid.*, p. 58.

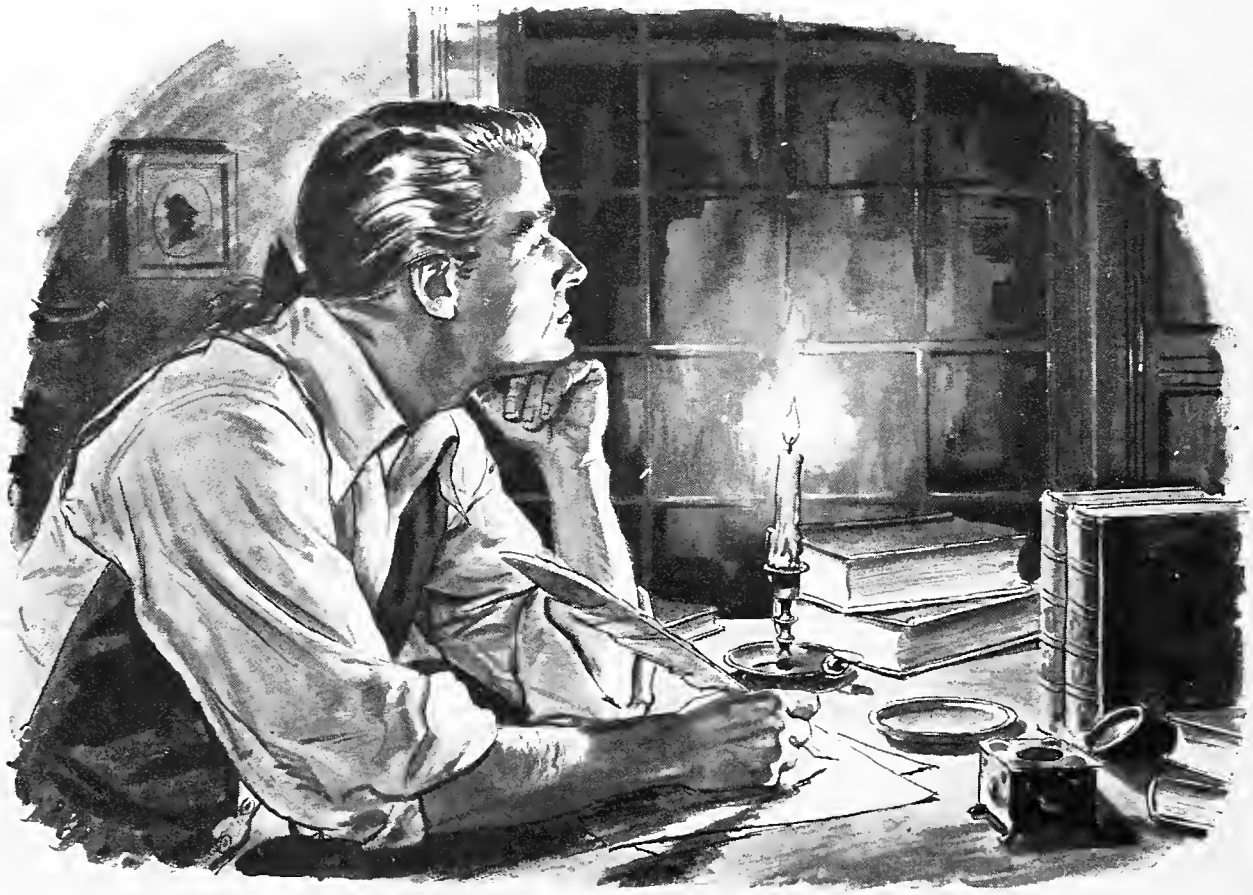
[16] *Cox* v. *Louisiana*, 379 U. S. 559 (1965).

[17] *Tinker* v. *Des Moines School District*, 393 U. S. 503 (1969).

ARE Hugo Black and Robert Jackson so far apart after all? They are in the sense that Jackson would not shrink from punishing a person for what he said or from permitting a city official to make a censorious judgment on certain kinds of speech. Black held doggedly to the proposition that so long as a person is talking—and nothing more—the law is not allowed to interfere, not allowed that is, unless the talking is done in an impermissible place, or if it is enmeshed with violence. What these two highly dedicated, intelligent and moral men have in common is a willingness to draw lines, to say that under certain conditions, speech must give way to a higher necessity of society.

Black, however, remained in a moral dilemma because of his unwillingness to grapple with the traditional libertarian assumptions that: (1) all ideas should have equal status in the market place; and (2) the opportunity for free discussion will automatically guarantee that it will be used to seek truth and to advance the good of all. Jackson, on the other hand, was able to transcend the prevailing mood of our time, to accept the reactionary label, by suggesting that men's words like their acts may be both evil and good. Furthermore, society and the law need not tolerate evil words any more than they tolerate evil deeds. What Jackson understood clearly was that men do employ speech for other than good public ends, and if such men are permitted to harangue or misinform, deliberately or ignorantly, such free speech becomes destructive of self-government. It is not true that demagogues can do no harm to society, anymore than protesters or marchers can do no harm to society. It is also not true that the meddlesome or self-seeking do not injure the community when they use the channels of communication in their own rather than in the public interest. There is no way for most of us to ascertain the whole truth of a communication. What kind of a judgment can one make, for example, as the result of reading an opinion poll without realizing that many answers to the questionnaires are given by unintelligent, uninformed, deceitful and irrational people and that not a few questions are formulated by people of the same caliber.[18] Self-government depends upon free men deciding issues on their merits and not on the basis of pressure, intimidation or false information.

What is lacking in the libertarian ethic is a standard or a set of standards by which all speech ought to be judged. To postulate, as philosophical relativism does, that there are no standards upon which reasonable men can agree, is to reject the permanent and the recurring in the western political tradition. Certainly Jefferson and Madison, the spiritual and literal



authors of the First Amendment and the most often quoted in behalf of unlimited freedom of speech, held their beliefs within a frame of reference that assumed an appeal to reason on the part of those engaged in debate. This is nowhere more clearly demonstrated than in their search for faculty at the University of Virginia and their insistence that teachers believe in the democratic orthodoxy. They were painfully aware that freedom's limits included "uncompromising opposition to systems of thought that would, if made effective, undermine that freedom."[19] And there is considerable evidence that the men who voted to adopt the First Amendment had no intention of authorizing seditious or even abusive speech.[20] Essentially the constitution-makers of the eighteenth century wished to open public debate to the rational man of good will, a concept which assumes that man is capable of differentiating the reasonable from the arbitrary. They were also aware that man's nature has a propensity for evil which in some is brought to heel by internal restraint, by self-discipline, but in others can be controlled only by coercion, lawful coercion in a democracy. They were in short, atuned to the natural law tradition, a tradition with its roots in Aristotle and the Stoics, refined by Aquinas and restated by Locke, that attributed to man an essence and to society a realization that man must, if he is to lead a decent life, conform to some universal rules.

ALL that changed with the advent of nineteenth century modernism when the philosophers enjoined us to break away from our cultural imprisonment and become free men, free to follow our conscience wherever it might lead. We have done so without heeding the advice of John Ruskin: "Follow your conscience, but first be certain that it is not the conscience of an ass." The only path to certainty in conscience for the individual is the realization that we live in a rational order in which right and wrong, good and bad are distinguishable. And it does not follow that the only means of recapturing the orderly society is government-imposed censorship. We need not choose between the despotism of lawless crowds and the despotism of lawless rulers. Is it not possible for the people to conclude, after intelligent discussion, that some kinds of expression "are inimical to the virtues upon which the public safety and order depend?"[21] Is it not possible to answer such questions as: Does a particular kind of speech truly serve democratic government? Are there alternative ways to publicize one's views? Even if we can agree, however, on minimal legal restraints, the central problem remains unsolved. The law is limited in what it can do, and it reflects as well as refracts the public habits. Society must create a general tone, a consensus which postulates the simple rule that certain words or combined words and actions are beyond acceptable bounds. This in turn involves individual responsibility, self-discipline and the preeminence of reason. If men are incapable of sustaining such virtues, free societies are impossible.

It has become difficult to preserve freedom because we have lost sight of the proper ends of government. Our central concern must be justice, and to approximate its goals, we must emphasize the need for virtue and make the agonizing judgment that an excessive preoccupation with free expression may bring the noble American experiment to an end. Ancient political philosophy assumed that given man's nature, he required external controls in order to lead a satisfying, virtuous life. He needed guidance through public standards, in Walter Lippman's phrase, a public philosophy. Within such a framework, he would be free to make choices, but without a compelling code of civility to guide his life, he, or at least most men, would never possess the intrinsic strength to lead a reasonably contented and productive life in a virtuous and just society. I would suggest that we take refuge in the counsel of English jurist, Lord Devlin: "If we are not entitled to call our society 'free' unless we pursue freedom to an extremity that would make society intolerable for most of us, then let us stop short of the extreme and be content with some other name. The result may not be freedom unalloyed, but there are alloys which strengthen without corrupting."[22]

---

[18] Strauss, *op. cit.*, p. 53.

[19] Adrienne Koch, *Jefferson and Madison* (New York: Oxford University Press, 1964), p. 278.

[20] See Leonard Levy, *Legacy of Suppression* (Cambridge: Harvard University Press, 1960).

[21] Clor, *op cit.*, p. 127.

[22] Patrick Devlin, *The Enforcement of Morals* (London: Oxford University Press, 1965), p. 123.

ALUMNI AUTHORS

By W. B. Weist '50

HE is described by one military historian, Alfred Vagts, as a "nearly archaic personality" and a pre-World War II fitness report described his talents as "invaluable in time of war, but a disturbing element in a time of peace."

George Smith Patton, Jr. was a man of both war and peace, but his fame was won on the battlefields of Europe and Africa in World War II. Like one of his celebrated opponents, Field Marshall Erwin Rommel, his person and his feats have been celebrated on the epic-size, wide movie screen, and the "Desert Fox" and "Old Blood and Guts" are descriptive terms easily identified by a majority among several generations. Both the German and the American, if not ascribed in popular legend some degree of military "genius," are at least depicted as men "born to command." Perhaps both attributes are apt, or at least it may

Now serving as the Ernest J. King Professor of Maritime History at the Naval War College, Newport, R. I., Martin Blumenson '39 has been maintaining a hectic schedule during the past year, commuting to Paris for a TV appearance and across the U. S. for a series of lectures on World War II. He will receive an honorary degree in May from Acadia University, Nova Scotia, Canada, for his distinguished contributions to historical scholarship.

be accurate to assess both men in terms Thucydides used to describe Alcibiades: "We are not free to moderate at our pleasure our own desire to command."

That desire of George Smith Patton, Jr., to command—its origins, its shaping, its years of frustration and testing and growth—forms the focus of *The Patton Papers* (1885-1940), a new work by Martin Blumenson '39, a distinguished military historian who now holds the Ernest J. King Chair of Maritime History at the Naval War College in Newport, Rhode Island.

Professor Blumenson has previously written of Patton in his role as a commander — *Sicily: Whose Victory?; Breakout and Pursuit;* and *The Duel for France: 1944*— but these were limited views of the man as part of a much larger pattern of events. Now, granted permission by the Patton family for a full-scale examination of the Patton Papers, including personal letters and diaries as well as the public papers, Mr. Blumenson is concerned to create a portrait of the man through a narrative pattern utilizing Patton's own words. The result is detailed, frank and intimate, something of an autobiography aided at times by the intervention of a friend or counselor who points the way to a new thought or revelation. It is a skillful rendering and a captivating document to read.

Mr. Blumsenson in fashioning this massive document (960 pages, plus preface, maps, photos, index, glossary and appendices) was no doubt keenly aware of Patton's own delineation of the soldier and the scholar: ". . . The historian . . . is by nature a man of thoughtful and studious habits utterly incapable of appreciating the roaring energy of a soldier . . . In peace the scholar flourishes, in war the soldier dies; so it comes about that we view our soldiers through the eyes of scholars and attribute to them scholarly virtues." This quotation, written in 1926, opens the Prologue, and one might say this is where the test begins—to see if the scholar attributes his own person to the soldier whose life he seeks to portray.

PERHAPS old soldiers, those with sufficient martial experience, are best equipped to judge Mr. Blumenson's ultimate success. Mr. Blumenson was an Army officer until 1957 and served in Europe during World War II. Those whose experience is rooted in the scholarly world can best assess the difficulty of the assignment, for surely Patton was a complex human being. He was a "lousy speller" but a man with rhetorical skills. Although his grammer is sometimes deficient, his meaning seems always clear. And while he sought to avoid ambiguity, he could not overlook the need to sometimes guard against an untenable stance in public print or in letters to his Army peers. Indeed, the laurels he won as a battlefield tactician might well be matched by his tactical skills as a letter-writer in the great game of promotions and rank in the military establishment. He may have been arrogant and impolite at times, but George Patton was also canny and cunning.

But this is only one dimension of the portrait. He was also a devoted son, a kindly brother, a considerate and loving husband, an understanding father, and a thoughtful friend. There were moments when he was an angry antagonist, a somethimes much-too-cavalier opponent, or just a very gallant boor. But he was always a man with a purpose, and he was to die with at least some major achievement of that purpose distorting his public image and, perhaps, his image of himself.

Although, as Mr. Blumenson remarks at the beginning, "everything that everyone has ever said about George S. Patton, Jr., is probably true," it is not until he is in his teens that Patton's own observations about his life begin to be recorded, and it is not until almost a decade later that he makes some of his personal insights into history and its meaning.

THE image of man, history and self seems to have been fixed in outline quite early and more clearly defined in maturity. For example, the following observations by Patton and their dates:

> "The character of Caesar—if a man of so profoundly complex a nature can be said to have a character—is extremely difficult to define." (1903)
>
> "Men of my blood . . . have ever inspired me . . . Should I falter, I will have disgraced my blood." (1913)
>
> "The fixed determination to acquire the warrior soul and having acquired it to conquer or perish with honor is the secret of victory." (1926)
>
> "Let us not become so bemused with technical and administrative details that we forget this fact. In the last analysis the successful soldier is the courageous fighting man—the killer." (1934)

These are pre-World War II observations, some almost Spenglerian but none as widely known as those post-World War II remarks on politics and international relations which arrested a career. The quotations, of course, have been torn from their context. Within the text a rhythm is established between the private man (through his letters, notebooks and diary) and the professional man (through his essays, official correspondence, evaluation records), and this rhythm is sustained throughout the book. Since the volume covers a period of 55 years, from Patton's birth in 1885 to 1940, one is introduced to the boy, conscious of his "blood" heritage as a member of a military family, and ends with the mature military leader waiting for the call to command, at age 55, in a war which he foresees but is powerless to ordain.

Nowhere is the volume more revealing than in its depiction of Army life between World Wars I and II. Even for a man who wanted nothing more than to be a sol-

dier, life was often dull, more often boring, and quite often filled with frustrations of petty origins and of trifling consequences. To fill the void, or so it seems, Patton drove himself to excel in polo, fencing, horsemanship — related leisurely pursuits of a dashing cavalryman who recognized the activity for what it was, but who also realized that only war could consume the enormous energies he knew he was wasting.

That war finally came and generations of Americans, caught and consumed as was Patton by its direction and duration, still relive at least part of it vicariously. In retrospect, looking back across two decades or four decades or eight decades, it may be that we would echo Emerson's comment that "there is properly no history, only biography." What better way to see the past and to analyze the present than through those "heroes" who seem to embody the complex issues of America of yesterday and today?

The Patton Papers fulfills this purpose, providing a portrait of the person who lived "inside" the public hero. For those seeking to understand the "real" Patton or the modern Army—and for those who may be searching for the "meaning of our age"—we commend this book for your reading. "Old Blood and Guts" has had his own portrait of himself restored by a master.

Man About Inns

One of the big-sellers—if not one of the best-sellers-of 1971 is a book entitled *Country Inns and Back Roads.* More than 35,000 copies of the work were sold last year, and this definitive guide has been on sale for the past seven years with a $2.95 price tag. The 1972 edition is $3.50.

The author-publisher is Norman Thomas "Spike" Simpson, Jr. '41, Stockbridge, Mass., and his work was celebrated by Donald Johnston in a feature article, "Country Inns: A Quiet Revival," in the Travel and Resort section of *The New York Times* on Sunday, January 16, 1972.

Norman T. "Spike" Simpson '41 relaxes in his office.
PHOTO BY DONALD JOHNSTON

Described by Mr. Johnston as a "jovial, bearded fellow" and as a "sort of guru to inn lovers," Norman Simpson owns, operates and oversees The Berkshire Traveler Press which publishes, in addition to its top seller, *The Country Inn Cookbook* and a magazine, *Berkshire Living.* The Berkshire Traveler also owns a bookstore in Stockbridge, called the Book Stall and described as "unfancy," and Norman is aided in his publishing and business ventures by a small staff and his wife, the former Nancy Brown.

A man whose Cap and Dagger career included starring roles in *Idiot's Delight, As You Like It,* and *Night Must Fall,* "Spike" majored in journalism at Bucknell and found time to become a brother of Kappa Sigma. His career includes stints in radio and advertising. In more recent years, it includes widespread travel, and this includes visits to more than 250 inns for on-the-spot study. (Norman's book hits some 90 selected inns for the gourmet traveler.)

Of his area of special study, Norman told Mr. Johnston, "It's a funny thing. Now that we are preparing to leave the 20th century, people seem to want to hold on to the 19th."

The defining element of it all, as Norman told Mr. Johnston, is that "country inns are people, and people who like people will like country inns."

To find these people and to enhance sales of his book, ads are placed in the *N. Y. Times, The Wall Street Journal* and the *New Yorker.* The ads say in part: "Crisp mornings, country breakfasts, village homes, autumn colors, woodland walks, quietness and slow time, robust dinners, crackling fireplaces, genial conversations, snug beds, shunpiking, history, nature, traditional innkeeping . . . Sounds wonderful doesn't it?"

It does sound wonderful. The work advertised, according to Mr. Johnston, is "written in a folksy intimate way" and the text is revised each year to take note of new developments.

So, if you have a yen for travel, gracious hostelry, and the best food for miles around, you can consult with an expert, Mr. Norman Simpson, The Berkshire Traveler, Stockbridge, Mass.

THE PRIMATES

A series on the naturalistic behavior of non-human primates

EDITORS

Dr. C. Ray Carpenter, University of Georgia
Dr. Douglas K. Candland, Bucknell University

CONSULTING EDITORS

Dr. J. Itani, Japan; Dr. D. Ploog, West Germany;
Dr. J. Crook and Dr. R. Hinde, United Kingdom

INITIAL PUBLICATION

PREDATORY BEHAVIOR AMONG WILD CHIMPANZEES *by* GEZA TELEKI

A detailed analysis of the predatory behavior of the colony of wild chimpanzees first studied by Jane Goodall. During recent years the colony has acquired the habit of killing and eating baboons. This study provides clear evidence that non-human primates can become carnivorous. Ample photographs show the pattern of predatory behavior and the text analyzes the complex social relationships involved in chimpanzee predation.

THE IRISH WRITERS SERIES

General Editor: JAMES F. CARENS, *Professor of English, Bucknell University*

When complete, this series will include studies of more than 50 Irish writers of the 19th and 20th centuries. Each monograph gives a full account of the writer's literary career and major works, considering the relationship of his Irish background to his writings as a whole. Every volume is accompanied by a selective bibliography.

PUBLISHED

SEAN O'CASEY *by* BERNARD BENSTOCK

J. C. MANGAN *by* JAMES KILROY

W. R. RODGERS *by* DARCY O'BRIEN

STANDISH O'GRADY *by* PHILLIP L. MARCUS

Price of Hard Cover Editions: $4.50

Price of Paperback Editions: $1.95

OTHER VOLUMES NOW AVAILABLE

THE NEW EUROPE
THOMAS G. MASARYK
Introduction by Otakar Odlozilik
Edited by W. P. WARREN AND W. B. WEIST '50

THOMAS MANN: A CRITICAL STUDY
R. J. HOLLINGDALE

NIETZSCHE: DISCIPLE OF DIONYSUS
ROSE PFEFFER

LINGUISTIC ANALYSIS AND PHENOMENOLOGY
Edited by WOLFE MAYS AND S. C. BROWN

THE IMAGINATION OF THE RESURRECTION
The Poetic Continuity of a Religious Motif in Donne, Blake, and Yeats
KATHRYN R. KREMEN

A FACULTY THEORY OF KNOWLEDGE
The Aim and Scope of Hume's First Enquiry
GEORGE STERN

CORIOLANUS IN CONTEXT
CLIFFORD C. HUFFMAN

THE SOCIAL QUESTION: MASARYK ON MARX
T. G. MASARYK
ERAZIM V. KOHAK, *editor and translator*

THE AUTHOR OF WAVERLEY
D. D. DEVLIN

ROBERT OWEN: PROPHET OF THE POOR
Edited by SIDNEY POLLARD and JOHN SALT

BUCKNELL UNIVERSITY PRESS

Prices Subject to Change Without Notice

THE BUCKNELL ALUMNUS

VOL. LVII, No. 7 APRIL 1972

Published by Bucknell University
Lewisburg, Pa. 17837

Published eight times per year: January, March, April, May, July, September, October, and November. Entered as second-class matter at the post office at Lewisburg, Pa. Return requested on Form 3579.

We are mailing this copy to the address below. Is it correct?

The model for our Bucknell "bib", at left, is Julie Montieth, and the photographers are the proud parents, Jim '63 and Ann (Kendall '65) Montieth. The bib, but not the spoon, is the gift of the Alumni Relations Office—a gift now being distributed to all newborn boys and girls of future Bucknell generations. Jim and Ann, who reside at R. D. 2, Annville, Pa., are both professional photographers. One wag suggested the photo could be captioned: "Okay! I'll be at Reunion if I can get my diaper changed." But, Julie is much too cute for that line.