



LYCOMING

THE
ALUMNI
BULLETIN
APRIL, 1963



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Volume 16

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Editor	R. ANDREW LADY '49
Feature Editor	NANCY HALL BRUNNER '52
Sports Editor	DAVID G. BUSEY
Class Notes Editor	CAROL J. SORTMAN
Technical Consultant	BARNARD TAYLOR

Member American Alumni Council
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Dear Alumni:

April 9, 1963

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It is interesting to see this experience in the context of Academic Freedom. The College Campus must always be a community of inquiring minds where ideas may be examined. "Having ideas, and disseminating them, is a risky business. It has always been so . . . The march of civilization has been quick or slow in direct ratio to the production, testing, and acceptance of ideas."

Included in this Bulletin is an extensive discussion of the question "What Right Has This Man?", prepared by Editorial Projects for Education, Inc. You will find a stimulating presentation of the case for Academic Freedom. You will read it with interest and, I believe, you will find it enlightening.

Very sincerely,



D. FREDERICK WERIZ,
President



Immediately following his address, Sir Zafarullah Khan returned by plane to New York where he worked throughout the night putting finishing touches on material he would use the following day on a United Nations mission in Rome. His sacrifice of precious time for our Seminar came out of a sense of deep dedication to the cause of higher education.

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"An Attempt at Understanding"

"Through firsthand acquaintance with representatives of Middle Eastern countries, we propose to partake of one of the greatest joys of higher education—discovering truth about our fellow men through articulate debate and discussion." This was the hope voiced by Masood Ghaznavi, Director of the International Seminar on the Middle East, when he invited students and faculty members from other colleges and our own Lycoming, to share in our search for enlightenment on one of the crucial areas of the world. It was an ambitious goal and in retrospect now we may confidently say that it was realized in a way that deeply impressed everyone who participated.

To many of those who attended, certain aspects of the Seminar were clearly surprising. The student hosts who met the embassy first secretary who was only in

his twenties; the Lebanese cultural counselor who discovered that our banquet cuisine topped by "baklava" was a duplicate of his favorite meal in Beirut; the local matron who was shown how to wrap a sari by the Begum Ali of Pakistan; the college administrator who heard His Excellency Zafrullah Khan say it was too expensive for him to visit his homeland Pakistan very often; the delegates who sat close enough to Mr. Salah-el-Abd. Minister from the United Arab Republic Embassy, to watch him speak through the torment of an asthma attack but remain adamant in his determination to represent his country in the discussions; the local bank official who commented "this program would have been a credit to any college in the country, both large and small and it was with considerable pride when I realized that our own local school had planned such an excellent presentation." All of these people found much more in our Seminar than they ever had anticipated.

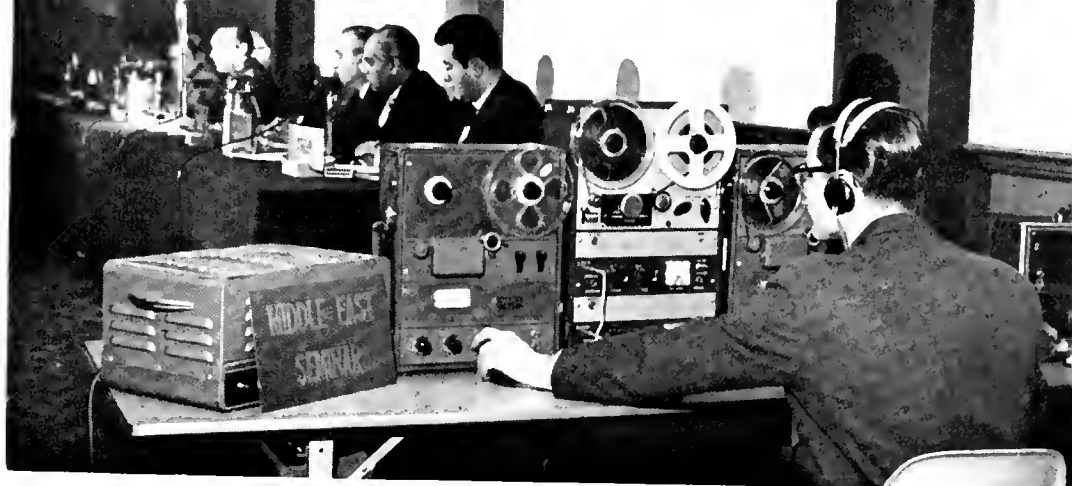
That it was an experiment, and a daring one, was apparent. At a time when contradictory movements were fomenting rebellion within individual countries and long festering disputes still rankled between several pairs of Middle Eastern neighbors, Lycoming sought to draw together for candid inquiry men deeply committed in the complexities of their cultural and political heritage. Perhaps the bold nature of our experiment was instrumental in attracting the invited diplomats; perhaps the dignified presence of Sir Mohammed Zafrullah Khan, President of the United Nations General Assembly, was an important factor in their acceptance, but accept they did from Afghanistan, Iran, Iraq, Jordan, Lebanon, Pakistan, Syria, Turkey and the United Arab Republic. And if at first they participated with diplomatic aplomb and reserve, it was not long before they warmed to the sincere questions and discussions initiated by the students and faculty delegates from the twenty schools represented. As Dr. Hassan Saab, Cultural Counselor from the Embassy of Lebanon confided, "Talking to your students helped to awaken the scholarly devil lying beneath the diplomat in my sleeping mind."

To those of us who were fortunate enough to sample every minute of the Seminar it held a deep meaning that it is difficult to transmit. The pictures which follow permit us to share brief glimpses of the activities which kept the Lycoming campus astir for those three exciting days.



A forthright address on the critical role of the Middle East in world politics by His Excellency Sir Mohammed Zafrullah Khan, President of the United Nations General Assembly, inaugurated the Seminar. Here His Excellency is shown with Director Masood Ghaznavi (at left) and President D. Frederick Wertz prior to the opening banquet.

Over \$6000 worth of borrowed audio equipment plus \$1000 worth of our own allowed us to amplify everyone who spoke and to record on eleven tapes the entire Seminar proceedings. Student George Wilson, a junior from Valley Stream, New York, effectively operated and controlled the sound system after spending many hours meticulously setting it up.



Mr. William Sands (photo at left), Director of the Middle East Institute in Washington, D. C., served as moderator of the opening session on "outstanding internal problems of the Middle Eastern countries." Mr. Masood Ghaznavi (photo at right), Director of the Seminar, and Visiting Lecturer in History and Political Science at Lycoming, moderated the second session on "outstanding regional problems and characteristics of the Middle East."



Assistant Professor of History Richard T. Stites asks a question of the panel (photo at left) and student William Dunlap (center photo) takes advantage of a mid-morning break to talk with Mr. Najdat 'Ali Safwat, Charge d'Affaires, Embassy of Iraq. Seminar attendance was limited to 200 and included a number of townspeople who, along with Lycoming faculty and students, prepared for the seminar in a series of eight weekly lectures conducted by Director Ghaznavi.



Syrian Minister Dr. Jawdat Murti was urgently summoned back to the Washington Embassy when the revolution rocked his country. He first morning of the Seminar, but in spite of the emergency he conscientiously remained through the afternoon to give his scheduled address before bidding goodnight to the delegates and President Wertz.



At the President's Reception everyone relished the Middle Eastern delicacies concocted by the Jordanian chef we invited from Washington. But the center attraction was the beautifully attired Begum Salman Ali from Pakistan, shown here in her hand decorated silk sari talking with Mrs. D. Fisher, J. Weitz and Dean David C. Mobberley.



Mr. Anton A. Sabar, First Secretary, Embassy of Jordan and at 26 the youngest dignitary at the Seminar, talks with students and Dr. and Mrs. John A. Badspanner. Dr. Badspanner is Professor of Chemistry at Lycoming.



Students join Lecturer Don E. Larrabee and Associate Professor Philosophy Dr. W. Arthur Faus in a discussion with Mr. Salman Ali, Counselor, Embassy of Pakistan.



Dr. Hussein Saab, Second Secretary, the Embassy of Lebanon, tells Lycoming students about the success of the seminar in Beirut. Dr. Saab and the other visitors were delighted by the high academic and social quality of the students who served as hosts and hostesses through the seminar. The Delta members also assisted in hosting the President's Reception which was conducted in a most cordial manner in order to permit the delegates to meet and talk with the dignitaries.



Mutual interests and holds them We and Middle East together. Here Dr. Robert W. Rabold, Professor of Economics, and two students engage Dr. Annual Miran, Economic Counsel from Iran, in a lively conversation.



Dr. J. Milton Skeath (at right) was one of many faculty members who enjoyed the opportunity to talk informally with His Excellency Mohammed Hashim Maiwandwal, the Ambassador from Afghanistan. After returning to Washington, the Ambassador sent to President Wertz two copies of a pictorial history of Afghanistan.



At the Saturday luncheon the keynote address was given by His Excellency Turgut Menemencioglu, the Ambassador from Turkey. Following his address, the Ambassador (at left) chatted with delighted students at the Lambda Chi Alpha Seminar tea. At right is Biology Instructor Janice M. Stebbins.



The final session, moderated by President Wertz, probed "foreign policy problems of the Middle Eastern countries." Ambassador Maiwandwal from Afghanistan opened the topic by stating "the first ingredient of the foreign policy of any Middle East nation is to shoulder the responsibility toward independence." As each Middle East representative presented his country's individual problems and aspirations it became clear that the Seminar had been only the beginning of our responsibility; that to be a viable part of the higher educational process our concern for understanding the world's problems and aspirations must reach other peoples and other places.

Academic Freedom in the Church-Related College

by ROBERT H. EWING

There is increasing recognition of the importance of academic freedom in the area of higher education. This recognition is not characteristic of a majority of our citizens but it is growing, particularly among those whose education has involved some college or university experience. These persons have gained sufficient insight into the character and complexities of human society to understand that it is essential that there be some point at which ideas are free to emerge, then develop to maturity. It is only through ideas that society can achieve that growth and development to which the only alternative is decay and dissolution.

The thought that ideas are not always and everywhere free to be born and to move on to maturity may come as a surprise to some. The fact is, however, that this freedom exists in relatively few areas. Human nature being what it is, groups whose interests are served by an existing order of values will resist the utterance and examination of ideas which threaten to dissolve that order. The pressure to conform to accepted systems of ideas and to regard as evil any challenge to their validity is present in finance, commerce, industry, government, ecclesiastical bodies, the professions, and in virtually every segment of human activity and organization. The tendency of vested interests is to freeze things as they are and permit no dissent. If these groups are completely successful in their efforts to this end, the inevitable consequence is a stultified society, an uncreative culture and a barren intellectual life reduced to affirming approved systems of ideas. There is no vitality in such a situation and under it a civilization can be nothing but a brittle structure with no future but dusty disintegration, rapid or slow according to the attendant circumstances.

It is essential to the health and vitality of a society that there be in it a point at which ideas cannot only emerge but can survive so that they may be freely and completely examined. There may be among these emergent ideas some that will lead to new facets of truth or that will have a renewing or revitalizing effect. Not all will fall in one or the other of these categories. Most of them will have no enduring significance. An analogy

is appropriate here. There can be only a few great men in any generation but if there is an Herodian slaughter of all the children, those who would have been great will perish along with those who would have been mediocre and those who would have been vicious. We must let them grow up before we can know which is which.

Why make the college or university the point at which this freedom of ideas shall prevail? Because ideas are the primary business of these institutions. Their students have assembled in order that they may consider ideas pertinent to reality, their world and themselves. The function of the instructors is not simply to transmit previously completed systems of thought but to search for further truth, to explore ideas and to share their search and their explorations with their students. There is no other place at which the total conjunction of purposes and interests is quite so favorable to the formulation and evaluation of ideas.

The meaning of academic freedom then is that the instructor shall be free to discern, enunciate and examine every idea that emerges legitimately within the context of his discipline and to note all logical implications of these ideas. Only under such conditions can the search for truth be sincere and objective. Only under such conditions can society be supplied with those ideas that will keep it free and vital. In the colleges and universities the infant ideas must be spared from slaughter by the Herods who fear their future impact. Here they must be permitted to grow up and reveal what they really are.

This does not mean that the instructor is to be guided by whim or caprice. He is a searcher for truth and understanding. He works within a discipline and must respect the standards of validity and the inner logic of that discipline. If he is other than serious, sincere and honorable in his effort to discern truth, if he cannot recognize his field as a discipline and himself be disciplined by its logic, he does not have the qualifications which entitle him to academic freedom or, indeed, to a place in the academic world. It is not for his own sake that the instructor should be free but for the sake of society, that it may ultimately benefit from his freedom.

What about the issue of academic freedom in the church-related college or university? Should the faculty member of such an institution have the same intellectual freedom within the context of his discipline that is



Robert H. Ewing

claimed for his colleague in the secular institution? He should, but at the same time he has certain obligations toward the position taken by the institution that employs him. There is no inconsistency in the exercise simultaneously of academic freedom and of due regard for the position of the church-related college.

Can the position of a college related to the Christian Church be succinctly stated without resort to theological technicalities? If the relationship is more than merely nominal and if the denomination involved maintains the faith in its great historic form, it can, perhaps, be put something like this: The universe owes its being to the will and act of an eternal force or principle. Since this force or principle is the ~~cause~~ ^{source} of all being, it contains within itself all the potentialities of being, including the attributes of personality. It may be much more than personal but it can be nothing less than personal and can thus appropriately be called God. Human personality is the highest entity discernible in the natural order. Between humanity and the Creator there is a particular bond or affinity, so marked that man is justified in addressing God as Father. This bond between God and humanity is revealed uniquely in Christ, the mediating instrument between finite man and the infinite God.

Not only does the origin of the universe flow from the creative act of the eternal God but the continuance of the universe depends upon the sustaining will and action of this same God. Furthermore, the universe was purposefully created and it moves toward the realization of this divinely established purpose. Man is involved in this purpose. By the will and act of God, he may be freed from the flaws and imperfections of his own nature, that is, the flaws and imperfections attendant upon his temporal condition, and ultimately be released from the limitations of the natural order. Man is thus invested with eternal being and significance. This elevation is achieved through the instrumentality of Christ, who is the personification or objectification of the link between the human and the divine. The freeing of man from the flaws of his own nature is the process of forgiveness. The deliverance of man from the limitations of the natural order and his elevation to an eternal being and significance is the process of redemption. Forgiveness and redemption are acts of God, expressive of divine love. Man's response to this divine love, once he becomes aware of it, is a love and compassionate concern for his fellow men, a love that expresses itself in charitable views and benevolent acts. Man's inspiration in this response is Jesus, who is the supreme example of what man can be when the full potentialities of his link with the divine are realized.

The above interpretation of the universe and of man is, of course, not subject to scientific verification. Neither is any other comprehensive interpretation of reality. Yet man feels the irresistible urge to search for total meanings and to grope for some sense of the ultimate significance of being and of himself. The Christian finds verification for his beliefs in the experience of an inward response involving not his rational faculties alone but his total self. He has a positive sense of the adequacy and pertinence of the Christian view and of its corres-

pondence with reality as discerned through his deepest insights. This view has a history sufficiently impressive to warrant its endorsement by institutions of learning as the integrating principle in the pursuit of understanding.

THE CHURCH maintains its relationship to colleges and universities in order that the imparting of knowledge through the various academic disciplines may be accompanied by the affirmation of this very view, the essence of the Christian faith. This affirmation is not made through the academic disciplines but through the life and practice of the institution as a whole. The college does not require the acceptance of the content of the faith by its students but it holds it before them as an integrating principle that will tie together in a meaningful whole the various facets of their knowledge, experience and insights. It invites them to consider but does not force them to accept.

The faculty member of a college related to the Christian Church, whether or not he personally accepts the content of the Christian faith, has an ethical obligation to respect the position taken on this matter by his college. If he cannot accord this respect, if he feels that he must oppose this position, that he must endeavor to influence students against it, or that he must express contempt or derision for the procedures through which the college makes its affirmation of the faith, then there is only one honorable course for him to follow; he should sever his connection with the institution.

This obligation to respect the position taken by the church-related college on the Christian interpretation of reality in no wise impairs the academic freedom of the faculty member. As remarked previously, it is not through the academic disciplines that the faith is affirmed but through the life and practice of the college as a whole. Each of the academic disciplines has its own proper field and its own tests of validity within that field. All data that emerge within the scope of the field should be noted and considered, every idea that arises within the context of the field should be examined and drawn out to the full extent of its implications. No evidence should ever be suppressed or any idea ignored on the ground that it does not seem to accord with the Christian view.

The fact is that the Christian view of reality, when understood for what it is and not clouded by extraneous ideas which are not essentially a part of it, is not susceptible to injury by ideas that arise legitimately within any academic discipline. The Christian faith is concerned with ultimates, such things as first cause, final ends, the sustaining will and force underlying continued being, the bonds between the human personality within the natural order and the Creating Personality beyond the limits of the natural order that He has created. None of the sciences, physical, biological, behavioral or social, claims to speak authoritatively about ultimates. Each of them is concerned with certain aspects of the natural order and none of them possesses any apparatus for

penetrating beyond that order. The humanities speak of ultimates only in a speculative or reportorial sense. History relates what men have thought about ultimates and the acts that have resulted from these thoughts. Philosophy constructs hypothetical universal systems on a rational basis but the number of such hypothetical systems is great and none is so conclusive as to hold the field against all its rivals. Literature and the arts deal with ultimates only in reporting the experiences of men in speculating about them and reflecting intuitively upon them. The assumption that the content of the Christian faith needs to be protected by limiting scholarly activity within any of the academic disciplines or by suppressing any ideas properly arising within any of these disciplines is based on a misconception of the character both of the faith and of the disciplines. One who makes such an assumption also underestimates the massive vitality of the faith. It requires no protection of this timid and fearful kind.

PROBLEMS arise occasionally when a faculty member claims the scholarly sanction of his discipline for statements that do not deserve this sanction. The writer has knowledge of a professor of history in a secular university who informs his students in the opening session of a Freshman course that the Church and the body of belief which it professes are nothing more than vestiges of a primitive and superstitious culture, quite anomalous in an advanced society. The Freshmen are duly overwhelmed by this statement which they take to be a conclusion which has passed all the rigorous tests of objectivity and validity that are characteristic of the discipline of history. The statement does not, of course, meet these tests. It is reckless, sweeping and emotionally inspired. It expresses primarily the professor's very lively hostility to the Church and to Christianity. A professor in a church-related college could properly be enjoined from making such statements and such an injunction would not violate his academic freedom. Statements of this character do not have the warrant of his academic discipline and it is within the limits of his discipline that his academic freedom prevails.

It is important that the reader should not misunderstand the import of the above assertions. It is the right, indeed the obligation of the history instructor to deal frankly with the ugly episodes and the superstitious phases in the history of the Church. These are well attested. Not only that, but they are actually in accord with two of the cardinal points in the Christian view of man, recognition of his limited capacity for understanding and of the evil inherent in human nature, neither of which ceases to be characteristic of either individuals or groups by reason of their position within the framework of the institutional church.

Academic freedom is as essential to the church-related college as it is to the secular institution of higher education. If the former is to be of any real service to the Church and to Christianity, it must command as

ROBERT W. EWING is a graduate of the College of Wooster holding the A.B. degree from that institution. He received the M.A. degree from the University of Michigan. In addition he has had graduate work at The Pennsylvania State University and the University of Pittsburgh.

In May 1956, Mr. Ewing received one of three Faculty Merit Awards which included a grant of \$500. A part of his citation read as follows: You have distinguished yourself as a scholar, a teacher and a gentleman. Your breadth of understanding of the noblest traditions of the liberal arts, and your keen appreciation of the aims of Lycoming College have made you a valuable member of our family. You have served the interests of the College both on and off the campus with diligence and faithfulness. You have gained the respect of the community, as well as the campus where you are held in high regard by the students and your colleagues.

Mr. Ewing is not a newcomer to readers of The Alumni Bulletin. Four years ago he authored an article entitled "What the Faculty Expects of the Administration." An Associate Professor of History, Mr. Ewing has been a member of the Lycoming faculty since 1947.

much respect intellectually as the latter. The scholarly integrity of any college, church-related or secular, which denies academic freedom is open to serious question. The practice of freedom within the academic disciplines offers no impediment to the institutional affirmation of the Christian faith. At the same time, the faculty member in the church-related college is ethically obliged to respect the position of his college with regard to the Christian view of life. The import and intention of his teaching and of his conversation should not be hostile to the content of that view or to those phases of institutional life and practice through which that view is affirmed. Among such phases of institutional life and practice are corporate worship, the encouragement and support of voluntary groups seeking to grasp the meaning of the Christian faith and to promote the practice of the Christian life, and the exposition of the Christian view through formal courses, lectures or sermons. Respect for these things is due as a matter of ethical obligation, even though the personal views of the faculty member may not be those of the college.

It probably is not essential that all the faculty members of a college related to the Christian church accept personally the doctrines of Christianity and profess personally the Christian faith. It probably is essential that a substantial number, perhaps the greater number, do so. Those who do will play a much more positive role than that of merely according respect to the position of the college and abstaining from hostile statements and insinuations. They will be actively identified with the faith that the college affirms and will, for the most part quietly and unobtrusively, endorse and support the practices through which the affirmation is made.

WHAT RIGHT HAS THIS MAN...

HE HOLDS a position of power equaled by few occupations in our society.

His influence upon the rest of us—and upon our children—is enormous.

His place in society is so critical that no totalitarian state would (or does) trust him fully. Yet in our country his fellow citizens grant him a greater degree of freedom than they grant even to themselves.

He is a college teacher. It would be difficult to exaggerate the power that he holds.

- ▶ He originates a large part of our society's new ideas and knowledge.
- ▶ He is the interpreter and disseminator of the knowledge we have inherited from the past.
- ▶ He makes discoveries in science that can both kill us and heal us.
- ▶ He develops theories that can change our economics, our politics, our social structures.
- ▶ As the custodian, discoverer, challenger, tester, and interpreter of knowledge he then enters a classroom and tells our young people what he knows—or what he thinks he knows—and thus influences the thinking of millions.

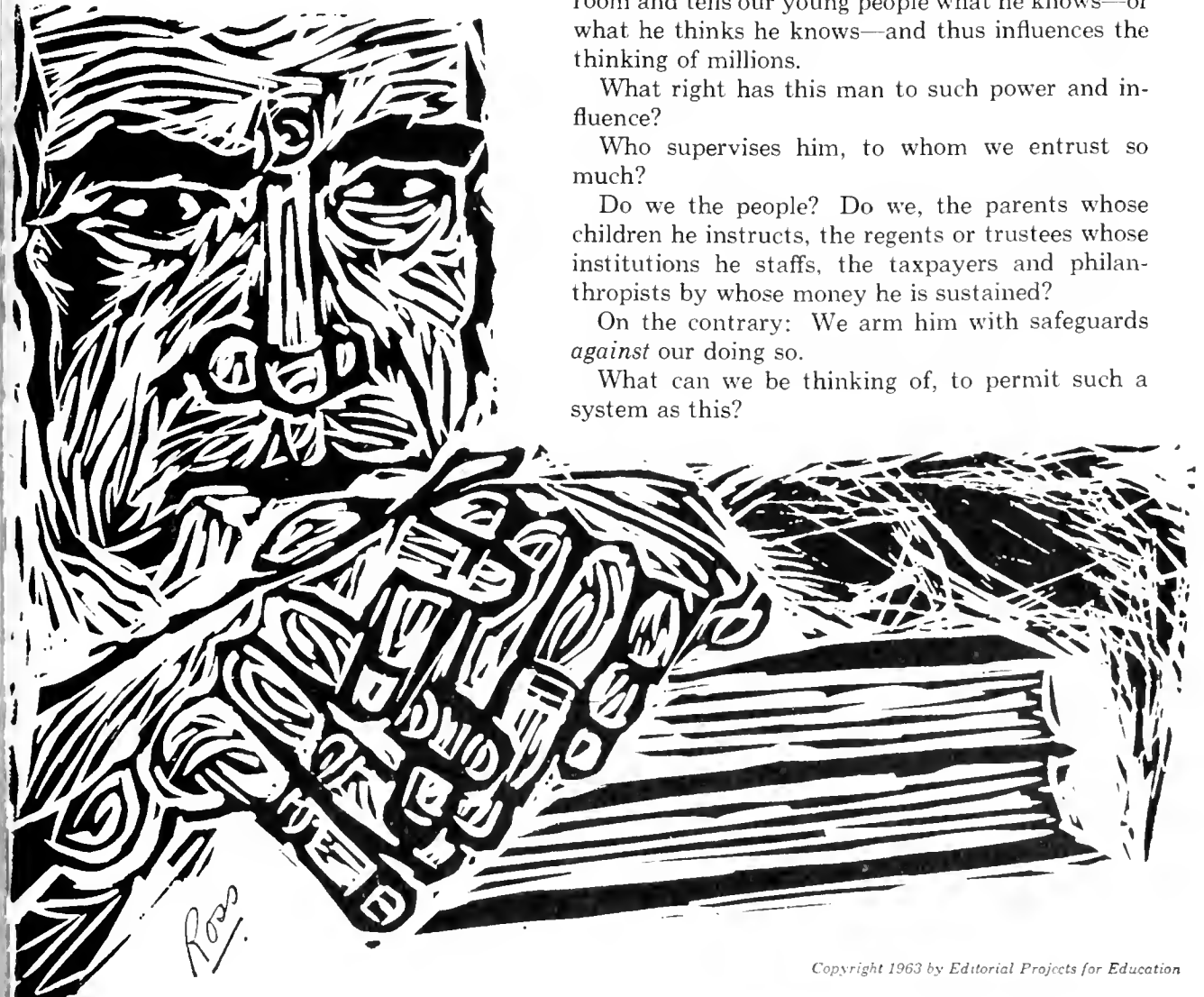
What right has this man to such power and influence?

Who supervises him, to whom we entrust so much?

Do we the people? Do we, the parents whose children he instructs, the regents or trustees whose institutions he staffs, the taxpayers and philanthropists by whose money he is sustained?

On the contrary: We arm him with safeguards *against* our doing so.

What can we be thinking of, to permit such a system as this?





Having ideas, and disseminating them, is a risky business. It has always been so — and therein lies a strange paradox. The march of civilization has been quick or slow in direct ratio to

the production, testing, and acceptance of ideas; yet virtually all great ideas were opposed when they were introduced. Their authors and teachers have been censured, ostracized, exiled, martyred, and crucified —



usually because the ideas clashed with an accepted set of beliefs or prejudices or with the interests of a ruler or privileged class.

Are we wiser and more receptive to ideas today?

Even in the Western world, although methods of punishment have been refined, the propagator of a new idea may find himself risking his social status, his political acceptability, his job, and hence his very livelihood.

For the teacher: special risks, special rights

NORMALLY, in our society, we are wary of persons whose positions give them an opportunity to exert unusual power and influence.

But we grant the college teacher a degree of freedom far greater than most of the rest of us enjoy.

Our reasoning comes from a basic fact about our civilization:

Its vitality flows from, and is sustained by, *ideas*.

Ideas in science, ideas in medicine, ideas in politics. Ideas that sometimes rub people the wrong way. Ideas that at times seem pointless. Ideas that may alarm, when first broached. Ideas that may be so novel or revolutionary that some persons may propose that they be suppressed. Ideas—all sorts—that provide the sinews of our civilization.

They will be disturbing. Often they will irritate.

But the more freely they are produced—and the more rigorously they are tested—the more surely will our civilization stay alive.

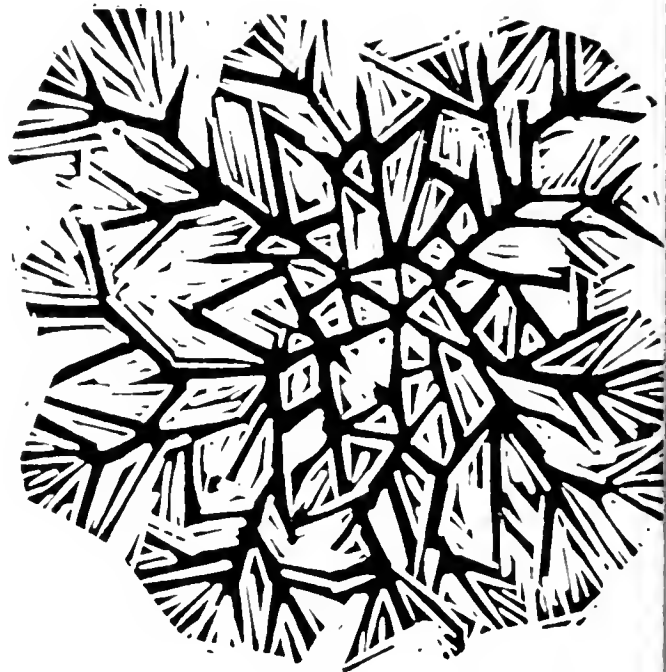
THIS IS THE THEORY. Applying it, man has developed institutions for the specific purpose of incubating, nourishing, evaluating, and spreading ideas. They are our colleges and universities. As their function is unique, so is the responsibility with which we charge the man or woman who staffs them.

We give the college teacher the professional duty of pursuing knowledge—and of conveying it to others—with complete honesty and open-mindedness. We tell him to find errors in what we now know. We tell him to plug the gaps in it. We tell him to add new material to it.

We tell him to do these things without fear of the consequences and without favor to any interest save the pursuit of truth.

We know—and he knows—that to meet this responsibility may entail risk for the college teacher. The knowledge that he develops and then teaches to others will frequently produce ground-shaking results.

It will lead at times to weapons that at the press of a button can erase human lives. Conversely, it will lead at other times to medical miracles that will *save* human lives. It may unsettle theology, as



did Darwinian biology in the late 1800's, and as did countless other discoveries in earlier centuries. Conversely, it may confirm or strengthen the elements of one's faith. It will produce intensely personal results: the loss of a job to automation or, conversely, the creation of a job in a new industry.

Dealing in ideas, the teacher may be subjected to strong, and at times bitter, criticism. It may come from unexpected quarters: even the man or woman who is well aware that free research and education are essential to the common good may become understandably upset when free research and education affect his own livelihood, his own customs, his own beliefs.

And, under stress, the critics may attempt to coerce the teacher. The twentieth century has its own versions of past centuries' persecutions: social ostracism for the scholar, the withdrawal of financial support, the threat of political sanctions, an attempt to deprive the teacher of his job.

Wherever coercion has been widely applied—in Nazi Germany, in the Soviet Union—the development of ideas has been seriously curtailed. Were

such coercion to succeed here, the very sinews of our civilization would be weakened, leaving us without strength.

WE RECOGNIZE these facts. So we have developed special safeguards for ideas, by developing special safeguards for him who fosters ideas: the college teacher.

We have developed these safeguards in the calm (and civilized) realization that they are safeguards against our own impetuosity in times of stress. They are a declaration of our willingness to risk the consequences of the scholar's quest for truth. They are, in short, an expression of our belief that we should seek the truth because the truth, in time, shall make us free.

What the teacher's special rights consist of

THE SPECIAL FREEDOM that we grant to a college teacher goes beyond anything guaranteed by law or constitution.

As a citizen like the rest of us, he has the right to speak critically or unpopularly without fear of governmental reprisal or restraint.

As a teacher enjoying a *special* freedom, however, he has the right to speak without restraint not only from government but from almost any other source, including his own employer.

Thus—although he draws his salary from a college or university, holds his title in a college or university, and does his work at a college or university—he has an independence from his employer which in most other occupations would be denied to him.

Here are some of the rights he enjoys:

- ▶ He may, if his honest thinking dictates, expound views that clash with those held by the vast majority of his fellow countrymen. He will not be restrained from doing so.

- ▶ He may, if his honest thinking dictates, publicly challenge the findings of his closest colleagues, even if they outrank him. He will not be restrained from doing so.

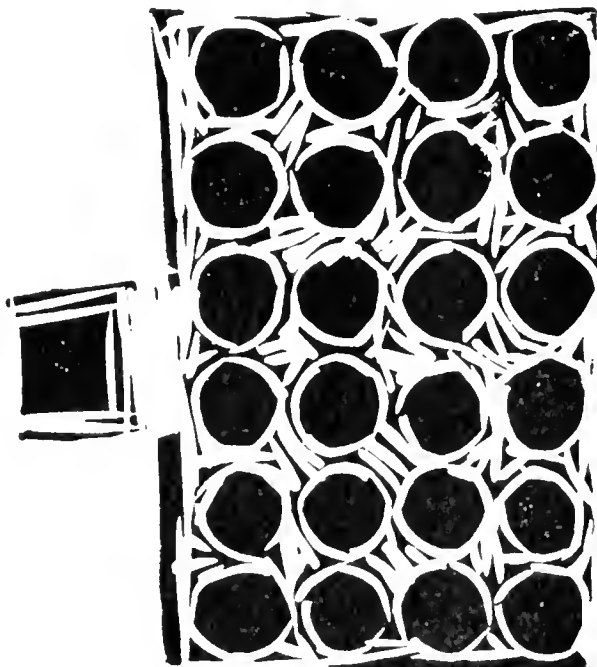
- ▶ He may, if his honest thinking dictates, make statements that oppose the views of the president of his college, or of a prominent trustee, or of a generous benefactor, or of the leaders of the state legislature. No matter how much pain he may bring to such persons, or to the college administrators entrusted with maintaining good relations with them, he will not be restrained from doing so.

Such freedom is not written into law. It exists in the college campus because (1) the teacher claims

and enforces it and (2) the public, although wincing on occasion, grants the validity of the teacher's claim.

WE GRANT the teacher this special freedom for our own benefit.

Although "orthodox" critics of education frequently protest, there is a strong experimental emphasis in college teaching in this country. This emphasis owes its existence to several influences, including the utilitarian nature of our society; it is one of the ways in which our institu-



tions of higher education differ from many in Europe.

Hence we often measure the effectiveness of our colleges and universities by a pragmatic yardstick: Does our society derive a practical benefit from their practices?

The teacher's special freedom meets this test. The unfettered mind, searching for truth in science, in philosophy, in social sciences, in engineering, in professional areas—and then teaching the findings to millions—has produced impressive practical results, whether or not these were the original objectives of its search:

The technology that produced instruments of victory in World War II. The sciences that have produced, in a matter of decades, incredible gains in man's struggle against disease. The science and engineering that have taken us across the threshold of outer space. The dazzling progress in agricultural productivity. The damping, to an unprecedented degree, of wild fluctuations in the business cycle. The appearance and application of a new architecture. The development of a "scientific approach" in the management of business and of labor unions. The ever-increasing maturity and power of our historians, literary critics, and poets. The graduation of hundreds of thousands of college-trained men and women with the wit and skill to learn and broaden and apply these things.

Would similar results have been possible without campus freedom? In moments of national panic (as when the Russians appear to be outdistancing us in the space race), there are voices that suggest that less freedom and more centralized direction of our educational and research resources would be more "efficient." Disregard, for a moment, the fact that such contentions display an appalling ignorance and indifference about the fundamental philosophies of freedom, and answer them on their own ground.

Weighed carefully, the evidence seems generally to support the contrary view. Freedom does work—quite practically.

Many point out that there are even more important reasons for supporting the teacher's special freedom than its practical benefits. Says one such person, the conservative writer Russell Kirk:

"I do not believe that academic freedom deserves preservation chiefly because it 'serves the community,' although this incidental function is important. I think, rather, that the principal importance of academic freedom is the opportunity it affords for the highest development of private reason and imagination, the improvement of mind and heart by the apprehension of Truth, whether or not that development is of any immediate use to 'democratic society'."

The conclusion, however, is the same, whether the reasoning is conducted on practical, philosophical, or religious grounds—or on all three: The unusual freedom claimed by (and accorded to) the college teacher is strongly justified.

"This freedom is immediately applicable only to a limited number of individuals," says the statement of principles of a professors' organization, "but it is profoundly important for the public at large. It safeguards the methods by which we explore the unknown and test the accepted. It may afford a key to open the way to remedies for bodily or social ills, or it may confirm our faith in the familiar. Its preservation is necessary if there is to be scholarship in any true sense of the word. The advantages accrue as much to the public as to the scholars themselves."

Hence we give teachers an extension of freedom—*academic freedom*—that we give to no other group in our society: a special set of guarantees designed to encourage and insure their boldness, their forthrightness, their objectivity, and (if necessary) their criticism of us who maintain them.



The idea works most of the time, but . . .

LIKE MANY good theories, this one works for most of the time at most colleges and universities. But it is subject to continual stresses. And it suffers occasional, and sometimes spectacular, breakdowns.

If past experience can be taken as a guide, at this very moment:

▶ An alumnus is composing a letter threatening to strike his alma mater from his will unless the institution removes a professor whose views on some controversial issue—in economics? in genetics? in politics?—the alumnus finds objectionable.

▶ The president of a college or university, or one of his aides, is composing a letter to an alumnus in which he tries to explain why the institution *cannot* remove a professor whose views on some controversial issue the alumnus finds objectionable.

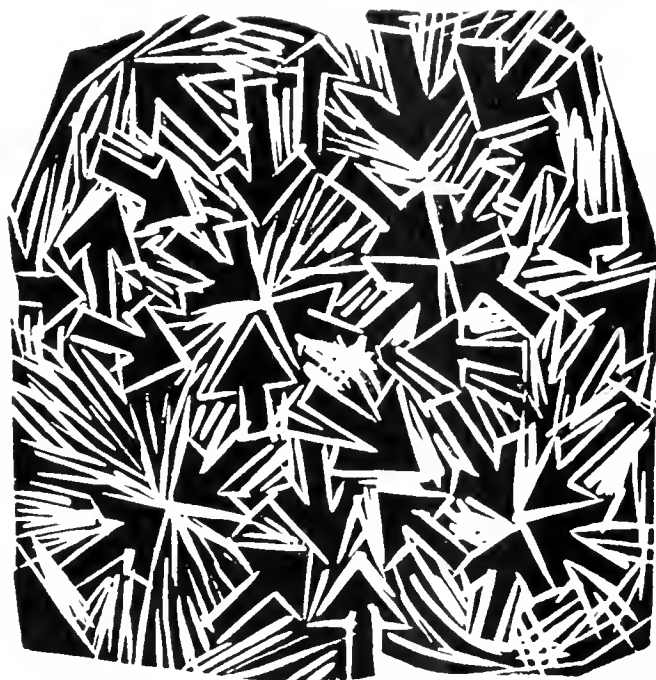
▶ A group of liberal legislators, aroused by reports from the campus of their state university that a professor of economics is preaching fiscal conservatism, is debating whether it should knock some sense into the university by cutting its appropriation for next year.

▶ A group of conservative legislators is aroused by reports that another professor of economics is preaching fiscal liberalism. This group, too, is considering an appropriation cut.

▶ The president of a college, faced with a budgetary crisis in his biology department, is pondering whether or not he should have a heart-to-heart chat with a teacher whose views on fallout, set forth in a letter to the local newspaper, appear to be scaring away the potential donor of at least one million dollars.

▶ The chairman of an academic department, still smarting from the criticism that two colleagues leveled at the learned paper he delivered at the departmental seminar last week, is making up the new class schedules and wondering why the two upstarts wouldn't be just the right persons for those 7 a.m. classes which increased enrollments will necessitate next year.

▶ The educational board of a religious denomination is wondering why it should continue to permit his employment, at one of the colleges under its



control, of a teacher of religion who is openly questioning a doctrinal pronouncement made recently by the denomination's leadership.

▶ The managers of an industrial complex, worried by university research that reportedly is linking their product with a major health problem, are wondering how much it might cost to sponsor university research to show that their product is *not* the cause of a major health problem.

Pressures, inducements, threats; scores of examples, most of them never publicized, could be cited each year by our colleges and universities.

In addition there is philosophical opposition to the present concept of academic freedom by a few who sincerely believe it is wrong. ("In the last analysis," one such critic, William F. Buckley, Jr., once wrote, "academic freedom must mean the freedom of men and women to supervise the educational activities and aims of the schools they oversee and support.") And, considerably less important and more frequent, there is opposition by emotionalists and crackpots.

Since criticism and coercion do exist, and since academic freedom has virtually no basis in law, how can the college teacher enforce his claim to it?

In the face of pressures, how the professor stays free

IN THE mid-1800's, many professors lost their jobs over their views on slavery and secession. In the 1870's and '80's, many were dismissed for their views on evolution. Near the turn of the century, a number lost their jobs for speaking out on the issue of Free Silver.

The trend alarmed many college teachers. Until late in the last century, most teachers on this side of the Atlantic had been mere purveyors of the knowledge that others had accumulated and written down. But, beginning around 1870, many began to perform a dual function: not only did they teach, but they themselves began to investigate the world about them.

Assumption of the latter role, previously performed almost exclusively in European universities, brought a new vitality to our campuses. It also brought perils that were previously unknown. As long as they had dealt only in ideas that were classical, generally accepted, and therefore safe, teachers and the institutions of higher learning did little that might offend their governing boards, their alumni, the parents of their students, the public, and the state. But when they began to act as investigators in new areas of knowledge, they found themselves affecting the status quo and the interests of those who enjoyed and supported it.

And, as in the secession, evolution, and silver controversies, retaliation was sometimes swift.

In 1915, spurred by their growing concern over such infringements of their freedom, a group of teachers formed the American Association of University Professors. It now has 52,000 members, in the United States and Canada. For nearly half a century an AAUP committee, designated as "Committee A," has been academic freedom's most active and most effective defender.

THE AAUP'S defense of academic freedom is based on a set of principles that its members have developed and refined throughout the organization's history. Its current statement of these principles, composed in collaboration with the Association of American Colleges, says in part:

"Institutions of higher education are conducted

for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition."

The statement spells out both the teacher's rights and his duties:

"The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties . . .

"The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce . . . controversial matter which has no relation to his subject . . .

"The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman."

HOW CAN such claims to academic freedom be enforced? How can a teacher be protected against retaliation if the truth, as he finds it and teaches it, is unpalatable to those who employ him?

The American Association of University Profes-



sors and the Association of American Colleges have formulated this answer: permanent job security, or *tenure*. After a probationary period of not more than seven years, agree the AAUP and the AAC, the teacher's services should be terminated "only for adequate cause."

If a teacher were dismissed or forced to resign simply because his teaching or research offended someone, the cause, in AAUP and AAC terms, clearly would not be adequate.

The teacher's recourse? He may appeal to the AAUP, which first tries to mediate the dispute without publicity. Failing such settlement, the AAUP conducts a full investigation, resulting in a full report to Committee A. If a violation of academic freedom and tenure is found to have occurred, the committee publishes its findings in the association's *Bulletin*, takes the case to the AAUP membership, and often asks that the offending college or university administration be censured.

So effective is an AAUP vote of censure that most college administrators will go to great lengths to avoid it. Although the AAUP does not engage in boycotts, many of its members, as well as others in the academic profession, will not accept jobs in censored institutions. Donors of funds, including many philanthropic foundations, undoubtedly are influenced; so are many parents, students, alumni, and present faculty members. Other organizations, such as the American Association of University Women, will not recognize a college on the AAUP's censure list.

As the present academic year began, eleven institutions were on the AAUP's list of censured administrations. Charges of infringements of academic freedom or tenure were being investigated on fourteen other campuses. In the past three years, seven institutions, having corrected the situations which had led to AAUP action, have been removed from the censure category.

Has the teacher's freedom no limitations?

HOW SWEEPING is the freedom that the college teacher claims?

Does it, for example, entitle a member of the faculty of a church-supported college or university openly to question the existence of God?

Does it, for example, entitle a professor of botany to use his classroom for the promulgation of political beliefs?

Does it, for example, apply to a Communist?

There are those who would answer some, or all, such questions with an unqualified Yes. They would

argue that academic freedom is absolute. They would say that any restriction, however it may be rationalized, effectively negates the entire academic-freedom concept. "You are either free or not free," says one. "There are no halfway freedoms."

There are others--the American Association of University Professors among them--who say that freedom *can* be limited in some instances and, by definition, *is* limited in others, without fatal damage being done.

Restrictions at church-supported colleges and universities

The AAUP-AAC statement of principles of academic freedom implicitly allows religious restrictions:

"Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of [the teacher's] appointment . . ."

Here is how one church-related university (Prot-



estant states such a "limitation" to its faculty members:

"Since X University is a Christian institution supported by a religious denomination, a member of its faculty is expected to be in sympathy with the university's primary objective—to educate its students within the framework of a Christian culture. The rights and privileges of the instructor should, therefore, be exercised with discretion and a sense of loyalty to the supporting institution . . . The right of dissent is a correlative of the right of assent. Any undue restriction upon an instructor in the exercise of this function would foster a suspicion of intolerance, degrade the university, and set the supporting denomination in a false light before the world."

Another church-related institution (Roman Catholic) tells its teachers:

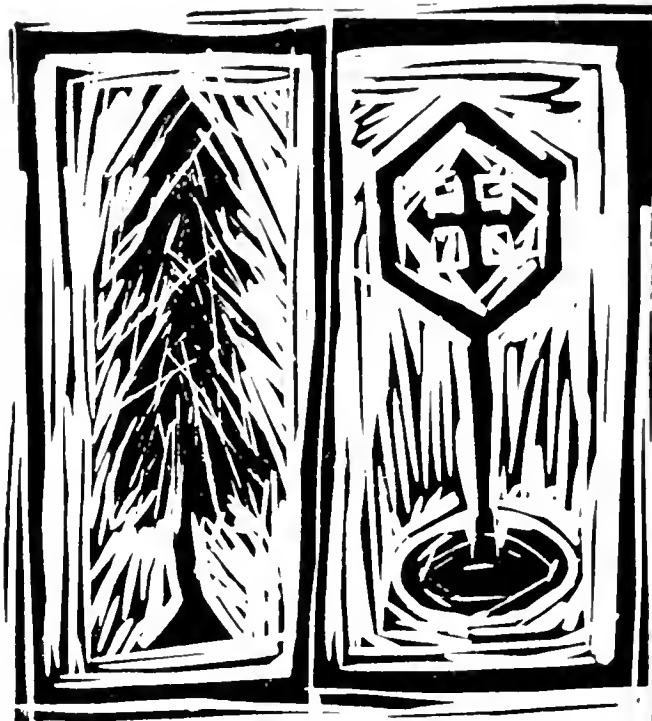
"While Y College is operated under Catholic auspices, there is no regulation which requires all members of the faculty to be members of the Catholic faith. A faculty member is expected to maintain a standard of life and conduct consistent with the philosophy and objectives of the college. Accordingly, the integrity of the college requires that all faculty members shall maintain a sympathetic attitude toward Catholic beliefs and practices, and shall make a sincere effort to appreciate these beliefs and practices. Members of the faculty who are Catholic are expected to set a good example by the regular practice of Catholic duties."

A teacher's "competence"

By most definitions of academic freedom, a teacher's rights in the classroom apply only to the field in which he is professionally an expert, as determined by the credentials he possesses. They do not extend to subjects that are foreign to his specialty.

" . . . He should be careful," says the American Association of University Professors and the Association of American Colleges, "not to introduce into his teaching controversial matter which has no relation to his subject."

Hence a professor of botany enjoys an undoubted freedom to expound his botanical knowledge, however controversial it might be. (He might discover, and teach, that some widely consumed cereal grain, known for its energy-giving properties, actually is of little value to man and animals, thus causing consternation and angry outcries in Battle Creek. No one on the campus is likely to challenge his right to do so.) He probably enjoys the right to comment, from a botanist's standpoint, upon a conservation bill pending in Congress. But the principles of academic freedom might not entitle the botanist to take



a classroom stand on, say, a bill dealing with traffic laws in his state.

As a private citizen, of course, off the college campus, he is as free as any other citizen to speak of whatever topic he chooses—and as liable to criticism of what he says. He has no special privilege when he acts outside his academic role. Indeed, the AAUP-AAC statement of principles suggests that he take special pains, when he speaks privately, not to be identified as a spokesman for his institution.

HENCE, at least in the view of the most influential of teachers' organizations, the freedom of the college teacher is less than absolute. But the limitations are established for strictly defined purposes: (1) to recognize the religious auspices of many colleges and universities and (2) to lay down certain ground rules for scholarly procedure and conduct.

In recent decades, a new question has arisen to haunt those who would define and protect academic freedom: the problem of the Communist. When it began to be apparent that the Communist was not simply a member of a political party, willing (like other political partisans) to submit to established democratic processes, the question of his eligibility to the rights of a free college teacher was seriously posed.

So pressing—and so worrisome to our colleges and universities—has this question become that a separate section of this report is devoted to it.

The Communist: a special case?

SHOULD A Communist Party member enjoy the privileges of academic freedom? Should he be permitted to hold a position on a college or university faculty?

On few questions, however "obvious" the answer may be to some persons, can complete agreement be found in a free society. In a group as conditioned to controversy and as insistent upon hard proof as are college teachers, a consensus is even more rare.

It would thus be a miracle if there were agreement on the rights of a Communist Party member to enjoy academic privileges. Indeed, the miracle has not yet come to pass. The question is still warmly debated on many campuses, even where there is not a Communist in sight. The American Association of University Professors is still in the process of defining its stand.

The difficulty, for some, lies in determining whether or not a communist teacher actually propagates his beliefs among students. The question is asked, Should a communist gym instructor, whose utterances to his students are confined largely to the hup-two-three-four that he chants when he leads the calisthenics drill, be summarily dismissed? Should a chemist, who confines his campus activities solely to chemistry? Until he overtly preaches communism, or permits it to taint his research, his writings, or his teaching (some say), the Communist should enjoy the same rights as all other faculty members.

Others—and they appear to be a growing number—have concluded that proof of Communist Party membership is in itself sufficient grounds for dismissal from a college faculty.

To support the argument of this group, Professor Arthur O. Lovejoy, who in 1913 began the movement that led to the establishment of the AAUP, has quoted a statement that he wrote in 1920, long before communism on the campus became a lively issue:

"Society . . . is not getting from the scholar the particular service which is the principal *raison d'être* of his calling, unless it gets from him his honest report of what *he* finds, or believes, to be true, after careful study of the problems with which

he deals. Insofar, then, as faculties are made up of men whose teachings express, *not* the results of their own research and reflection and that of their fellow-specialists, but rather the opinions of other men—whether holders of public office or private persons from whom endowments are received—just so far are colleges and universities perverted from their proper function . . ."

(His statement is the more pertinent, Professor Lovejoy notes, because it was originally the basis of "a criticism of an American college for accepting from a 'capitalist' an endowment for a special professorship to be devoted to showing 'the fallacies of socialism and kindred theories and practices.' I have now added only the words 'holders of public office.'")

Let us quote Professor Lovejoy at some length, as he looks at the communist teacher today:

"It is a very simple argument; it can best be put, in the logician's fashion, in a series of numbered theorems:

"1. Freedom of inquiry, of opinion, and of teaching in universities is a prerequisite, if the academic scholar is to perform the proper function of his profession.

"2. The Communist Party in the United States is an organization whose aim is to bring about the establishment in this country of a political as well as an economic system essentially similar to that which now exists in the Soviet Union.

"3. That system does not permit freedom of inquiry, of opinion, and of teaching, either in or outside of universities; in it the political government claims and exercises the right to dictate to scholars what conclusions they must accept, or at least profess to accept, even on questions lying within their own specialties—for example, in philosophy, in history, in aesthetics and literary criticism, in economics, in biology.

"4. A member of the Communist Party is therefore engaged in a movement which has already extinguished academic freedom in many countries and would—if it were successful here—result in the abolition of such freedom in American universities.

"5. No one, therefore, who desires to maintain



academic freedom in America can consistently favor that movement, or give indirect assistance to it by accepting as fit members of the faculties of universities, persons who have voluntarily adhered to an organization one of whose aims is to abolish academic freedom.

"Of these five propositions, the first is one of principle. For those who do not accept it, the conclusion does not follow. The argument is addressed only to those who do accept that premise. The second, third, and fourth propositions are statements of fact. I submit that they cannot be honestly gainsaid by any who are acquainted with the relevant facts . . .

"It will perhaps be objected that the exclusion of communist teachers would itself be a restriction upon freedom of opinion and of teaching — *viz.*, of the opinion and teaching that intellectual freedom should be abolished in and outside of universities; and that it is self-contradictory to argue for the restriction of freedom in the name of freedom. The argument has a specious air of logicity, but it is in fact an absurdity. The believer in the indispensability of freedom, whether academic or politi-

cal, is not thereby committed to the conclusion that it is his duty to facilitate its destruction, by placing its enemies in strategic positions of power, prestige or influence . . . The conception of freedom is no one which implies the legitimacy and inevitability of its own suicide. It is, on the contrary, a conception which, so to say, defines the limit of its own applicability: what it implies is that there is *no* kind of freedom which is inadmissible — the freedom to destroy freedom. The defender of liberty of thought and speech is not morally bound to enter the fight with both hands tied behind his back. And those who would deny such freedom to others, if they could, have no moral or logical basis for their claim to enjoy the freedom which they would deny . . .

"In the professional code of the scholar, the master of science, the teacher, the first commandment is Thou shalt not knowingly misrepresent facts, nor tell lies to students or to the public. Those who not merely sometimes break this commandment, but repudiate any obligation to respect it, are obviously disqualified for membership in any body of investigators and teachers which maintains the elementary requirements of professional integrity.

“To say these things is not to say that the economic and even the political doctrines of communism should not be presented and freely discussed within academic walls. To treat them simply as ‘dangerous thought,’ with which students should not be permitted to have any contact, would give rise to a plausible suspicion that they are taboo because they would, if presented, be all too convincing; and out of that suspicion young Communists are bred. These doctrines, moreover, are historical facts; for better or worse, they play an immense part in the intellectual and political controversies of the present age. To deny to students means of learning accurately what they are, and of reaching informed judgments about them, would be to fail in one of the major pedagogic obligations of a university—to enable students to understand the world in which they will live, and to take an intelligent part in its affairs . . .”

IF EVERY COMMUNIST admitted he belonged to the party—or if the public, including college teachers and administrators, somehow had access to party membership lists—such a policy might not be difficult to apply. In practice, of course, such is not the case. A two-pronged danger may result: (1) we may not “spot” all Communists, and (2) unless we are very careful, we may do serious injustice to persons who are not Communists at all.

What, for example, constitutes proof of Communist Party membership? Does refusal to take a loyalty oath? (Many *non*-Communists, as a matter of principle, have declined to subscribe to “discriminatory” oaths—oaths required of one group in society, *e.g.*, teachers, but not of others.) Does

invoking the Fifth Amendment? Of some 200 dismissals from college and university faculties in the past fifteen years, where communism was an issue, according to AAUP records, most were on grounds such as these. Only a handful of teachers were incontrovertibly proved, either by their own admission or by other hard evidence, to be Communist Party members.

Instead of relying on less-than-conclusive evidence of party membership, say some observers, we would be wiser—and the results would be surer—if we were to decide each case by determining whether the teacher has in fact violated his trust. Has he been intellectually dishonest? Has he misstated facts? Has he published a distorted bibliography? Has he preached a party line in his classroom? By such a determination we would be able to bar the practicing Communist from our campuses, along with all others guilty of academic dishonesty or charlatanry.

How can the facts be established?

As one who holds a position of unusual trust, say most educators (including the teachers’ own organization, the AAUP), the teacher has a special obligation: if responsible persons make serious charges against his professional integrity or his intellectual honesty, he should be willing to submit to examination by his colleagues. If his answers to the charges are unsatisfactory—evasive, or not in accord with evidence—formal charges should be brought against him and an academic hearing, conducted according to due process, should be held. Thus, say many close observers of the academic scene, society can be sure that justice is done—both to itself and to the accused.

Is the college teacher’s freedom in any real jeopardy?

HOW FREE is the college teacher today? What are his prospects for tomorrow? Either here or on the horizon, are there any serious threats to his freedom, besides those threats to the freedom of us all?

Any reader of history knows that it is wise to adopt the view that freedom is *always* in jeopardy. With such a view, one is likely to maintain safe-

guards. Without safeguards, freedom is sure to be eroded and soon lost.

So it is with the special freedom of the college teacher—the freedom of ideas on which our civilization banks so much.

Periodically, this freedom is buffeted heavily. In part of the past decade, the weather was particularly stormy. College teachers were singled out for

Are matters of academic freedom easy Try handling some of these

You are a college president.

Your college is your life. You have thrown every talent you possess into its development. No use being modest about it: your achievements have been great.

The faculty has been strengthened immeasurably. The student body has grown not only in size but in academic quality and aptitude. The campus itself—dormitories, laboratories, classroom buildings—would hardly be recognized by anyone who hasn't seen it since before you took over.

Your greatest ambition is yet to be realized: the construction of a new library. But at last it seems to be in sight. Its principal donor, a wealthy man whom you have cultivated for years, has only the technicalities—but what important technicalities!—to complete: assigning to the college a large block of securities which, when sold, will provide the necessary \$3,000,000.

This afternoon, a newspaper reporter stopped you as you crossed the campus. "Is it true," he asked, "that John X, of your economics department, is about to appear on coast-to-coast television advocating deficit spending as a cornerstone of federal fiscal policy? I'd like to do an advance story about it, with your comments."

You were not sidestepping the question when you told the reporter you did not know. To tell the truth, you had never met John X, unless it had been for a moment or two of small-talk at a faculty tea. On a faculty numbering several hundred, there are bound to be many whom you know so slightly that you might not recognize them if they passed you on the street.

Deficit spending! Only last night,

your wealthy library-donor held forth for two hours at the dinner table on the immorality of it. By the end of the evening, his words were almost choleric. He phoned this morning to apologize. "It's the one subject I get rabid about," he said. "Thank heavens you're not teaching that sort of thing on *your* campus."

You had your secretary discreetly check: John X's telecast is scheduled for next week. It will be at least two months before you get those library funds. There is John X's extension number, and there is the telephone. And there are your lifetime's dreams.

Should you . . . ?

You are a university scientist.

You are deeply involved in highly complex research. Not only the equipment you use, but also the laboratory assistance you require, is expensive. The cost is far more than the budget of your university department could afford to pay.

So, like many of your colleagues, you depend upon a governmental agency for most of your financial support. Its research grants and contracts make your work possible.

But now, as a result of your studies and experiments, you have come to a conclusion that is diametrically opposite to that which forms the official policy of the agency that finances you—a policy that potentially affects the welfare of every citizen.

You have outlined, and documented, your conclusion forcefully, in confidential memoranda. Responsible officials believe you are mistaken; you are certain you are not. The disagreement is profound. Clearly the government will not accept your view. Yet you are con-

vinced that it is so vital to your country's welfare that you should not keep it to yourself.

You are a man of more than one heavy responsibility, and you feel them keenly. You are, of course, responsible to your university. You have a responsibility to your colleagues, many of whose work is financed similarly to yours. You are, naturally, responsible to your country. You bear the responsibility of a teacher, who is expected to hold back no knowledge from his students. You have a responsibility to your own career. And you feel a responsibility to the people you see on the street, whom you know your knowledge affects.

Loyalties, conscience, lifetime financial considerations: your dilemma has many horns.

Should you . . . ?

You are a business man.

You make toothpaste. It is good toothpaste. You maintain a research department, at considerable expense, to keep it that way.

A disturbing rumor reached you this morning. Actually, it's more than a rumor; you could class it as a well-founded report. The dental school of a famous university is about to publish the results of a study of toothpastes. And, if your informant had the facts straight, it can do nothing but harm to your current selling campaign.

You know the dean of the dental school quite well. Your company, as part of its policy of supporting good works in dental science, has been a regular and substantial contributor to the school's development fund.

It's not as if you were thinking of suppressing anything; your record

to solve? problems.

of turning out a good product—the best you know—is ample proof of that. But if that report were to come out now, in the midst of your campaign, it could be ruinous. A few months from now, and no harm would be done.

Would there be anything wrong if you . . . ?

Your daughter is at State.

You're proud of her; first in her class at high school; pretty girl; popular; extraordinarily sensible, in spite of having lots of things to turn her head.

It was hard to send her off to the university last fall. She had never been away from the family for more than a day or two at a time. But you had to cut the apron-strings. And no experience is a better teacher than going away to college.

You got a letter from her this morning. Chatty, breezy, a bit sassy in a delightful way. You smiled as you read her youthful jargon. She delights in using it on you, because she remembers how you grimaced in mock horror whenever you heard it around the house.

Even so, you turned cold when you came to the paragraph about the sociology class. The so-called scientific survey that the professor had made of the sexual behavior of teen-agers. This is the sort of thing Margie is being taught at State? You're no prude, but . . . You know a member of the education committee of the state legislature. Should you . . . ? And on the coffee table is the letter that came yesterday from the fund-raising office at State; you were planning to write a modest check tonight. To support more sociology professors and their scientific surveys? Should you . . . ?

special criticism if they did not conform to popular patterns of thought. They, and often they alone, were required to take oaths of loyalty—as if teachers, somehow, were uniquely suspect.

There was widespread misunderstanding of the teacher's role, as defined by one university president:

"It is inconceivable . . . that there can exist a true community of scholars without a diversity of views and an atmosphere conducive to their expression . . . To have a diversity of views, it is essential that we as individuals be willing to extend to our colleagues, to our students, and to members of the community the privilege of presenting opinions which may, in fact, be in sharp conflict with those which we espouse. To have an atmosphere of freedom, it is essential that we accord to such diverse views the same respect, the same attentive consideration, that we grant to those who express opinions with which we are in basic agreement."

THE STORM of the '50's was nationwide. It was felt on every campus. Today's storms are local; some campuses measure the threat to their teachers' freedom at hurricane force, while others feel hardly a breeze.

Hence, the present—relatively calm—is a good time for assessing the values of academic freedom, and for appreciating them. The future is certain to bring more threats, and the understanding that we can build today may stand us in good stead, then.

What is the likely nature of tomorrow's threats?

"It is my sincere impression that the faculties of our universities have never enjoyed a greater latitude of intellectual freedom than they do today," says the president of an institution noted for its high standards of scholarship and freedom. "But this is a judgment relative only to the past.

"The search for truth has no ending. The need to seek truth for its own sake must constantly be defended. Again and again we shall have to insist upon the right to express unorthodox views reached through honest and competent study.

"Today the physical sciences offer safe ground for speculation. We appear to have made our peace with biology, even with the rather appalling implications of modern genetics.

"Now it is the social sciences that have entered the arena. These are young sciences, and they are difficult. But the issues involved—the positions taken with respect to such matters as economic growth, the tax structure, deficit financing, the laws

affecting labor and management, automation, social welfare, or foreign aid are of enormous consequence to all the people of this country. If the critics of our universities feel strongly on these questions, it is because rightly or wrongly they have identified particular solutions uniquely with the future prosperity of our democracy. All else must then be heresy."

Opposition to such "heresy"—and hence to academic freedom—is certain to come.

IN THE FUTURE, as at present, the concept of academic freedom will be far from uncomplicated.

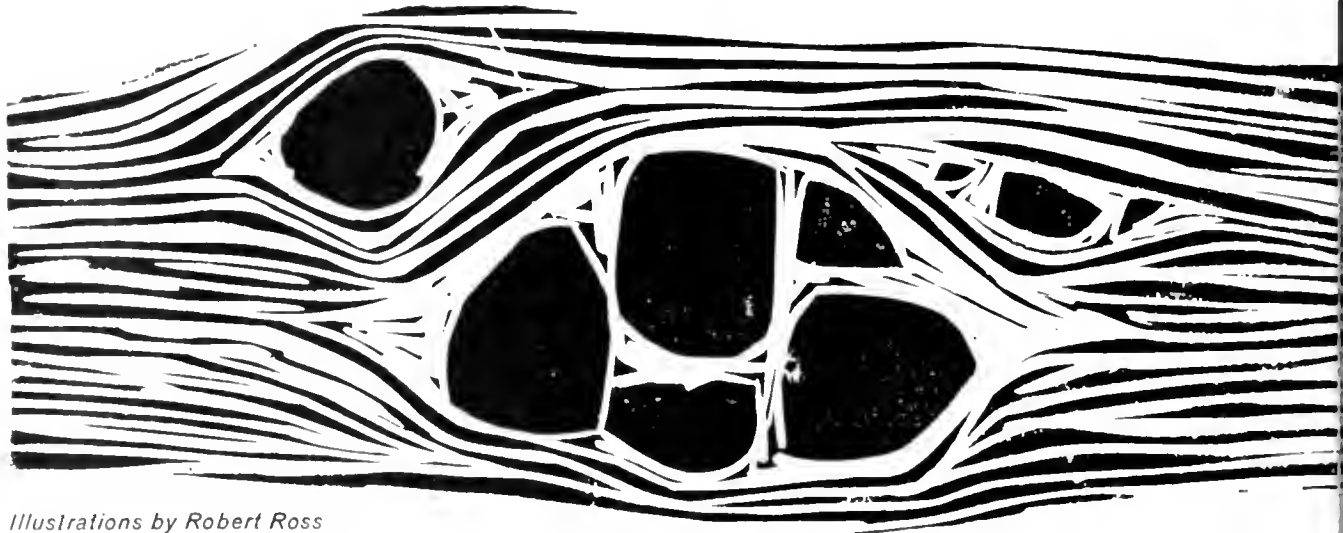
Applying its principles in specific cases rarely will be easy. Almost never will the facts be all white or all black; rather, the picture that they form is more likely to be painted in tones of gray.

To forget this, in one's haste to judge the rightness or wrongness of a case, will be to expose oneself

to the danger of acting injudiciously—and of committing injustice.

The subtleties and complexities found in the gray areas will be endless. Even the scope of academic freedom will be involved. Should its privileges, for example, apply only to faculty members? Or should they extend to students, as well? Should students as well as faculty members, be free to invite controversial outsiders to the campus to address them? And so on and on.

The educated alumnus and alumna, faced with specific issues involving academic freedom, may well ponder these and other questions in years to come. Legislators, regents, trustees, college administrators, students, and faculty members will be pondering them, also. They will look to the alumnus and alumna for understanding and—if the cause be just—for support. Let no reader underestimate the difficulty—or the importance—of his role.



Illustrations by Robert Ross

"What Right Has This Man?"

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council. Copyright © 1963 by Editorial Projects for Education, Inc. All rights reserved, no part of this report may be reproduced without express permission of the editors. Printed in U.S.A.

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Executive Editor

Faculty News



Dean David G. Mobberley congratulates Dr. Eric H. Kadler on his promotion. From left to right: Richmond, Russell, Mobberley, Kadler and Raison.

Promotions . . .

Four faculty members have been advanced in rank effective the beginning of the academic year 1963-1964.

Advanced to Professor:

Dr. Eric H. Kadler—French

Advanced to Associate Professor:

Mr. Logan A. Richmond '54—Business Administration

Mrs. Mary Landon Russell '33—Music

Advanced to Assistant Professor:

Mr. Charles W. Raison—Speech

Earned Degrees . . .

Cornell University recently conferred the Ph.D. degree on Neale H. Mucklow, Assistant Professor of Philosophy. In his doctoral thesis entitled "The Cartesian Circle," Dr. Mucklow examines critically the views of Rene Descartes, the seventeenth-century French philosopher, mathematician-scientist, concerning the conditions of man's knowledge. Descartes held that (revelation aside) we can know that God exists only through a proof and so only if we first know *some* other things as premises (one such premise being that we ourselves exist—the famous "I think, therefore I am"); yet it seems that Descartes also held the view that we can know *nothing* else unless we first know that God exists! Many of Descartes' contemporaries objected to him that he apparently was contra-

dicting himself here, or was arguing in a circle; Dr. Mucklow examines and evaluates Descartes' reply to this objection. Dr. Mucklow's conclusion is that although Descartes' argument for God's existence is *not* circular, his reply to the objection, and his view of the conditions of knowledge generally, is unsatisfactory in two other important respects.

Dr. Mucklow has been a member of the Lycoming faculty since 1957. A graduate of Hamilton College, Clinton, New York, where he was elected to Phi Beta Kappa, he taught at his alma mater for a year before coming to Lycoming. His wife, Barbara, is a graduate of Russell Sage College, Troy, New York, and they are the parents of three children.

Mrs. Gertrude B. Madden, instructor in English, had the M.A. degree conferred upon her in a mid-year commencement at Bucknell University. Her major field of interest was English. Mrs. Madden took her undergraduate work at the University of Pennsylvania where she was graduated in 1942. She is also a member of Phi Beta Kappa. Mrs. Madden has been on the College faculty since 1958.

Speaking Engagements . . .

Dr. Robert H. Byington, Associate Professor of English, appeared before the Lycoming County Historical Society speaking on the subject "Folklore of the Lumber Era in North-Central Pennsylvania." He also presented a program "Pennsylvania Folklore" to the Williamsport Rotary Club. In the fall Dr. Byington will present a series of 14 half-hour programs on folklore on the College of the Air program over WGAL-TV, Lancaster.

Mr. G. Heil Gramley, Registrar, spoke at the "Brick Church" (near Montgomery) to Sunday School Teachers at their annual banquet. In May he will be a Rally Day speaker at the Milton E. U. B. church.

Mr. John W. Chandler, Associate Professor of Art, addressed the April meeting of the W. S. C. S. at the Mulberry Street Methodist Church, Williamsport. His subject "Christian Art and Symbolism."

Mr. Masood Ghazuvavi, Lecturer in History and Political Science, will be the convocation speaker at the Keystone Junior College, LaPlume, in May. During the same month he will give a talk on "Prospects of Arab Unity" over a Baltimore, Maryland, radio station.

Mr. Richard T. Stites, Assistant Professor of History, spoke at Ohev Shalom on the subject "Jews in Soviet Russia." During Brotherhood Week he spoke at the Reformed Temple. Mr. Stites has also recently addressed the Friends of the Library and the Business Women's Association.

Elected . . .

Mr. Logan A. Richmond '51, Assistant Professor of Business Administration, has replaced Mr. William L. Bricker, Assistant Professor of Business Administration and Economics, as adviser to Lyco Investors, Inc.

Mrs. Gertrude B. Madden, Instructor in English, has been elected to the Board of Directors of the Lycoming United Fund for a three-year term.

Dr. Glen E. Morgan, Assistant Professor of Music, has been named Editorial Assistant for selection of French Horn Music in *Selective Music Lists*, a publication of the National Interscholastic Music Activities Commission.

Mr. Richard T. Stites, Assistant Professor of History, was elected to the Continuations Committee of the 1964 Mid Atlantic Model United Nations.

Attend Meetings . . .

Dr. Eric H. Kadler, Chairman of the Department of Foreign Languages, attended the annual Modern Language Association meeting in Washington, D. C. He also participated in a Colloquium on Curricular Change devoted to foreign languages which was held by the College Entrance Examination Board at Skytop Lodge.

Dr. George W. Howe, Professor of Biology and Geology, attended the spring meeting of the Pennsylvania Academy of Science which met at East Stroudsburg State College. Last month he attended a meeting on Earth Science and Space Science at The Pennsylvania State University.

Dr. Louis V. Wilcox, Jr., Assistant Professor of Biology, participated in an international symposium on "Factors Determining the Behavior of Plant Pathogens in Soil." Sponsored by the National Academy of Sciences, the symposium was held on the Berkeley campus of the University of California.

Publications . . .

Mr. Bartley C. Block, Assistant Professor of Biology, presented the results of last summer's research in Germany, sponsored by the National Science Foundation and the Max Planck-Institute, as a paper at the annual meeting of Entomological Society of America in Phoenix, Arizona. The preliminary findings have also been published in the organization's *Bulletin*.

New Editions . . .

January 7, 1963: A daughter for Dr. and Mrs. Robert H. Byington. Dr. Byington is an Associate Professor of English. The Byingtons also have another daughter and a son.

February 8, 1963: A daughter for Mr. and Mrs. Daniel G. Fultz '57. Mr. Fultz is Director of Buildings and Grounds and Assistant Business Manager. The Fultzes also have one son.

February 20, 1963: A son for Dr. and Mrs. Thompson Rhodes. Dr. Rhodes is an Assistant Professor of Religion.

April 6, 1963: A son for Mr. and Mrs. R. Andrew Lady '49. Mr. Lady is the Assistant to the President. The Ladys also have another son and two daughters.

Summer Activities . . .

Mr. Bartley C. Block, Assistant Professor of Biology, expects to continue his electrophysiological investigations on odor reception in moths at the Max-Planck-Institute for Psychiatry, Munich, West Germany, in the Division of Comparative Neurophysiology. Expenses while abroad will be partially defrayed by a Max-Planck-Institute research grant which was recently awarded to him. Following completion of his research Mr. Block expects to tour eastern Europe extensively.

Mr. Donald G. Remley '17, Assistant Professor of Physics and Mathematics, and his wife expect to tour the south Pacific for about ten weeks including New Zealand, Australia, Tahiti, Samoa, New Caledonia and Hawaii.

Mr. William W. Derbyshire, Assistant Professor of Russian, is one of 25 teachers of the Russian language selected to go to the Soviet Union for 10 weeks this summer. This group is being sponsored by the Inter-University Committee on Travel Grants. While the 25 American teachers are in the USSR, 25 Russian teachers of English will spend 10 weeks in the United States under a similar program at Cornell University.

Mr. Logan A. Richmond '54, Assistant Professor of Business Administration, has been awarded a Summer Sabbatical for travel and study in Italy. His research topic is "The Effect of Inflation on Financial Statements, and What Are Italian Accountants Doing About It?" He will be accompanied by his wife and three sons.

Miss Eleanor R. Garner, Assistant Professor of English, has been awarded a Summer Sabbatical and will travel abroad.

Recognition . . .

The Lambda Chi Alpha Fraternity Lounge was dedicated to Mr. John W. Chandler, Associate Professor of Art. This recognition was a part of the annual Founders Day observance of Iota Beta Chapter. Mr. Chandler is adviser of the Greek letter group.

Mr. William L. Bricker, Assistant Professor of Business Administration and Economics, was honored by the Lyco Investors, Inc., a campus organization for whom he has been the faculty adviser. The club presented him with a special citation for his service. Mr. Bricker plans to retire from Lycoming at the end of the academic year and return to Portland, Oregon, to join in a real estate business with his son.

Miscellany . . .

Dr. Glen E. Morgan, Assistant Professor of Music, was guest soloist for the Corry High School Band. Last month he also served as host for the Central District Orchestra Festival which met on the College Campus.

Lyc Lytes



The Second Annual Scholarship Dinner was held in the College Dining Room on Thursday, February 21. Invited as guests to this dinner were all students who were placed on the Dean's List for the first semester of the 1962-63 academic year. Speaker at the dinner was Dr. Elden T. Smith, President of Ohio Wesleyan, Delaware, Ohio.



President Wertz presents scholarship awards to Dawn Sestina (4.00), junior, Dorothy A. Corson (4.00) and Constance E. Burket (3.82), sophomores, Patricia L. Stere (3.82) and Pamela G. Gummoe (3.63), freshmen, Dorothy R. Villinger, junior, absent when the picture was taken, is presently enrolled in the Drew University Semester on the United Nations.

Scholarships for outstanding scholastic performance were awarded to two members from each class, i. e. two juniors, two sophomores, and two freshmen. Based on cumulative grade-point averages through the first semester, the two students ranking highest in each class received \$1,100 scholarships. For the second straight year no men qualified despite the fact that they outnumber women in the student body 2:1. These scholarships will cover tuition and fees and will be applicable next year when the Comprehensive Fee is \$1,100. Dawn Sestina, Dorothy Corson and Constance Burket were awarded similar scholarships last year.

Mr. and Mrs. Harold A. Brown observed their 50th wedding anniversary March 31. Mr. Brown, active in many civic organizations, is Chairman of the Board of Directors of the West Branch Bank and Trust Co. He is treasurer and director of the Park Home, the Lycoming Foundation, the Williamsport Foundation, and the Williamsport Scottish Rite Consistory, where he is a 33rd degree member. He has been a member of the Board of Directors of Lycoming College since 1948.

The College Choir completed its longest tour in history within the borders of the United States between semesters. Leaving campus January 20 they headed for warmer climates. They presented concerts for the first time in South Carolina, Georgia and Florida. Southernmost concert was heard in the Nokomis Methodist church, the pastor of which is Jack Sanderson '36. In 15 days the choir presented 23 concerts in seven states and traveled almost 3,000 miles. Next year the choir expects to head in the opposite direction touring New England.

One of baseball's immortals came to the campus in February. A member of the Hall of Fame at Cooperstown, Frankie Frisch is regarded as one of the most colorful diamond figures of all time.

Mr. Robert A. Newcombe has been appointed Director of Admissions. He moves into the position held by Mr. Oliver E. Harris since 1956. Mr. Harris is now the Director of Development. A native of Huntingdon, Mr. Newcombe was Director of Admissions at Juniata College from 1952 to 1957. He served from 1957 to 1960 as Associate Director of Admissions at Bucknell University after which he went to The Pennsylvania State University. At that institution he held the position of Administrative Assistant to the Director of Athletics.



Robert A. Newcombe

Mr. Newcombe attended Juniata College before transferring to Ohio University at Athens, Ohio, from which he received a B.A. degree with a major in personnel administration. He has had additional graduate work at Denver University. Mr. Newcombe is married to the former Ann Diehm from Boardman, Ohio. They are the parents of six children.

The Lycoming College Student Union Governing Board is completing plans for the second annual Inter-Collegiate Musical Competition in Williamsport on May 9 and 10. There will be a grand prize of \$500 as well as a \$100 prize for each of the three category winners—Jazz, Rock 'n Roll and Vocal. Registrations have been received from colleges in Pennsylvania, Maryland, New York, Massachusetts and New Jersey. All applicants must be enrolled in at least one college course consisting of three credits.

The balloting for the Alumni Representative to the College Board of Directors resulted in the nomination of Nellie F. Gorgas '35, '55. Miss Gorgas is presently completing her third year as Recording Secretary of the Alumni Association. Nellie's name, along with nine other nominees, was presented at the March meeting of the Preacher's Aid Society for the three-year term 1963-66. Formal election will take place in June. Other alumni-elected representatives to the Board of Directors are



Nellie F. Gorgas

Nathan W. Stuart '36 whose term expires in 1964 and Dr. Ralph C. Geigle '31 whose term expires in 1965.

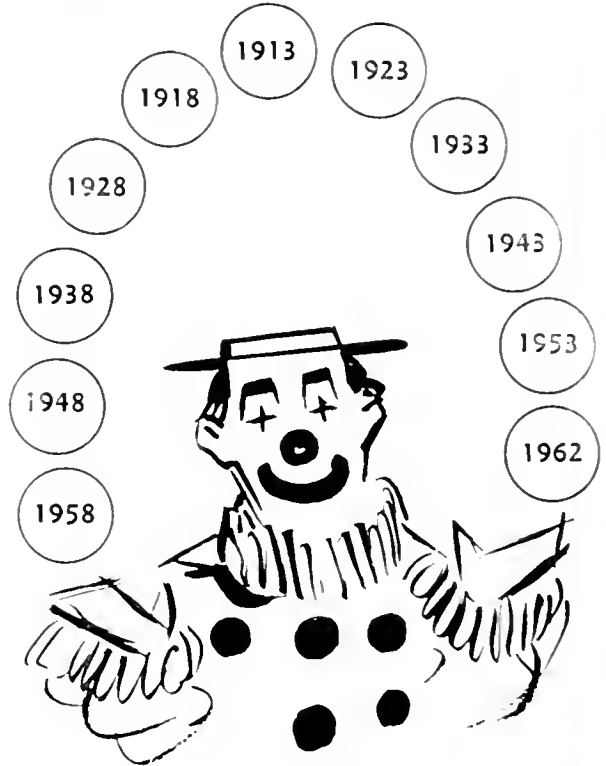
The February-March issue of *College Store Journal* featured Lycoming's well-managed bookstore in the "Pick and Promotion" section. Because of Dorothy Streeter's original "Old Fashioned Christmas" theme used in the bookstore during the holidays, it was one of four to be recognized. For her originality, Mrs. Streeter was awarded a \$25 prize.

LONG-RANGE DEVELOPMENT PLANS REVEALED

An agreement was reached recently by Lycoming College and three municipal bodies on a 15-acre area to be developed by the College in the near future. In addition to the College Board of Directors, City Council, City Planning Commission and the Williamsport Redevelopment Authority were represented.

City and College officials hope to expand the present College facilities in the area through urban redevelopment. Of immediate concern to the College are a Dormitory, Classroom Building, Administration Building and Gymnasium. The area in which expansion is planned is bounded generally as follows: Franklin Street on the East, Mulberry Street on the West, Washington Boulevard on the North and the Pennsylvania Railroad on the South.

Lycoming College is one quarter of a million dollars richer now than it was a year ago at this time. As of March 31, 1963, the Methodist Progress Fund had disbursed \$253,011 to Lycoming. These funds are currently being invested, but will be used for the facilities described earlier under the long-range development plans. The Methodist Progress Fund still has two years to run by which time Lycoming expects to receive at least \$735,000.



"Put first things first" and plan to be on campus the first day of June. While special attention is focused on the classes celebrating reunions, all alumni are urged to return for Commencement weekend.

The Alumni Day Committee, under the chairmanship of Mrs. Josephine Huffman '13, has been meeting frequently since last fall coming up with some new ideas that will make this year unlike any of the past. Serving with her are Mrs. Phyllis Harris '35, Mrs. Nellie Hutchinson '13, Mrs. Martha Jensen '62 and Miss Eva Keller '13. Alumni will again be guests of the College at the luncheon.

At 6:00 p. m. the Alumni Banquet will begin the evening's activities. The featured speaker is one of our outstanding alumni. In the last issue of *The Alumni Bulletin* you read about some of his work in the Congo in the article entitled "Precarious Liaison." Howard was graduated from the Junior College in 1936. In 1944 he received his S.T.B. degree from the Hartford Seminary Foundation and the following year an M.A. degree from the same institution. In 1955 Lycoming conferred the D.D. degree upon him. At the Alumni Banquet Howard will have an opportunity to say some things about the Congo which didn't get into print.



Howard T. Branton

FROM HERE AND THERE

1963

Recently hired by the Loyalsock Township School Board was **B. Michael Hollick**. Mike will be teaching in the secondary school. The Chapel of Trinity Episcopal Church was the scene of the marriage of **Judith Gayle Larson** to **Michael Lee Eck**. The wedding took place on Saturday, January 26, 1963. Judith is a secretary for Gilbert Brothers in Montoursville. The groom is attending school in Harrisburg.

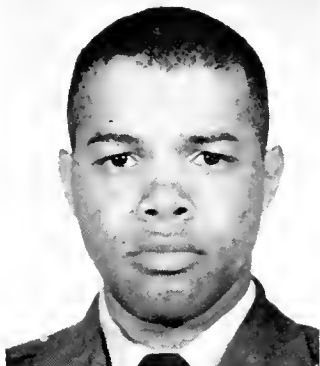
Charles F. Yetter, II, has joined his father in the operation of the Gordon S. Yetter, Inc., general insurance agency in Wilkes-Barre, Pa. It is one of the largest and widely known insurance firms in the valley. He is also a candidate for the CPCU examination.

1962

We have been informed that **James E. Brown, Jr.** has been commissioned a second lieutenant in the United States Air Force, upon graduation from Officer Training School at Lackland Air Force Base, Texas. Jim was selected for the training course through competitive examinations with other college graduates. He is being reassigned to Ellsworth Air Force Base, South Dakota, as a missile launch officer.

The Williamsport School Board recently hired **David M. Heiney** as a diagnostic assistant at the Williamsport Technical Institute. He succeeds **George DeSau '53**.

Liane V. Goetz became the bride of **Peter F. Connors '61** Saturday December 29, 1962, in St. Michael's Roman Catholic Church, Mariners Harbor. Her maid of honor was **Caren J. Clark**. Also in the wedding party was **Frank O. Keely III '60**. Liane is a teacher in the Copiague (L. I.) School system. Pete is teaching science at McKenna Junior High School in Massapequa, L. I. After a wedding trip through the South, they will reside in North Lindenhurst, L. I.



James E. Brown, Jr.

Stanley M. Jensen was twice honored April 19, 1963 at a special academic honors convocation at Bucknell University. He was recognized for scholastic distinction, and for election to membership in Bucknell's Eta Chapter of Tau Beta Pi, national honorary society for undergraduate engineering students. He is one of only 21 seniors in a class of 480 to achieve special scholastic distinction. Stanley will receive the degree of bachelor of science in mechanical engineering at Bucknell when he is graduated there in June.

Frederick A. Pollitt has been awarded an assistantship in the Department of Sociology and Anthropology at the Pennsylvania State University. While doing research in the department, Fred will work toward a masters degree in sociology.

John E. Good has received top honors in his class at Villanova University. He is one of two students in his class named to The Board, a body empowered to request dismissal of students for infractions of the honor system.

1961

A letter from **Donald A. Knight** informed us that he has been advanced from Ensign to Lieutenant (jg). He is presently working directly for Rear Admiral Dempsey. He says he has seen a good part of the world while in the Navy—many European, South American, and Latin American countries. Don says it has been a wonderful education, especially during the recent Cuban crisis.

Thomas D. Williamson, Jr. has received the gold wings of a naval aviator at Corpus Christi, Texas. He has been assigned to a transport squadron at Norfolk, Va. Tom is married to the former **Karla Thas**.

Taking part as a model in a recent fashion show was **Judy Yeagle**. Proceeds from the show went toward the support of an adopted child in Hong Kong of a local sorority chapter.

The Board of Trustees of the Lock Haven Hospital has hired **Thomas J. Kaler** as business manager for the local hospital. Tom's business experience includes being sales manager for the Steeltex Corp., Williamsport, and working at the Lundy Lumber Co. and the Millville Lumber Products Co.

We received a letter from **George E. Franke** in which he tells us he was ordained a Deacon in the Philadelphia Conference of The Methodist Church on June 10, 1962, and was appointed pastor of the Gap Methodist Church in Gap, Pa. George is presently studying at Wesley Theological Seminary in Washington, D. C. and is serving as treasurer of the Seminary Singers, the seminary touring choir. George was married on December 26, 1962, to the former **Barbara Blunt**, of Cranbury, New Jersey. Barbara is currently a senior at Glassboro State College.

A son, **Scott Daniel**, was born November 12, 1962, to Mr. and Mrs. **John N. Armstrong, Jr. '60**. The Armstrongs are now residing at 1311 Woodside Ave., Lansdale, Pa. Jack is research associate at Merck, Sharp and Dohme Drug Laboratories. Mrs. Armstrong is the former **Donna Rea Barto**.

A son was born December 16, 1962, to Mr. and Mrs. **R. Frederick Scheid**. The mother is the former **Aileen Bohr**.

The marriage of **Marleen B. Ritchie '63** and **Richard Alan Petts** took place December 22, 1962. The bride was attired in a gown of ivory colored silk taffeta fashioned with a fitted bodice, shirred trim at the waistline and a full skirt which extended to a sweep train. Her triple tiered veil was attached to a pillbox headdress trimmed with a cluster of seed pearls. She carried a cascade bouquet of white anthurium, foliage and variegated holly and a white prayer book. The couple is residing in Leominster, Mass. Richard attended the T. C. William Law School in Richmond, Va. and is currently serving in the Army at Fort Devens, Mass.

Richard J. Dunn has transferred to Daytona Beach, Fla. with General Electric's newly created Apollo (man on the moon project) Support Department. Dick was a mathematician with the G. E. defense systems department in Syracuse which was responsible for the design, construction, and operation of the guidance system that has placed this country's astronauts into orbit. Dick is married to the former **Donna Lee LaBeef** of Fulton, N. Y.



Left to Right—Valerie VanValin, Lenore Connors, Caren Clark '62, Liane and Pete, Edward Miller, Frank O. Keely III '60, and Roger Goetz.

Assistant Dr. Douglas C. Millard, assistant professor of psychology and coordinator of graduate study, and a staff of nine members at Bucknell University with a research study of behavior patterns, is Silas White. In the picture Sr places a kitten in a tilt box which he designed and built to observe the reaction of a kitten to objects or other kittens in the box.



1960

Christmas Day brought much happiness to the household of John D. and Helen Hoffman. A little girl, Cynthia Marie arrived. Cynthia is the Hoffman's first child.

The marriage of Sara Shelia Kathleen McCallum to Dr. Allen Barry Campbell took place March 23, 1963 in the Chapel of Columbia-Presbyterian Hospital, New York. Shelia was graduated from the Department of Nursing Faculty of Medicine, Columbia University. She is a staff nurse at Columbia-Presbyterian Medical Center. The groom was graduated from Princeton University and Columbia University, College of Physicians and Surgeons. He is a resident in the department of obstetrics and gynecology at Columbia-Presbyterian Medical Center.

Eleanor L. Pentz became the bride of Harold F. Fox, Jr. on Wednesday, April 10, 1963. Eleanor received her masters degree from Bucknell University and is presently a member of the faculty of the Four Mile Drive Elementary School. The couple is residing at R. D. 1, Cogan Station.

S. James Bassett has been transferred from the Bureau of Personnel in the office of the governor to personnel director for the Department of Revenue. Jim is attending Fels Institute at the University of Pennsylvania and is scheduled to graduate in June. He married to the former Deanne Waltman and they are the parents of three children.

1959

Mr. and Mrs. Clifford Smith, of Mt. View, California, visited recently with Cliff's parents in Duboustown, Pa. Cliff is studying toward his doctorate at Stanford University. He and his wife, Arlene Helsel '57, have been on the West Coast since 1959.

The Rev. Joseph N. Patterson received the first annual Brotherhood Award of the Civil Rights Council of New Brunswick, N. J. Joe is the pastor of the Sharon Baptist Church and is director of Education of the Middlesex Central Baptist Association. The award was presented in recognition of Joe's activity in the field of human relations and Brotherhood.

The marriage of Sue Karen Watts to 1st Lt. Robert G. Thomas took place Saturday, February 16, 1963. The bride wore a gown of tulle with bodice appliqued in alenon lace. The bouffant skirt had pearl and sequin trim and ended in a chapel train. The bride's bouffant veil was attached to a crown of pearls and crystals. She carried a cascade bouquet of white roses, stephanotis and white cymbidium orchids. Bob is presently stationed at Wright-Patterson Air Force Base. The couple will reside at Yellow Springs, Ohio.

A son, Jeffrey Robert was born April 6, 1963 to the Robert A. Judd family. Bob is married to Arlene M. Daley. Bob and Arlene are presently living in Berkeley Heights, New York.

1958

A daughter was born January 26, 1963, to Mr. and Mrs. Donald L. Brobst. The mother is the former Elizabeth Ann Smith.

St. Raymond's Roman Catholic Church in Menlo Park, Calif., was the setting for the wedding of Charlotte M. Collins to James A. Sughrue. Mrs. Sughrue attended the College of San Mateo. She was a former airline stewardess. Before moving to California Jim was a teacher at the high school in Montoursville. He is now teaching at the John F. Kennedy School for exceptional children. The couple is living in San Jose, California.

Robert Shell has recently become plant ledger accountant at the Fort Edward plant of the Scott Paper Company. After two years service in the Army, he was employed by the DuPont Company before joining Scott. Bob is married to the former Mary Louise Mraz and they are the parents of one daughter. They are residing at 12 Washburn Ave., Glens Falls, N. Y.

Third Street Methodist Church was the scene of the marriage of Patricia Ann Crossley to Charles Robert Reid, Jr., Saturday, February 16, 1963. The bride selected a gown of silk organza over tulle designed with a bateau neckline appliqued with re-embroidered organza motifs and a long torso bodice. The sheath front skirt fell into a bouffant cathedral-length train of silk organza. A queen's crown of lace sequins and seed pearls held her veil of silk illusion. She carried a colonial bouquet of white roses, freesia, and pompons. The bride is a bookkeeper at the First National Bank of Williamsport. Charlie is an adjustor for Universal C. I. T. Navy Lt. (j. g.) William C. Sherwood is presently stationed at the Norfolk Naval Supply Center in Virginia. He is officer-in-charge of the Middle Atlantic Field Food Service Team.

1957

White poinsettias formed the altar setting December 29, 1962 for the marriage of Elythe J. Sheriff and Max E. Ameigh. The bride selected a gown of white chantilly lace over white slipper satin fashioned with a scalloped neckline, basque waist, and floor-length skirt which ended in a chapel-length train. Her veil of silk illusion with a lace edging was held in place by a queen's crown of pearls. She carried a cascade bouquet of small white poinsettias, white pompons, and variegated holly. The bride is a graduate of Lock Haven State College and is a member of the faculty in the Jersey Shore Area Senior High School. Max is art supervisor in the Jersey Shore Area School District. The couple is residing at R. D. 1, Cogan Station, Pa.

Arthur R. Kelts, executive vice-president of the Greater Point Pleasant, N. J. Area Chamber of Commerce has been named manager of the local Chamber, a position unfilled since November. Art went to Point Pleasant in late 1961 after over two years as administrative assistant to the executive vice-president of the Niagara Falls Area Chamber of Commerce. In Niagara Falls, the Chamber said Art formed an industrial development committee, edited the monthly newsletter and was responsible for reorganization of the Niagara Falls Retail Merchants Association. At Point Pleasant he has successfully started or completed numerous Chamber projects including legislation, parking, modernization, retail expansion and nine special committees to work on public relations and promotions. Art is married to the former Sylvia Rakoczi. They have a daughter, Kathleen Ann. They will be residing in North Adams, Mass.

Richard K. Hayes became manager of the Industrial Affairs Dept. of the Elmira N. Y. Association of Commerce after two months as a substitute teacher of math and social studies in the Watkins Glen High School near Elmira. He was with Sears, Roebuck, and Co. stores at Corry, Johnstown and Clarksburg, W. Va., for five and a half years. Dick is married to the former Susan Whipple of Elmira. They are the parents of three children and are living in Horseheads, N. Y.

1956

The 50-voice St. Boniface Boys Choir presented a Christmas benefit program to aid the Lycoming County Crippled Children's Society. The choir is directed by Paul D. Ziegler.

Twenty-five oil paintings by Peter Gstalder were on display in the upper reading room of the Mansfield State College library. Pete has taught in public schools and has held adult sketching and painting classes in Williamsport, Muncy, Lock Haven, and Mill Hall. He has exhibited extensively in colleges and city galleries in Pennsylvania and New England.

Luther Landon II has been named administrator of Fayette County Hospital in Vandalia, Illinois. Luther, controller at Decatur and Macon County Hospital since December 1958 assumed his new position on April 15. Before becoming controller, Luther was supervisor of medical records for six months and administrative resident from June 1957 to June 1958 at the Decatur Hospital. He has worked also at Grant Hospital, Chicago and Muncy Hospital, Muncy, Pa. He also served as a hospital corpsman in the Navy. Luther is married to the former Virginia Rainow '54. They are the parents of two sons.

James F. Cendoma has announced he will seek the Democratic nomination for district attorney at the May 21 Primary Election. Jim is presently a member of the local, state, and national bar associations. He has been practicing law for six years. He is married to the former Mary Ann Vlahos and they are the parents of three children.

The law firm of Mc Nerney, Page and Vanderlin announced that T. Max Hall, an associate of the firm, became a partner. Max has been associated with the firm since 1960. He graduated from Dickinson School of Law in 1959. He is married to the former Rita Waldman.

1955

I've arrived! Jill Denise was born December 15, 1962, to Arnold and G. Elaine Lybolt Morgan.

A wedding trip to the Adirondack Mountains and Lake Placid in New York state followed the September 15, 1962, marriage of Beverly Jean Warner and William R. Hart. The bride was dressed in a cocktail-length gold brocaded satin with a veiled hat, shoes and muff of forest green satin. Her flowers were gold-sprayed, white cymbidium orchids, pinned on the muff. The couple is now residing at 2835 Meadow St., Natrona Heights. The bride is employed at Gulf Research and Development Co. Bill is district sales manager for Inland Homes Corp., of Piqua, Ohio.

A letter from Sweden informed us of the birth of a son to Mr. and Mrs. George K. Shortess '54, on February 5, 1963. He has been named Gregory George. Gregory has a brother Thomas George, 7½, and a sister Laurie Lou, 6. They are both pupils at the English School of Stockholm. Their mother is the former Mary Lou Miller. George is studying and doing his own research on a post doctoral trainee fellowship awarded by the U. S. National Institute of Public Health.

1954

Nicholas A. Casale has been hired as a fifth grade teacher at Drumore, Pa.

1953

The Rev. Benjamin L. Gaul, pastor of the Lohrville-Binard Methodist parish, has received a \$3,600 scholastic fellowship from the Lilly Endowment, Inc., for postgraduate study in the hospital ministry. Ben will begin his residence in Rochester, Minnesota. The program requires four quarters of work at Rochester and a graduate summer session at the University of Dubuque Theological seminary during one of the quarters. Ben and his wife, the former Shirley N. Williams '51, and their three children, Stephen, Jonathan, and Naomi are presently living in a 10 x 50 foot trailer which they are renting from the University. They write they have adjusted nicely to their new home.



Left to Right—Mrs. H. Emerson Abram, Donna Wertz, Diana Meredith, Lynne Moberley, Jennifer Benson (in front).

The Rev. H. Emerson Abram, pastor of the Wesley Methodist Church in Taiping, Malaya, and his wife, the former Ruth Alice Thompson are in this country for a year's furlough from missionary service and are presently making their home in Prospect Park. Emerson has served as chaplain at the Treacher Girl's School Malaya, during his four years spent in that country. He has assisted in medical work in new villages which are composed of Chinese refugees resettled from areas of former Communist infiltration. In Malacca, Malaya, Ruth opened a commercial arts department offering typing, shorthand and music. The Abrams have two children, Mark 4, and Rebecca, who will be two on April 30.

Dr. Hillar E. Leetma is serving his internship at St. John's Riverside Hospital, at Yonkers, N. Y. Hillar is a veteran of the Korean War and was graduated in 1962 from the University of Zurich, Switzerland.

1952

George A. Wells has been appointed to the *Sports Illustrated* advertising sales staff in Cleveland. George has been with *Architectural Forum's* Cleveland advertising sales office for two years; now he will be working with *Sports Illustrated's* Cleveland manager, Jim Suedecor. He joined Time Inc. early in 1957, in *Time Magazine's* Market Research Department in New York. Two and a half years later he was named to *Architectural Forum's* New York advertising sales staff and, after a year, moved on to the Cleveland office of the same publication, where he remained until the current appointment to *Sports Illustrated*. He is married to the former Patricia Morris, of Shaker Heights, and they are the parents of two children, Craig E., 7, and Brian P., 4. They are living in Shaker Heights, Ohio.



George A. Wells

1951

A daughter, who has been named Kerry, was born to Mr. and Mrs. William McNulty, of Lagos, Nigeria, Africa, on Monday, January 7, 1963. Mrs. McNulty is the former Frances Toohey.

Francis F. Carducci is seeking the Republican nomination for City Councilman on Primary Election Day. Francis is owner of the Central Music Store and Director of the State Beauty School. He received his master of arts degree in business administration and economics from Bucknell University. He also attended Dickinson School of Law.

1950

Morris F. Good was recently elected to serve as President of the Lycoming County Chapter, American Red Cross.

Recently acquiring ownership of a Smoco Service Station was **Carl Bobst**. Carl has been associated with the Sun Oil Co. for 21 years. Carl and his wife, the former Dorothy Yarison, have two sons.

Paul T. Hiller, branch manager at Hazleton since 1961, has been appointed by the General Adjustment Bureau as branch manager at Wilkes-Barre, Pa., succeeding Courtney J. Haddock.

Chairman of the Middle Bald Eagle Valley area for the Centre County Cancer Crusade is Rev. **Donald L. Ripple**, pastor of the Methodist churches of Milesburg, Unionville, and Curtin. Don has been a resident of Milesburg for the past five years. In 1953, he served as chairman in Marysville for the Red Feather campaign of the Harnsburg area. He is married to the former Beatrice Rissmiller, and they are the parents of four children, Evelyn, 14, Hannah, 11, David, 8, and Edith, 2.

1949

There has been a new addition to the home of **R. Andrew and Nancy Haney '51 Lady**. This new baby has been named Scott Andrew and made his arrival on April 6, 1963. Scott has three playmates at home, Paul, Linda, and Carol.

1948

Lynn M. Clark began serving as superintendent of schools of the Westfield, Mass. School System on September 1, 1962. He had previously served as administrative assistant to the superintendent. Lynn is married to the former Ruth E. Lamy and they are the parents of two children.

I wasn't "expected", I was "selected" was the way we were informed of the new arrival at the home of **John and Eleanor Catron** Main. The new arrival was born Sept. 22, 1962, and came to his new home on March 7, 1963. He has been named Cortlandt Greyson.

1942

Melvin A. Goldy, Jr., president of Kenwood Builders' Supply Inc., announced he will seek the Democratic nomination for county controller. Melvin is president of the Lycoming County School Board. He has served on the board for four years. He also is president of the board of the South Williamsport Area School District, having served on that body and on the school board of Duboistown for 12 years. He has helped guide and plan school fiscal matters and building programs. During World War II, he was an Air Force pilot in the Pacific and held the rank of first lieutenant. He has been active in civic, service and veterans organizations. He is also active in sportsmen's groups. He is married to the former Mildred May and they are the parents of a son, Melvin 3rd, and a daughter, Susan.

1941

In the December issue we stated that **William F. Schultz** had passed away. This was an error. It was Bill's mother who had died and therefore mail was returned to us from her residence.

Dr. Louis F. Campana is among 587 physicians recently named a fellow in the American College of Obstetricians and Gynecologists. To become a fellow of the college, a physician must have completed an approved program of medical training, limited his practice to obstetrics and gynecology for at least five years, and have the unqualified professional approval of his colleagues. Louis is a diplomate in his specialty with the American Board of Obstetricians and Gynecologists.

1940

A letter from **Henry S. Hamm, II**, informed us he has formed his own public relations firm in Philadelphia. For the past seven years he has been a public relations executive with The Curtis Publishing Company. Henry lives at 700 Woodfield Road in Villanova, Pa. He and his wife are the parents of two children.

1937

We are pleased to announce that **Jack Hirsh** has been appointed Vice-president of Robinson V Co., Inc. This company is a member of New York Stock Exchange and other principal Exchanges. Jack, who is residing in the Philadelphia area, is married to the former Sophia Wilkes and they are the parents of one daughter.

1936

Nathan W. Stuart who has served as president of Lycoming United Fund for the past two years, was named campaign chairman for 1963. Nate is a partner in the law firm of Wood, Stuart and Murphy. He has long been associated with various health and welfare agencies at the local, state and national levels. At present, Nate is a member of the advisory committee of the United Community Funds and Councils of America. He is solicitor of the Williamsport School District, a former treasurer and present member of the Lycoming County Council of Girl Scouts of America and was a member of the national board of the Family Service Association of America. Nate is a member and past president of the Lycoming Law Association, and holds membership in the Pennsylvania Bar and American Bar Associations. He has been cited several times for his service to the community, receiving the annual Crit Publishing Co. Award for 1962, LUF Award for 1959, and the Greater Williamsport Junior Chamber of Commerce Young Man of the Year Award for 1949.

The Williamsport National Bank announced the appointment of **Robert A. White** as assistant vice president. Bob has been associated with the First National Bank of Laporte, from which he has resigned as executive vice president, cashier, and director since 1955. Bob is married to the former Jeanne D. Kirkendall and they have a daughter, Lana Lee.

1935

Raymond M. Knaur is a Republican candidate for mayor at the May 21 Primary Election. Ray has been chairman of the board of directors of both the Eureka Paper Box Co. and Eureka Sales Co. since 1952. He is president of Eureka Sales and vice-president of Eureka Paper Box.

1931

Ralph C. Geigle, who is superintendent of schools in Reading, Pa. and vice president of the Alumni Association of Susquehanna University has been named chairman of that school's 1963 Alumni Loyalty Fund which has a goal of \$40,000.

1924

Dr. Victor B. Hamm, superintendent of the Methodist Home for Children at Shiremanstown was a guest speaker at the Pine Street Methodist Church here recently. Dr. and Mrs. Hamm have had charge of administrative work at the home since 1942. Previously Vic had been in the pastoral ministry.

1909

A historical sketch of the Potter County borough of Austin, once known as "the Hemlock City of the world," has just been published by Miss **Barta J. Wold**, formerly of Williamsport. A native of

Austin, Barta returned there after retiring several years ago as executive head of the Lycoming County Tuberculosis Society. She had resided here for 40 years. Her sketch dates from 1856 when lumbering operations began on Freeman Run, one of two streams which flow through the center of Austin. The town was incorporated as a borough in 1888 and reached its zenith as a hemlock lumbering center during the decades from 1890 to 1910. When the Austin dam broke on September 30, 1911, sweeping 88 persons to their death, it dealt a devastating blow to the community.

1904

President Kennedy sent a telegram of felicitations to the Rev. **Benton S. Swartz** in recognition of 60 years in the Methodist ministry. Mr. Swartz, who retired in 1955, is assistant pastor of Hamburg Methodist Church. Mr. Swartz was religious work director of the Navy Y. M. C. A. in Shanghai from 1911 to 1916. He has served a number of rural churches in Western New York and in 1922 and 1923 was assistant pastor at Central Park Methodist Church. From 1930 to 1938 he was director of Christian education of the Council of Churches of Buffalo and Erie County. Mr. Swartz celebrated his 80th birthday on January 30.

1892

Anne Blanche Slate celebrated her 90th birthday on January 5, 1963. She was a former Methodist missionary to Japan. She was sent to Japan by the Board of Missions of The Methodist Church shortly after the turn of the century. She lived in Yokohama where for 21 years she supervised kindergartens and trained women to teach the Bible and carry on evangelistic work in the district. For one year Miss Slate was acting principal of the Bible Training School in Yokohama. She returned to the United States in 1923 shortly before an earthquake destroyed much of Japan. After that disaster she collected funds for the relief of the Japanese people. She maintains contact with Japan through the Rev. Nobi J. Kasama, pastor of a Methodist Church in Tokyo. His family were friends of Miss Slate when she was in Japan. His eldest son and daughter are studying in this country to be a minister and nurse, respectively. Their passage to this country was sponsored in part by the Bluebird Bible Class of the Mulberry Street Methodist Church. This class entertained Miss Slate at a surprise birthday party. She was the group's class teacher since 1924. In good health for her advanced years, her hobby is letter writing and she keeps busy as A. B. Slate, agent for the Slate real estate. Anne resides with her sister, **Martha Virginia Slate** 11 at 361 Mulberry St., Williamsport.

NECROLOGY

1889—**Anna Swayze Black Rue** died December 30, 1961. At the time of her death she was the third oldest alumna.

1896—We received a letter informing us of the death of Miss **Alice Wait**.

1900—By having mail returned to us we were notified of the death of Mrs. C. J. Howell of Butler, New Jersey. She is the former **Ella Zaidee Metzger**.

1906—We have been notified of the death of **Maxwell Shepherd** of Carbondale, Pa. His death occurred in the early part of December, 1962.

1906—We received a letter from Mrs. Mildred Shenton informing us of the death of her husband on September 26, 1962. **Ralph W. Shenton** was born on August 28, 1887.

1909—We received a letter notifying us of the death of **John A. Anderson**. He had resided at 77 Central Ave., Lancaster, Pa. His death occurred January 12, 1963.

1910—From mail returned we learned that Mrs. **Harry J. Schaefer** died in June, 1962. Mrs. Schaefer is the former **Sarah Kopp**.

1912—The Rev. **Royston S. Cuddy**, pastor of Conklin, Presbyterian Church, died in February, 1963, at the age of 71. His physician said he died suddenly of a heart attack. Royston a former Congregational minister had been pastor of the Conklin church since 1945. Last spring, Royston returned to Lycoming to observe the 50th anniversary of his graduation.

1918—**Fleming B. Rieh**, of Roscommon, Michigan, died Friday, February 1, 1963, in the Lock Haven Hospital. He was 62. He was born in Woolrich on March 19, 1900. He had been a resident of Roscommon for the past 20 years, where he was area sales representative for Woolrich Woolen products. He was active in many civic affairs and a past president of the Chamber of Commerce in Roscommon.

1924—From mail returned, we learned of the death of **Lester E. Search**. He resided in James Creek, Pa.

1926—From mail returned we learned of the death of **John W. Roberts**.

1926—Also by mail returned, we learned of the death of Mrs. **Thomas Ingram** of Lewes, Delaware. Mrs. Ingram is the former **Kathryn Daly**.

1929—We have learned of the passing away of **Thomas Everngam** of R. D. 2, Denton, Maryland.

1931—We have been notified of the death of **George R. Hart**, who passed away on August 7, 1962.

1953—Mail was returned marked "deceased" which was sent to **Earl Theodore Bittner**.

1962—**Earl W. Confair**, a chemistry and mathematics teacher at Williamsport Technical Institute, died Saturday, January 19, 1963. Earl was born April 3, 1934. He is survived by his wife, the former **Ruth L. Keller** and one son, **Creag Jonathan**.

BOARD OF DIRECTORS—**Miriam Wendle** died at her home Tuesday, March 12, 1963. Miss Wendle was best known as a teacher but was also engaged in operating Lubri-Kup Co. for 25 years. She became head of the English department at Williamsport High School and served until her retirement in 1954. She inaugurated the first class in high school journalism in Pennsylvania and was the recipient of gold keys from both the Columbia Scholastic Press Association, and from the Pennsylvania School Press Association, in recognition of outstanding service to secondary school journalism. As head of the English department she founded the city-wide Council of English Teachers, and was active in establishing the Williamsport Little Theater of a decade ago. She had traveled extensively and was the author of books of poetry, assisted in the preparation of English textbooks, and contributed frequently to professional publications. She was listed in the first edition (1959) of Who's Who of American Women; in Who's Who in Industry; and in Who's Who in the East.

FORMER DIRECTOR—**Bishop G. Bromley Oxnam**, former president of the World Council of Churches, and well known in this city as a bishop of The Methodist Church, died Tuesday, March 12, 1963. He was 71. Before his retirement as bishop in 1960, he presided over the Washington area of the church which at that time embraced the Central Pennsylvania Conference and included all the Methodist parishes in Lycoming County. Bishop Oxnam was a native of Sonora, Calif. He was graduated from the University of Southern California, and studied at Boston University, Harvard and the Massachusetts Institute of Technology before entering the ministry in 1916.

