

LIBRARY



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COVER PHOTO

The Class of 1970 Senior Pledging Program chairman, James G. Scott of Parsippany, New Jersey (seated on the left), studies results of the campaign with his three team captains. Also seated is Richard Brown of Rye, New York. Standing is James R. Richards of Williamsport (left) and Frederick J. Frank, Jr., of Washington, Pennsylvania.



The Class of 1970 Senior Pledging Program workers selecting the names of fellow-classmates to be seen personally are, left to right: Raymond W. Keller of Mountainside, New Jersey;

Austin J. Horan, Jr. of Moorestown, New Jersey; Patricia L. Brown of Wellsboro; and Marilyn J. Olafsen of Stockholm, New Jersey.

CLASS OF 1970 PLEDGES \$6,260.00

Breaking All Records of any Lycoming College Class!

The Senior Pledging Program was adopted by the Class of 1968 in an effort to assure the participation of their class in supporting their alma mater on a regular basis. They made 53 pledges amounting to \$490.00 per year for five years. The Class of 1969 pledged \$350.00 per year for five years from 22 pledges. Both of these classes conducted their drive for pledges at the commencement rehearsal, the day before they graduated.

The 1970 class officers decided to conduct a personal solicitation early in their last semester. The class president was the general chairman of the campaign and he had three captains with their volunteer workers.

A kick-off dinner was held on March 1st. Pledge cards were distributed to the workers and during the next two weeks, practically every member of the senior class had a personal call from a fellow senior asking for a pledge to the Lycoming College Fund. Workers were asked to make their own pledge first and then solicit pledges from other seniors.

Report meetings were held; team competition was keen; and the results were well worth the effort! Of the

261 seniors solicited, 121 made pledges totaling \$1,252.00 per year for five years. This represents 46% participation and means a total pledge of \$6,260.00 to their alma mater.

Some members of the class stated that because of indefinite work or graduate study plans, they could not sign a pledge now, but want to be contacted later.

The Class of 1970 has put themselves "on the line" with their support to their alma mater. As alumni, they will help to "bridge the gap" between what the student pays for his education and what that education really costs. They realize how important alumni gifts are to the college.

If any alumnus looks with suspicion on today's college student, he must also look with suspicion at his own class. The Class of 1970 with its 46% participation has more than doubled the participation of any other class in the past twenty years.

We salute you—Class of 1970—and wish you well in all your endeavors. We thank you for raising our sights in annual alumni giving.

(See other photo page 28)

PROTEST AT LYCOMING

With the sending of troops into Cambodia, campus reaction throughout the country was immediate and often intense. Fortunately, at Lycoming College the response was mature.

Soon after President Nixon's Thursday, April 30 speech, a request was made to Dean Radsspinner for a suspension of classes. After a discussion of the possible program, a "Teach-in" similar to the fall Vietnam Moratorium Day was suggested.

On Tuesday afternoon, May 5, the faculty approved the following resolution:

"The concern over developments in Indo-China is common to members of the faculty, administration, and student body. In order to permit an orderly and rational discussion of the issues involved and to encourage appropriate and effective means for individuals to influence governmental decisions in these affairs, the following is proposed:

1. That a "Teach-in" on the Cambodian situation be held on Lycoming campus Wednesday, May 6. This would be similar to the one held on Vietnam last October. Where appropriate, faculty could devote the class period or part of it to the issue. Announcements of special lectures or films would have to be made over WLCR.
2. That the hours from 1-5 p. m. tomorrow (Wednesday) be set aside for appropriate meetings for discussion and planning. Coordination of all plans should be through the Student Government Association. Faculty members who have classes will use their judgement as to whether the session or laboratory will be held or rescheduled.
3. That each faculty member and administrator be urged to remain on campus in his office for as many hours as possible during the next few days in order to talk with students concerning productive approaches to the present crisis."

In a lengthy session which did not disband until late Tuesday evening, the Student Government Association passed a resolution, "That there be a student boycott of all Wednesday classes according to individual conscience, to protest the Cambodian invasion, the Kent State deaths, and the war in Vietnam." S. G. A. also advised "attendance at the Wednesday afternoon open forum."

In a survey of classes Wednesday morning there was varying reaction to the S. G. A. recommendation. A few classes were cancelled, several had varying degrees of "less than normal" attendance, while a majority reported normal attendance.

At noon on Wednesday a student government com-

mittee in charge of David Hooper, a junior, held a memorial service to commemorate the four students killed at Kent State University in Ohio on Monday. William J. Urbrock, assistant professor of religion, conducted the memorial service after a march around the perimeter of the campus. Dr. John F. Piper, Jr., assistant professor of history, concluded the program with a discussion of the recent events in Cambodia. At 3 p. m. a movie on McCarthyism was shown and at 8 p. m. another on Hiroshima.

On Wednesday the following mimeographed memo was circulated throughout the campus:

"We, the undersigned, believe the recent unilateral action of the President of the United States in sending U. S. troops into Cambodia represents an extension of the war in Vietnam, all assurances of the President to the contrary notwithstanding. Though we are not all of one mind on the proper method of ending the War, we are troubled by the reasoning that, at this date, an expansion of the war is a suitable means to expediate troop withdrawals. We reject the argument that the action of the U. S. troops in Cambodia will shorten the period of disengagement. Though all things are possible, we believe this particular possibility to be extremely remote. We are, furthermore, strongly opposed to any resumption of the bombing of North Vietnam.

"Therefore, we, the undersigned, do urge the President of the United States to withdraw immediately all U. S. troops from Cambodia and to refrain strictly from further bombing of North Vietnam."

STATEMENT BY THE CENTRAL CORE
COMMITTEE ON THE STUDENT STRIKE.
LYCOMING COLLEGE, MAY 6, 1970

"TO all faculty and administrators:

"Last night there was a mass meeting of the students of Lycoming College. A vote was taken on the question of calling for a student strike on Thursday and Friday, May 7 and 8, 1970, of this week. The vote was 704 to 270 in favor of a strike. This is a record vote for any referendum taken on campus.

"The reasoning of the student decision is not to alienate the students from the faculty or administration. It was done to afford the opportunity for dialogue between all parties concerning the current tragic situation both home and abroad. *ABOVE ALL, IT WAS NOT DONE TO UNDERMINE EDUCATION, BUT TO FOSTER IT!*"

The Wednesday evening campus poll attempted to expand the Tuesday evening Student Government Association vote for a boycott of Wednesday classes to include Thursday and Friday also.

The college remained in session officially and faculty members were in their classrooms to meet with the



Students meet on the quad on Thursday afternoon.



many students who wished to attend class. Attendance varied on Thursday. Several classes had very low attendance, many were "below normal" in varying degrees, while some labs and other courses had completely normal attendance. The library had a slightly higher than normal population in it during mid-morning, early afternoon, and late afternoon checks made on Thursday.

At noon on Thursday an open forum of students and faculty members was held in Pennington Lounge to discuss the issues. Committees were formed to actively participate in efforts to promote the peace movement.

Later in the afternoon there was a march of 413 persons, mostly Lycoming College students and a few faculty members, through downtown Williamsport. The peaceful, orderly march on the sidewalks went down Mulberry, Fourth, and Hepburn then back on Third, Court, Fourth, and Mulberry. Most of the demonstrators had peace signs or armbands and others carried signs with the names of the four students killed at Kent State. Many sang, "What we are saying, is give peace a chance." City police were at the intersections to assist with traffic and the Lieutenant in charge commended the leaders for the orderly way in which the march was conducted.

Immediately after the march Dr. Hutson delivered the following comments to the group assembled on the quad. Printed copies were distributed later to all members of the college community.

"TO ALL MEMBERS OF THE LYCOMING COLLEGE CAMPUS COMMUNITY:

"Once again we have every reason to be proud of the maturity shown thus far by our students in approaching the present national and international crisis.

"The majority of those voting have indicated their wish to strike against attendance at classes but they have left the decision to the individual student to respond to two options:

- (1) Shall I continue to attend classes which the College will provide as a part of its regular obligation?—or
- (2) Shall I discontinue my attendance at classes as an expression of my personal convictions and thereby assume responsibility for my own preparation of the class work which I shall miss?

"The College recognizes that students should be free to make their own response and that either course of action is an honorable one. Some students may conclude that they need the entire two-day period to reach satisfactory personal answers and to take such action as they deem wise. Other students may conclude that they will both carry forward their regular class work and, in addition, do their own independent thinking and acting.



A peaceful march through downtown Williamsport was conducted by over 400 students and several faculty members to demonstrate for peace and memorialize the four students killed at Kent State.

"We hope that 'the way of reason' will continue to prevail on this campus.

Cordially yours,

Harold H. Hutson
President

Jack C. Buckle
Dean of Student Services"

On Friday many classes, with certain exceptions, were reported "below normal" in attendance, though it was difficult to know if it was due to the strike or the beautiful weather; probably both were responsible. The library population varied between normal and slightly "below normal" during the morning and dipped to very low in the afternoon.

Friday activities planned by the ad hoc committee included presentation of short dramatic skits in Pennington Lounge, continuation of committee activities to circulate petitions, distribute literature, work in political campaigns and hold discussions with school officials. Approximately fifty students left at 10 a. m. to participate in a protest demonstration at the Carlisle War College. Over fifty others joined them in the

evening to continue on to Washington, D. C. for the Saturday protest.

Most of the activities planned by the ad hoc Central Core Committee were concluded with an open forum on the quad. Dr. William J. Urbrock, assistant professor of religion, read a series of historical accounts which held special significance relevant to the Vietnam situation. Dr. Hutson and Dean Buckle addressed the gathering.

DR. HUTSON:

"All of us at Lycoming College are proud of the rational, non-violent, and constructive manner in which our students have reacted to the highly emotional issues of the past few weeks. Those who feel strongly about the recent events in Indo-China, at Kent State University, and elsewhere, have demonstrated more maturity, knowledge, and understanding of how to go about their objective of seeking change than have students on many other campuses.

"The College has a moral obligation to provide a continuing educational program for those who want it. Many Lycoming students have accepted the responsibility of making the hard choice between a course grade and a personal moral commitment to expression

of their views on the current political scene. Our campus has, and continues to respect the rights and privileges of every member of the community to find truth in their own way, and to act in a responsible manner on the basis of their own personal commitment. Some students have chosen to devote their energies during these two days to activities which are more important to them than classes. Others have chosen to continue to meet their obligations to their classes. The College respects the right of each student to choose his own way, but it also expects each individual to accept the responsibility and to be accountable for his choice, whichever it may be.

"Education which is effective includes the search for truth and knowledge both in the classroom and outside the classroom. The process of education is going on in this manner at Lycoming now, and will continue to do so. Those students who are temporarily committed to seeking their objectives outside the classroom have established meaningful and effective avenues for those who wish to be directly involved as citizens. Every approach they have taken to date is a constructive one. Each approach respects the right and obligation of each person to make his own personal choice.

"Whether or not there is agreement on ends, there



About 175 students and faculty held a memorial service on the quad at noon Wednesday.

is every reason to be proud and pleased at the maturity of the approaches being used to express their feelings and beliefs. We are confident that legal and meaningful protest and dissent will continue to be the means that Lycoming students will utilize.

"To make it possible for student choice on class attendance, the faculty and staff will continue educational services during these days. If we halt classes, then we should consider whether to stop all residence and food service, all staff and administrative services. Such actions would deny an effective option to the students and would probably deprive members of the campus community of their contractual rights.

"Again, my congratulations upon your thoughtful and non-violent approach to the problems of crisis! By your deeds and by your words you have thus far shown that you wish this College well and that you wish yourselves well. I am convinced that this non-violent and reflective approach is not only right but that it also works. Some people have asked from time to time: 'How is Lycoming College different from any other institution you can name?' Perhaps the reply can now be: 'Even in crisis it lives its philosophy that nothing is as important as respect for oneself and others as human beings.'"

DEAN BUCKLE:

"I would like to share with you briefly some thoughts which come from my heart. With your indulgence, I am hopeful that you will understand that what I say is not meant to be critical in any way.

"During these last few days, I have been greatly impressed with the way students have expressed their deep concern for the events of the past few weeks. I have been impressed with the way in which students have respected the feelings and the rights of those who may not agree with their views. I have been impressed with the way that those students who do not agree have respected those expressions of concern. I have been impressed that the witness of the past few days has not resulted in a polarization of the campus. I have been impressed by the courage in making a public witness.

"I think the time has arrived when we must seek to bring to our everyday campus life the same deep sense of concern for each other that we have found this week.

"Life is not cheap—and should not be lightly regarded. Our humanity is our most fragile and precious possession. We must protect it, nurture it, and preserve it!

"But do we honor life and humanity when a college radio announcer keeps score on the number who die in a senseless confrontation, like a baseball game.

"Our concern for the sacredness of life at Kent State is welcome—and necessary. However, we must not be found guilty of using the deaths of these young students for our own purposes, to be quickly forgotten when it no longer serves us. We must transform the mourning for Kent State students into a respect for life

and humanity that lasts far longer than the memory of the names of Allison Krause, Sandra Scheuer, Jeffrey Miller, and William Schroeder. For we have lost other opportunities in the past that should have given us pause to reflect and reorder our own living.

"When did we mourn the death of our three young black student brothers at South Carolina State College in Orangeburg? When did we mourn the death of our brother at Berkeley? When did we mourn the death of our 20 brothers who die daily in Vietnam who are doing their duty, as they see it? When did we mourn the death of 50,000 of our brothers who die annually on our highways, who die just as senselessly as did the students at Kent State? When did we mourn the death of our brother on our own campus a few weeks ago, and change our lives because of it?

"Senseless loss of life, wherever it occurs, and whenever it occurs, must become one of our overriding concerns, and we must honor and respect human life and dignity all of the time. We can kill the human and divine spirit of man just as effectively by insensitivity, by ignoring the friendless and the lonely, by our cruelty to each other, and by the degradation of man which we condone and support by our own lack of concern.

"We must be constantly sensitive to the feelings and needs of everyone, and we must learn to respect each other, both when we agree and when we disagree.

"It is our solemn obligation to find the way to replace hate with love in this world—and when we do—we will have no more Vietnams—no more Orangeburgs—no more Kent States—no more murder on the highways—no more murder on the streets—no more senseless killing anywhere.

"I am guilty! Who, here, is guiltless? But let us put an end to violence, and let us start here.

"My two young sons have a favorite song they are constantly singing at home. I believe it has a lesson for each of us. It goes like this:

"Let there be peace on earth,
And let it begin with me.
Let there be peace on earth,
The Peace that was meant to be.
With God as our Father,
Brothers all are we.
Let me walk with my brother
In perfect harmony.
Let Peace begin with me
Let this be the moment now.
With every step I take
Let this be my solemn vow.

To take each moment
And live each moment
In peace eternally.
Let there be peace on earth.
And let it begin with me!"

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IMPRESSIONS OF THE STUDENT

“STRIKE” AT LYCOMING

Some of the students who boycotted their classes on the two days of the strike did so for their own understandable but hardly laudable reasons. Some of them I observed bounding off to the bus station, clutching their suitcases and chortling gleefully at this unexpected but welcome vacation. Others stayed in their dorms to dry their hair, sleep late, or (perhaps) study. Still others disported themselves with gladsome cries in typical undergraduate revelry on the quad.

In striking contrast, there were other students busy typing letters to Congressmen, signing petitions, informing themselves about the Vietnam war, and making plans to go to Washington to demonstrate their opposition to our nation's policies.

I suspect that no one has a very good idea of what percentage of our students were involved in the latter group. I am aware, though, that many citizens are upset that students, whatever their number, are speaking out against our foreign policy—to them, a very “foreign” policy indeed. I am heartened rather than upset, and perhaps I can explain why.

Just the day before the strike, I took a poll of about fifty of my students. Only three of them had even heard of the Gulf of Tonkin Resolution; not one had the least notion of what it was. Only *one* student of the fifty knew what the constitutional issue over the President's sending troops into Cambodia was.

My hope is that some ordinarily vacation-oriented students found their way, by intent or accident, over to the group of involved students and to some of the lectures and discussions that were held. My impression is that most of our students are woefully ill-informed about vitally important national and international issues. If these students learned something, if they became aware that in a democracy our government should constantly be guided by an informed, intelligent, and active citizenry; if they themselves began to become active and informed citizens, then the strike will have been worthwhile.

If there are Lycoming alumni who are distressed at the news of Lycoming students demonstrating, they might wish to recall and ponder a statement from the Lycoming College *Bulletin* under “Purpose and Objectives.” It reads: “The entire program of the college is directed toward fulfillment of objectives that seek to fit young men and women for ‘the living of these days,’ in a global society in which the priceless commodity is human life.” And this is what the demonstrations are all about.

DONALD C. WALL
Associate Professor of English

Editor, the Sun-Gazette:

We were downtown on May 7 and observed several Lycoming College students as they sought signatures for a statement opposing President Nixon's policies in Indochina.

We were impressed with their soft-spoken courtesy . . . even in the face of indifference, rejection, and sometimes rudeness on the part of passersby.

In reply to a student's request for support, one woman was heard to say, “I support my Government!”

It is too bad we can't all support our government in all things; but government, like individuals, can make mistakes and the conscientious person must at times dissent, else he, as a vital part of that government, is not being morally responsible.

The afternoon peace march, involving almost 500 students, was a quiet, serious, and orderly undertaking and we are sure thoughtful Williamsporters are proud of them.

The many, varied, and grave problems facing our society cannot be attacked adequately until the war is brought to an end. Then our men, money, time, and energy can be channeled into programs of CONstruction rather than DEstruction!

Mrs. Leland Keemer, 909 Diamond Street

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THE ASSOCIATES OF LYCOMING COLLEGE

REACTIVATED AT MARCH 17 DINNER

"Lycoming College, Its Past, Present, and Future" was discussed by W. Gibbs McKenney, of Baltimore, Maryland, a member of the college board of directors, at a dinner meeting of The Associates of Lycoming College in the Lycoming Hotel on March 17.

Approximately one hundred professional, industrial, and business leaders of the community and their guests attended the session held to reactivate the group which had been formed in 1963 but which has been relatively inactive since. The function of The Associates is to provide advisory leadership and guidance to the college and to assist in establishing improved communications and understanding with the community.

Also participating in the program were Dr. Harold H. Hutson, president of Lycoming; Fred A. Pennington, of Mechanicsburg, president of the board of directors, and The Rev. Thomas J. Hopkins, pastor of the Pine Street United Methodist Church. The College Choir, under the direction of William W. McIver, sang several numbers.

Mr. McKenney traced the history and growth of



Mr. McKenney, addresses the first meeting of the reactivated Associates of Lycoming College.

Lycoming College from its inception in 1812 as the Williamsport Academy. He evaluated Lycoming's importance to society today as a small liberal arts college and pointed out the role of the institution and the problems it faces in the future.

The speaker enumerated some of the financial problems and decisions facing private institutions of higher education and those specifically involving Lycoming. The need to increase the endowment fund, the necessity of attracting more area or commuting students, a reduction in debt, and a continuous effort in fund raising were some of the challenges Lycoming College must meet.

Mr. McKenney also pointed out both the need for Lycoming to play a vital role in serving and supporting the community and the part The Associates can play in helping the college to solve these problems and implement its functions.

In conclusion, Mr. McKenney said that "Lycoming is proud of its record and traditions. It has made tre-

mendous strides since it became a four-year college in 1948. Today, it stands on the threshold of greater progress and service to the constituencies that it serves.

Lycoming is committed to remaining a small, liberal arts college. It will stand steadfast to its program of excellence. While proud of its past and its traditions since 1812, it will not be hidebound. It has no fear of change as such, but it has no liking for change merely for its own sake. Lycoming will therefore be flexible. It will adjust to the changes that come in the academic, economic and social atmosphere.

"The advent of Lycoming Associates as a dynamic organization adds a new dimension to the strength of the College. Through mutual cooperation, and the combined efforts of The Associates, trustees, administration, faculty, and student body, the future of the College will be assured. Indeed, Lycoming will emerge from the decade of the seventies with major achievements, vibrant strength, and a high degree of fiscal responsibility for which we all will be proud."



Dr. Harold H. Hutson, president of Lycoming; W. Gibbs McKenney, a member of the college board of directors; and Fred A. Pennington, president of the board of directors, chat at the March 17 meeting of The Associates of Lycoming College.

ALUMNI SURVEY REPORT

DALE V. BOWER '59

Since I was a student, Lycoming has changed in size as a campus and as a student body. It has hired a bigger and better faculty, and has become a better school academically. It has become more "liberal," a little less personal, has greatly improved its curriculum, and its costs have risen.

This is a summary of the answers received from alumni to the question, "In what ways do you feel Lycoming has changed since your student days?" Although 88% felt it had changed, not all indicated how.

Responses to the question "What do you think Lycoming owes to her alumni or what should she be doing for them?" were varied.

The following answers were most frequently given:

Nothing! News in the Alumni Bulletin and Newsletter as presently being given! Assurance that high academic standards will be maintained! Well satisfied with what alumni office is presently doing! Give alumni opportunity to serve the college in a variety of ways in addition to giving money!

A very large percentage of these replies stated that this question should be reversed. "The college owes nothing to its alumni, but the alumni owe much to the college." Some felt that the college should forget about the alumni and pledge her full support to the present students.

There are alumni who feel that the college should strengthen its ties with the church and others who feel the church relationship must be lessened. Some urge the college to expand while others feel it may be getting too large now.

In general, Lycoming alumni want to be kept informed about everything on campus, good and bad alike. A part of their life is invested in the college and they want to share its successes as well as its problems and failures. They can take it!

As reported in the Winter 1969-70 Quarterly, 73% of our alumni left the college with an enthusiastic or very enthusiastic attitude toward their alma mater. On the questionnaire, there was opportunity for any with a negative attitude to state what it was. Each of these negative attitudes had to be considered in direct relationship to the year of graduation.

Attitude Questionnaire Summary

Number Mailed: 4,549 on September 10, 1969

Number Returned: 1,199 by November 25, 1969

Percent of Return: 26.4%

In the Class of 1969 for example, while 48% of the respondees left the college enthusiastic or very enthusiastic about their alma mater, 22% left with negative or very negative feelings which centered almost totally on the circumstances surrounding the resignation of the academic dean during their senior year. The remaining 30% expressed lack of interest and involvement in the entire matter. Other classes were rather general in their negative attitudes listing most frequently:

Too many restrictions on the students; poor social life for non-fraternity students; lack of sports scholarships; some administrative policies outdated, too many requests for money and poor communication.

The general comments which alumni submitted showed good insight and pointed up areas which the college must consider. Some were critical, some complimentary, most all were constructive and helpful.

A 1967 graduate wrote: ". . . my neutral feelings upon graduation were due to my feelings of having outgrown the academic life. It was too removed from the real world; too uninvolved. I was so eager to get into the real world and start 'doing' something vital. People matter to me—so I became a social caseworker—and now I realize how vital college is and how much a person can do to others and for them if they have a relevant education . . . This questionnaire is the most relevant far thinking thing I've seen in 2½ years."

A 1951 grad wrote "I think Lycoming should try to recruit students by way of alumni. Children of alumni should certainly be encouraged to attend Lycoming. Perhaps a poll of alumni would help determine ages of children of alumni and then special literature could be sent to them and to their high schools so that they could prepare for entrance to Lycoming. I certainly hope that both of my children are able to attend Lycoming!"

A 1958 alumna wrote that Lycoming "should continue to grow; it should attract and keep good faculty; its curriculum should expand. These features enable an alumnus to continue to point to Lycoming College as an excellent small college. It is imperative that Lycoming keep pace with the times within a moral and

ethical framework. If not, our degrees become worthless."

A 1958 alumna from New Jersey wrote "The only debt any college owes to her alumni is to continue to grow and to progress without losing sight of traditions, ideals, and the tremendous responsibility of influencing a new generation."

A Connecticut alumna said she would "appreciate knowing through uncensored polls and letters from the current students how they feel about the college—its policies, what issues are the students discussing, what is shaping their lives. Also would like to see more comments from the faculty members on current issues of the day."

A 1964 alumna feels "The alumni should be involved with curriculum changes. *We* are the ones working and have contacts with survival. *We* know the needs of the college students graduating. *We* should be used as consultants in curriculum."

A 1965 graduate put some real thought into his questionnaire and wrote the following: "She (Lycoming) should prove to us that she is worthy of pride—The kids she turns out into the world today should be smarter than we were—that's progress! She should seduce the alumni into giving dough, and challenge the students into giving talent—that's strength! She should maintain a continuous flow of dialogue on the campus and encourage the same from us—that's intelligence! "She should serve humanity—that's integrity! She should keep us always informed of how and when she accomplishes these things—Now this is what I call an idea!"

A Florida alumnus commented "My main regret is not being of greater financial assistance to my school to date, but I plan to contribute in proportion to its contribution to me—which was significant."

One 1967 alumnus wrote in detail to the effect that he did not owe the college anything and the college owed him nothing. He stated that since he had paid for his education, the college should not expect him to contribute anything.

A 1959 graduate wrote just the opposite, stating:

"In looking back over the years since graduation from Lycoming, it is obvious to me that the education I received has worth far greater than anything I could have imagined at that time. Because of this, I have tried to consistently give 'something' to the Alumni Fund. The toughest years were immediately after graduation when finishing graduate school and starting a family brought heavy expenses. However, I've always been very proud to give because I believe in Lycoming. I believe in her students, faculty and administration. I know of her past, and I have great faith in her future. I feel that my gift encourages the spirit of Lycoming to be continued."

A 1969 graduate asked that the college "allow alumni an outlet for expressing opinions on the changing scene of higher education as it applies to Lycoming and other colleges." Another '69 graduate wrote "It's good to be asked an opinion from Long Hall for a change—I guess being an alumnus does have some advantages." Another 1969 graduate reminded us that "throughout Lycoming's history the tradition of friendliness has prevailed on campus. The alumni should keep the friendliness aglow by letting them have the opportunity to still remain a vital part of the campus community."

A serviceman, who graduated recently, wrote from Japan: "I have this feeling that Lycoming College has already given me more than I can ever hope to repay. Lycoming has already done a great deal to influence my thinking and my way of viewing life, something I have just recently come to realize. In other words, if there is a debt to be paid, my alma mater has repaid it in full, with interest! All that I think the Alumni Association owes its members is to keep us informed as you have in the past and keep the doors open that we can return when it is feasible to do so. Keep up the good work and keep the binding ties secure!!!!"

The alumni office is appreciative of the 1,199 alumni of classes 1949 through 1969 who took the time to answer their questionnaire. Each one has been carefully read and the suggestions which were given are being implemented into the program of the Alumni Association and the College. Comments from alumni are always welcome!

HONORS DAY

The 22nd Annual Lycoming College Honors Day ceremonies were held on Tuesday, May 12 in Clarke Chapel. James G. Scott, senior class president from Parsippany, New Jersey, presided at the program which recognized academic excellence and athletic achievement.

Lycoming's most coveted honor, the *Chieftain Award*, was awarded to Richard A. Brown, of Rye, New York. Rick, the son of Mr. and Mrs. G. Arthur Brown, is the senior who, in the opinion of the students and faculty, has contributed the most to Lycoming College through support of school activities, who has a pleasing personality and the ability to get along with his co-workers, who has evidenced a good moral code, and whose academic rank is in the upper half of his class. A citation, presented by Dr. R. Andrew Lady, assistant to the president, stated these reasons why Rick was selected for the award and also specifically enumerated the many services he has performed during his four years at Lycoming.

Another highlight of the program was the dedication of the *1970 Arrow* to Edward K. McCormick, assistant dean of students. Marilyn J. Olafsen, editor of the senior yearbook, read this dedication statement: "We, the Class of 1970, are proud to honor a man who has given unselfishly of himself to our College. He has searched with us for knowledge, truth, and reason. He has grown with us and gained our respect as an administrator of our campus community and as a friend.

"His contributions to Lycoming College are unlimited. He has faced our problems with an open mind and sought to bring us together in understanding and consideration. As a member of our administration, he is highly regarded by all. His door is always open for discussion and his heart is compassionate to our needs. He has touched each one of us with his mind and has found a place in our hearts."

The Associated Women Students' *Woman of the Year* award was bestowed on Sandra J. Myers, of Williamsport. Sande, a senior, is the daughter of Mr. and Mrs. Wilbur G. Myers.

Darwin M. Popow, a senior from Williamstown, New Jersey who is the son of Mrs. Irene Popow, was the recipient of the *Tomahawk Award* which is presented to the outstanding senior athlete.



Darwin M. Popow receives the Tomahawk Award as the outstanding senior athlete from Director of Physical Education and Athletics David G. Buscy.



Guess who has just been named Woman of the Year—all-smiles Sandra J. Myers.



Richard A. Brown listens as Dr. R. Andrew Lady, assistant to the president, reads Rick's citation as 1970 Chieftain, Lycoming's most coveted award.

1970



Prof. Wenrich H. Green receives his Freddy Award from Sandra J. Myers. His *Principles of Biology* course was named Best Course.



Edward K. McCormick, assistant dean of students, captures two Freddy Awards—Sande Myers presents a Freddy recognizing Ed as "Most Interested In Students" and Jim Looloian confers another as "Most Interested In Campus Affairs."



The *Pocahontas Award* was given to Sharon M. Hense as the outstanding senior girl athlete. She is the daughter of Mr. and Mrs. Robert C. Hense, of Lock Haven.

Suzanne M. Hohl, a junior from Shillington, received the Women's Athletic Association's Award as the *Outstanding Girl Athlete of the Year*. Her parents are Mr. and Mrs. Earl W. Hohl.

Miss Hense and Miss Hohl shared the *100-point Award* given by the W. A. A.

Lambda Chi Alpha's *Freshman Scholarship Award*, given to the freshman student with the highest average, was shared this year by David B. Jackson, of Athens, and Elizabeth A. Johnson, of Wheaton, Maryland. David's parents are Mr. and Mrs. Lyle L. Jackson. Elizabeth is the daughter of Mr. and Mrs. James M. Johnson. Paula L. Turnbaugh, of Williamsport, received the *Freshman Chemistry Achievement Award*. Her parents are Mr. and Mrs. William H. Turnbaugh.

Alpha Sigma Phi's *Harry Schlee Award* was presented to Robert A. Ayres, a senior from Pottstown, the son of Mr. and Mrs. Chester H. Ayres.

Douglas D. Ball, a senior from Endwell, New York, was given the *Pennsylvania Institute of Certified Public Accountants Award* as the outstanding accounting student. He is the son of Mr. and Mrs. Marshall W. Ball.

The *Wall Street Journal Business Award* went to James R. Richards, a Williamsport senior.

The *Williamsport Civic Choir Award* was presented to Arnold H. Sten, II, a Williamsport senior, who also served as the organist for the processional and the recessional of the Honor's Day program. His parents are Mr. and Mrs. Arnold H. Sten.

Eugene L. Dodaro, a Belle Vernon sophomore, received the Kappa Delta Rho *Papoose Award*. He is the son of Mr. and Mrs. James Dodaro.

The *Business Administration Scholarship Award* went to Emerson E. Yaw, a senior from Trout Run.

Wesley Hall—North Wing—First Floor received the Men's Residence Hall Award.



Arnold H. Sten, II of Williamsport receives the Williamsport Civic Choir Award from William W. McIver, acting director of the Lycoming College Choir.



Acting-Dean John A. Radspinner presents the Freshman Chemistry Achievement Award to Paula L. Turnbaugh of Williamsport.



James G. Scott, senior class president, presents the class gift to Dr. R. Andrew Lady, assistant to the president. The \$1,000 gift will create a special Class of 1970 Endowment Fund the interest from which will be used to purchase books for the library.



James G. Scott, senior class president from Parsippany, New Jersey, transferred the class mantle—symbol of responsibility to next year's senior class president Robert O. Baldi of Philadelphia.

The 1970 CLASS GIFT was obtained from a portion of the \$3.00 a year class dues which had been put into a savings account each year. A committee investigated possible gifts and individuals made additional suggestions at a class meeting where the \$1,000 gift to provide annual book purchases for the library was voted as the 1970 Class Gift.

FREDDY AWARDS

Six Freddy Awards were presented to four faculty members and an administrator. The awards, named for former Lycoming president Dr. D. Frederick Wertz, were given for:

Best All Around Professor

ROBERT H. BYINGTON—*Professor of English*

Best Course

WENRICH H. GREEN—*Instructor in Biology*

Best New Professor (Tie)

WILLIAM J. URBROCK—*Assistant Professor of Religion*

JOHN F. PIPER, JR.—*Assistant Professor of History*

Most Interested in the Student

EDWARD K. McCORMICK—*Assistant Dean of Students*

Most Interested in Campus Affairs

EDWARD K. McCORMICK—*Assistant Dean of Students*

CHEERLEADING AWARDS

Sandra J. Myers (<i>Captain</i>)	Williamsport
Carol L. Devitt	Norristown
Carolyn Van Blarcom	Baldwinsville, N. Y.
Lynn C. Flock	Williamsport
Laurie M. Mims	Englewood Cliffs, N. J.
Barbara Wayne	Osceola Mills
Shirley A. Goebel	New City, N. Y.
Yvonne J. Bullock	Jersey Shore
Ruth E. Wilkinson	Antes Fort

ATHLETIC LETTERS

Suzanne M. Hohl	Shillington
Jennifer P. West	Washington, D. C.
Carolyn D. Clifford	Mountain Lakes, N. J.
Dixie L. Derr	Levittown
Jacquelin M. Thomas	Burlington, N. J.
Sharon M. Hense	Lock Haven
Beverly A. Keller	Newmanstown
Lynn A. Holl	U. Saddle River, N. J.
Betty A. Brunning	Westbury, N. Y.
Elizabeth M. McConnell	Lock Haven

IRUSKA—A society organized in 1954 to recognize "Warriors who win high honors." No more than seven juniors are selected annually for membership. Their academic rank must be in the upper half of their class, they must be active in extracurricular activities, and they should best represent the spirit of campus leadership at Lycoming College.

Tapped this year are:

Andrew A. Bucke	York
Joan M. Gregory	Red Bank, N. J.
Steven W. Hogan	Cherry Hill, N. J.
Charles A. Kauffman	Lancaster
Marilyn A. Miceli	Pompton Lakes, N. J.
Laurie M. Mims	Englewood Cliffs, N. J.
Jennifer P. West	Washington, D. C.

BLUE KEY—FRESHMEN

Robert A. Chrencik	Camp Hill
Russell H. Foley	Liberty
Rickey A. Hamilton	Carlisle
David B. Jackson	Athens
John R. Lyter	Carlisle
Charles W. McCall	Springfield
Timothy J. McLaughlin	Madison, N. J.
Daniel F. Peterson	Wilmerding
Thomas G. Raub	Allentown
Joseph T. Ross, III	Harrisburg
Glenn W. Stinson	Newport, R. I.

FOREIGN LANGUAGE AWARD

(seven-way tie)

Nancy L. Cloud	Philadelphia
William A. Turnbaugh	Williamsport
Barbara A. Babb	Bloomsburg
David B. Jackson	Athens
Frederick Odell	Montoursville
Joseph T. Ross, III	Harrisburg
Esther L. Williams	Bristol

**LYCOMING ROUND TABLE
WOMEN'S HONOR SOCIETIES**

Gold Key—Freshmen

Barbara A. Babb	Bloomsburg
Judith A. Bell	Clearfield

Cynthia A. DeLong	Montoursville
Kathleen V. Donnelly	Pittsburgh
Janice M. Einhaus	Parsippany, N. J.
Nancy K. Ellis	Vestal, N. Y.
Betty L. Hebblewaite	Levittown
Judith M. Hill	Temple
Elizabeth A. Johnson	Wheaton, Md.
Elinor A. Jones	Binghamton, N. Y.
Carol L. Marsland	Springfield
Kathleen F. Olund	Wheaton, Md.
Paula L. Turnbaugh	Williamsport
Kathleen M. VanHorn	Hughesville
Cathy L. Weaver	Picture Rocks
Barbara J. Whipple	Jersey Shore
Esther L. Williams	Bristol

Silver Chalice—Sophomores

Vistula S. Chapman	Washington, D. C.
Barbara A. Edleman	Pottstown
Elaine L. Fardig	Fayetteville, N. Y.
Cathy B. Peters	Norristown
Joann E. Shirm	Montoursville
Barbara Wayne	Osceola Mills
Ruth E. Wilkinson	Antes Fort

Gold Chalice—Juniors

Pamela K. Coyle	Waynesboro
Lucinda M. Falscik	Irwin
Shirley A. Goebel	New City, N. Y.
Joan M. Gregory	Red Bank, N. J.
Marilyn A. Miceli	Pompton Lakes, N. J.
Laurie M. Mims	Englewood Cliffs, N. J.
Dianne R. Shouldice	Shavertown
Diane M. Weeks	Long Valley, N. J.
Susan M. Wilkinson	Fair Haven, N. J.

Amulet—Seniors

Nancy J. Corter	Allentown
Carol L. Devitt	Norristown
Diane L. Dorchester	Mendham, N. J.
Cheryl D. Eck	Muncy
Svetlana Faeljev	Millville, N. J.
Karen E. Fisher	Williamsport
Kim S. Gordon	Wyckoff, N. J.
Sandra J. Myers	Williamsport
Marylyn J. Olafsen	Stockholm, N. J.
Lana L. Reed	Liberal, Kansas



Ken Green on the left, a senior from McMurray, talks with Andy Bucke, a junior from York, and Jack Campbell, associate professor of education. Andy and Jack are relaxing in the SUB during one of their "Walk A Mile" days.

"WALK A MILE IN MY SHOES"

Words to "walk a mile in my shoes" used by permission of Hit Parade Magazine.

EDWARD K. McCORMICK
Assistant Dean of Students

To promote understanding among people on our campus, a program called ". . . walk a mile in my shoes" is being developed. Basically, the program tries to promote mutual understanding by using a shadow effect. A student spends an average day in his campus life accompanied by a faculty member or administrator. The partner then reciprocates and hosts the student who is the "shadow" as the faculty member or administrator goes about the tasks of an average day in his life.

After discussing the idea with a number of persons in each segment of the college family, the program had its "formal" beginning in January when letters announcing the program were sent to all students, faculty members, and administrators. An invitation to discuss the program in person was extended as well as an opportunity to sign-up for participation by returning a coupon with his name, campus address and phone, and any comments he wished to make.

Using comments on their coupons and other information they had previously provided for their student personnel file, students were paired to avoid faculty members they had in class so that new relationships with "strangers" might be established. Career similarities were considered to hopefully provide mutually productive days. As an example, a student whose major and possible career choice pointed toward journalism was paired with the publications director.

Each pair arranged its own activities to gain as much exposure to and insight into each others daily life style as they could squeeze out of their schedules. Such independent planning helped to insure unique experiences for each pair.

The diversity of the membership within the groups titled "students," "faculty," and "administration" promised a multitude of benefits. Experience to date re-enforces this expectation. As an example, the people involved thus far have found that such one-to-one

relationships may be just the type of experiences needed to help bring about warmer, more personal relationships on the campus. At a luncheon where the program was discussed and evaluated, many of the participants stressed that such one-to-one interaction is not only one of the possible keys to better understanding and cooperation on campus but also for the future of our society.

Another of the main points brought out repeatedly in the evaluation of the activities and results to date was the necessity to expand the program to include more people while preserving the intimacy of the self-directed one-to-one relationship achieved when each pair of participants designs its own schedule.

Thirty-seven students were paired with faculty members and administrators, some of the latter pairing with more than one student. Indications are that as fast as more faculty and administrators can be recruited into the program, more students will be able to participate.

Those who were able to attend the luncheon-discussion and other participants who have expressed

their reactions to the experience were concerned about finding ways to discover and involve the shy, introverted student who is reticent about making the first move in such a situation even when he is aware of the opportunity. It was felt that perhaps this type of activity might hold an excellent potential for helping such students to become a part of the campus community.

These ideas from participants, and many others that are being suggested from interested individuals, will be used in planning and expanding the program next year.

As we discuss our experiences so far and exchange ideas we are not only discovering ways to improve the program but are generating what the scientists call "spin-off"—ideas which may take-off on their own and do their small part in striving to achieve the goal of the original inspiration for the "walk a mile in my shoes" project.

The idea started when I heard Joe South's song whose title I stole. The lyrics seemed to apply to Lycoming. Its message suggesting that "you and I be each other" hit home.



Alan Colchick, admissions counselor, starts out with Barbara Lovenduski, far left, to see what a freshman's day is like. Joe Laver, director of publications, is starting out on the same mission with Phyllis Mongiello. Barbara comes from Mount Holly, New Jersey and Phyllis from Levittown, Pa. Other denizens of Forrest Hall are in the background.

Walk A Mile In My Shoes

If I could be you and you could be me for
just one hour
If we could find a way to get inside each others
mind
If you could see you through my eyes instead of
your ego
I believe you'd be surprised to see that you'd
been blind

CHORUS

Walk a mile in my shoes, walk a mile in my shoes
And before you abuse, criticize and accuse
Walk a mile in my shoes

Now your whole world you see around you is
just a reflection
And the law of common says you reap just what
you sow
So unless you've lived a life of total perfection
You'd better be careful of every stone that you
should throw

CHORUS

And yet we spend the day throwing stones at
one another cause I don't think or wear my
hair the same way you do
Well I may be common people but I'm your
brother
And when you strike out and try to hurt me it's
a hurtin' you

CHORUS

And there are people on reservations and out
in the ghettos
And brother there but for the Grace of God
go you and I.
If I only had wings of little angels don't you know
I'd fly to the top of the mountain and then I'd cry

Walk a mile in my shoes, walk a mile in my shoes
Before you abuse, criticize and accuse
Walk a mile in my shoes

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Lark Rand, a junior from White Plains, New York, discusses one of the multitude of varied jobs that make-up a typical day for Acting-Dean of the College John Radsspinner.



Ed McCormick, assistant dean of students who originated the "walk a mile in my shoes" program, talks to Russell Bloodgood, center, as Russ shows Ronald Schellhase, all about being the Manager of Food Services. Ron is a sophomore from Baltimore, Maryland.

ANNUAL SCHOLARSHIP DINNER

The following address was delivered by Dean-designate James R. Jose at the May 19 Lycoming College Scholarship Dinner. The event, held at the Lycoming Hotel, honored 193 students named to the Dean's List at the end of the fall semester. Four upperclassmen received the Robert F. Rich Scholarship Award. Eight freshmen were nominated as candidates for the two awards to be given later to first-year students.

Dr. Jose was appointed last November and assumes his duties at Lycoming on July 1. He comes to Lycoming from American University where he served as assistant professor of international relations and assistant dean.

THE SMALL LIBERAL ARTS COLLEGE: CHALLENGED AND CHALLENGING

I am honored to be with you this evening and to join in the tribute to your high achievement in scholarship. Each of you has my sincerest congratulations for your demonstration of academic excellence and my best wishes for continued distinction in the future. For those who will be graduating this June, I wish you well in your future endeavors, knowing that you will be an example to those who will follow. To those returning next Fall as sophomores, juniors, and seniors, I look forward with eagerness to working with you, for you will be important in providing academic leadership at Lycoming College.

The small liberal arts college is at a crucial stage of being today, challenged as it is from within and from without. Its very future is being questioned in many quarters, and its relevance to the task of providing a meaningful educational experience is suspect. The nature of this challenge appears to be defined by several factors:

— The university, with its expansive facilities and resources and its ability to hire and hold productive scholars;

— The publically supported institutions, including both universities and community colleges, with a generally reliable tax base which permits low tuition rates and rapid development of physical resources;

— The developing attitude among parents and prospective students that the urban "multiversity" is the most desirable context for acquiring an undergraduate education;

— From within, the resistance of the small liberal arts college to change and academic experimentation;

— Again, from within, the attitude among some students, faculty and administrators that change and academic experimentation ought to be accomplished for the sake of change and academic experimentation, without reference to planning and the limits which the peculiar circumstances of the college place upon it.

All of these factors combined have promoted the thought that the days of the small liberal arts college are numbered and that the early demise of this historic institution of higher education in the United States should not be a surprise to anyone. I must take exception to this conclusion. I believe that the small liberal arts college *has* a future and that its early demise is *not* assured—that is unless we fail to recognize the realities and peculiar circumstances of the college—and unless we fail to recognize and exploit opportunities.

Several guidelines for responding to the challenge have been obvious for some time.

The small liberal arts college must "*shake-off*" its persecution complex and inferiority attitude and *assert* its self-confidence by *renewing its dedication to excellence in the teaching-learning process*. Dr. Leland Newcomer, President of LaVerne College, in California, has said: "I would rather preside over the death of a college than just keep its nose above water as a mediocre institution. If the small liberal arts college can't do something worthwhile—something unique—it is an anachronism and should not exist." I accept this logic and assert that the small liberal arts college can avoid mediocrity. Among other things, it must develop and/or maintain a teaching-learning process and an academic program that is *exciting, unique, innovative, flexible* and *reasonable*. In addition, the college must foster an "institutional awareness" among



Dr. John A. Radspinner, acting dean, presents the Robert F. Rich Scholarship Awards for the 1970-71 academic year to four upper-classmen, from left to right: Joann E. Shirm, daughter of Mr. and Mrs. Ralph G. Shirm of Montoursville R. D. 2; James L. Hebe, son of Mrs. Erma Hebe of Liberty; Norman L. Richmond, son of Mr. and Mrs. Logan A. Richmond of Williamsport; and John P. Carlson, son of Mr. and Mrs. John C. Carlson of Williamsport. Mr. Carlson and Mr. Hebe are members of the class of 1971. Miss Shirm and Mr. Richmond are in the class of 1972. All will receive full-tuition scholarships.

students, faculty, administration and staff, trustees, alumni, and friends—an awareness of mission, objectives, virtues, and problems.

Permit me to share with you some selected thoughts on these guidelines. An excellent teaching-learning process must be based on the assumption that all participants are teachers and learners dedicated to meaningful dialogue and intellectual communication. A process which assumes that teachers are limited to those who stand behind lecturns and learners are those who occupy the seats in front of them is neither *excellent* nor *meaningful*. Teaching is not the mere imparting of information and learning is not the absorption of it. Woodrow Wilson was close to the point when he said: "No one has ever dreamed of imparting learning to undergraduates. It cannot be done in four years. To become a man of learning is the enterprise of a lifetime." It is one of the tasks of the college to provide the atmosphere wherein this spirit—this attitude—can flourish.

The small liberal arts college must recognize that it cannot be "all things to all people"—it is not and cannot be a cafeteria of traditional and esoteric academic choices. The college must *identify* its realistic perimeters, *maximize* its advantages AND—*THROUGH INNOVATION*—*account* for its shortcomings. Put another way, a college cannot hope to have every branch or school of thought of every discipline reflected in the faculty and curricular offerings of

every department. Disciplinary orientation changes rapidly—too rapidly for the college, and, from my own experience, perhaps too rapidly *even* for the university.

My own discipline is political science. The small liberal arts college can provide for specialists in domestic, comparative, and international politics—but, within the latter—which is my field of specialization, it is a remote possibility that the small liberal arts college could include specialists and courses in theory and methodology, international law, international organization, area studies, international communication, diplomacy and foreign policy and contemporary international politics—to name a few of the areas of concentration within international politics.

However, new advances, techniques, and orientations in various disciplines can be made available to students and faculty alike through disciplinary enrichment programs, combining campus visits by the "titans" of the fields, off-campus focused study programs for majors, and the creative employment of the communications media. Such enrichment programs can provide the intellectual satisfaction desired as they surmount the curricular and resource shortcomings of the small liberal arts college. If the college cannot provide exposure to highly critical aspects of a discipline through its own faculty and curriculum, then it *must* bring to the campus, for disciplinary enrichment visits, those who are competent in these critical aspects—AND—it must not be reluctant to encourage its stu-

dents to spend a semester—or perhaps a year—at those institutions which have the faculty and the curriculum to fill the void.

The various off-campus programs in which Lycoming College participates have paved the way and are providing enrichment experiences. These kinds of experiences need to be expanded.

The small liberal arts college must forego the obsession that the class-room and the fixed time schedule are the *most* effective, reliable, and desirable contexts for the teaching-learning process in all aspects of every discipline. To be sure, these traditional features are important instructional vehicles, *but*, in selected circumstances, they can be confining and only marginally relevant laboratories for teaching and learning. The college must supplement these traditional academic vehicles by providing increasing opportunities for independent study and research, field observation, and as Henry Steele Commager has said, "opportunities for active participation" in academically-related activities in the social, scientific, political, religious, business, legal, artistic, and other dimensions of life.

I recently learned of a consortium arrangement of small California colleges which annually sponsors a joint archeological expedition to Mexico. This kind of experience is not only intellectually valuable—but affords the opportunity for meaningful social experiences. It seems to me the college need not run the risk of limiting the educational experience to intellectual growth alone—and ignoring the realities of life and social maturity.

The small liberal arts college must continually provide for the changing demands of graduate schools, career positions, and the other post-baccalaureate endeavors of its students by recognizing that the traditional majors may not, in some areas, be adequate preparation. Again speaking for my own field, graduate schools of international politics are increasingly looking for students with broad exposure in the social sciences, especially including history, economics, and political science. Those who plan a teaching career in political science, and particularly in international politics, ideally should have an inter-disciplinary base of political science, history, economics, sociology and, in some instances, psychology. Those planning overseas careers with governmental or non-governmental agencies, in addition to the fields I have mentioned, should be exposed to cross-cultural analysis and languages.

The college must be willing to creatively and reasonably design guidelines for inter-disciplinary majors—letting the career and academic interests and needs of the student, coupled with *sound* academic practice, dictate the nature of a student's academic concentration. At the same time, the college cannot lose sight of the importance of a broadly-based liberal arts framework which will expose students to the natural sciences, social sciences, humanities, and fine arts, and hopefully, provide students with the opportunity to become conversant in these areas of intellectual concern. In short, the time has come when we must recognize that

the traditional liberal arts approach *can* be modified *without* being destroyed and *must* be made more flexible and responsive to the demands of the second half of the Twentieth Century, and more relevant to the realities which confront us daily. We must recognize that a continuing task of the college is to provide the opportunity for the student to become responsible for his education.

The college must recognize the virtues of remaining uniquely small. As Commager has said, "at a time when almost everything, including man, is organized, mechanized and computerized and dehumanized, there is a great deal to be said for colleges that allow room at the joints." The most obvious implication of size is the faculty-student ratio (approximately 1-16 at Lycoming College). This ratio can be and often is meaningless—for it only provides the physical dimension—the potential—for close faculty-student consultation and dialogue. To make it work, willingness and tolerance must be applied.

Finally, one of the most important factors in the maintenance and continued evolution of the small liberal arts college involves *attitude*. It has occurred to me that each one of us, students, faculty, administrators and staff, trustees, alumni, and friends, must de-



Two of eight freshmen nominated with perfect 4.0 averages the first semester will be designated to receive scholarships for the 1970-71 academic year. The five nominees pictured above are, left to right: David B. Jackson, son of Mr. and Mrs. Lyle L. Jackson of Athens R. D. 2; Timothy J. McLaughlin, son of Mr. and Mrs. E. S. McLaughlin of Madison, New Jersey; Joseph T. Ross, III, son of Mr. and Mrs. Joseph T. Ross of Harrisburg; Esther L. Williams, daughter of Mr. and Mrs. Edward Williams of Bristol; and Barbara A. Babb, daughter of Mr. and Mrs. John F. Babb of Bloomsburg. Not pictured are: Robert A. Chrencik, son of Mr. and Mrs. George C. Chrencik of Camp Hill; Russell H. Foley, son of Mr. and Mrs. Gilbert H. Foley of Liberty; and Elizabeth A. Johnson, daughter of Mr. and Mrs. James M. Johnson of Wheaton, Maryland.

velop an "institutional awareness" and must constantly assess the implications of our actions for members of our own group and for members of other groups. While it would be folly to suggest that "interest group" orientations do not exist, it is *not* folly to suggest that the various groups within the small liberal arts college should attempt to relate their particular interests to the overall interests of the institution. The principle to which I am alluding is familiar to us all. It was eloquently stated by the late John F. Kennedy a decade ago in another context: "Ask not what your country can do for you — ask what you can do for your country." In our own context, the difficulties and challenges confronting the small liberal arts college are formidable enough that unless we are willing to relate to an overall institutional interest, the demise of the small liberal arts college will be upon us. We might even be more specific from a different perspective. Obsession with the interaction of group interests apart from the central referent of the institutional interest would, in my

judgement, alter the basic nature of the small liberal arts college and lead to its early demise by converting academic processes into political systems. There is a distinction between an academic process and a political system, and it seems to me that the distinction should be remembered.

I have had the pleasure of meeting many of you individually and in groups in some four visits to the campus. As you must realize, I have not fully learned about Lycoming College; but I am learning. I would not be presumptuous and suggest that all of the ideas I have shared with you this evening are panaceas for problems of challenges which might be peculiar to Lycoming College. I have learned enough, however, to be convinced that the college will not only survive the challenge referred to this evening—but it will excel—and I am here to assure you that this objective will have my complete dedication when I assume the responsibilities of Dean of the College.

Thank you and good evening.



Dean-designate James R. Jose speaks on "The Small Liberal Arts College: Challenged and Challenging" as senior Rich Scholar William A. Turnbaugh, the son of Mr. and Mrs. William H. Turnbaugh of Williamsport, looks on. Not pictured, but also a guest at the head table, is senior Rich Scholar Nancy J. Corter, the daughter of Mr. and Mrs. Robert J. Corter of Allentown.

CAMPUS NEWS

NANCY SWEETLAND, a freshman from Silver Creek, New York, attended a three-day Intercollegiate Orchestra Festival held at Thiel College March 6-8 where she played the French horn in a public concert which concluded the festival.

DENNIS HAAS, a Williamsport sophomore, and JAMES HATHAWAY, a freshman from Syracuse, New York, attended the 23rd Annual Pennsylvania Band Festival at Wilkes College March 13-15. Dennis played the baritone saxophone and Jim the trumpet at the concluding concert.

A two-day "Religious Experience" colloquium was sponsored by the Philosophy and Religion departments on March 9-10. The three general sessions held over the two days had as their themes: "The Nature of Religious Experience," "The Value of Religious Experience," and "The Meaning of Religious Experience." Guest speakers were Dr. Van A. Harvey, head of the graduate program in religion at the University of Pennsylvania, and Dr. Walter Pahnke, who is affiliated with the Friends Psychiatric Center in Baltimore.

"The Politics and Cultures of New African Nations" was the theme of a March 13-14 workshop held at Lycoming. "Changing Cultural Forms in Contemporary Africa" was the subject of a Friday session lecture by Professor Christian Gaba of the University of Ghana. On Saturday, Professor Claude Welch, State University of New York at Buffalo, spoke on "Political Developments in the New African Nations." Workshop participants included students from Angola, Cameroon, Chad, Congo, Ethiopia, Gambia, Ghana, Ivory Coast, Liberia, Sudan, and Uganda. As a preliminary to the workshop, several films on Africa had been shown on March 10 and 12.

Approximately 150 students and teachers attended the annual meeting of the Central Pennsylvania Section, American Association of Physics Teachers held on campus April 10 and 11. Ten papers were presented by physics teachers and students from Franklin and Marshall, Juniata, Dickinson, Penn State, Delaware, Scranton, Albright, Bloomsburg State, Messiah, and Lycoming.

Dr. Arnold A. Strassenburg, of the State University of New York and director of The Division of Education and Manpower of the American Institute of Physics, lectured on "Resources for Physics Departments." He also was on a panel concerned with "The Role Industry and Other Non-Governmental Institutions Can Play in Physics Education in Colleges." Other panel mem-

bers were Dr. Edmund B. Tucker, General Electric Foundation; Dr. M. M. Shahin, Xerox Corporation; Dr. Robert Lindsay, I. B. M. Research Center; and Oliver E. Harris, director of development at Lycoming.

Lycoming College joined in the nationwide observance of EARTH DAY on Wednesday, April 22 with a full schedule of events from 8 a. m. to 8 p. m. coordinated by the Lycoming College Committee on Environmental Awareness. The program included seminars, lectures, tours, and films. Officials associated with state and federal agencies related to natural resources and the environment plus faculty members participated in the program.



CLEAN WATER: One of the key battles in the war against pollution is that of cleaning up water. Water sampling kits are used to determine the extent and source of water pollutants. Discussing the kit are biology department faculty members Dr. William E. Rogers, Dr. K. Bruce Sherbine, and Wenrich H. Green, all members of the Earth Day committee.

The committee included biology faculty members WENRICH H. GREEN, DR. WILLIAM E. ROGERS, and DR. K. BRUCE SHERBINE plus students ANDREW BUCKE, ELIZABETH LYON, MICHAEL LYON, BARBARA MITCHELL, JOHN NEVIUS, PEGGY SCHMIDT, LYNN SCHILLER, and JOHN SKIRVEN.

Two open class sessions were conducted by WARREN L. FISHER, instructor in economics, who discussed "Social Costs of Private Enterprise's Decisions."

DR. LORING B. PRIEST, professor of history, whose topic was "Environmental Factors in Foreign Relations," also conducted an open class session.

William Lusher, resident pollution control engineer from the Pennsylvania Department of Health, discussed "Air Pollution Control." Russell Bobkoskie, regional industrial hygienist from the PDH, discussed "Occupational Hazards — Noise, Dust, Fume Pollution."

Justus V. Baum, Jr., district soil conservationist, gave three lectures, "Man and His Environment" and "Soil-Water-Man" which was given twice.

DR. JOHN F. PIPER, JR., assistant professor of history; DR. ROBERT C. SCHULTZ, assistant professor of philosophy; and DR. K. BRUCE SIERBINE, assistant professor of biology, conducted a panel discussion on "Population and Pollution: Is ZPG the Answer?"

Robert Casey, state auditor general, spoke in the afternoon. Tours of Avco Corporation and Bethlehem Steel were conducted.

The physics colloquiums on April 20 and 27 were related to the environment. On Thursday, April 23, MRS. ELIZABETH H. KING, assistant professor of business administration, conducted a panel discussion on the "Business Community Looks at Pollution."

Zeta Zeta Chapter of Phi Alpha Theta national history honorary inducted ROBERT H. LARSON, instructor in history, and eleven students as members. Honored for over-all scholarship and achievement in history were: NANCY ANDERMAN, LYNNE BILLMAN, PAUL CHAMBERS, VISTUAL CHAPMAN, SUSAN EDWARDS, DAVID HERDMAN, MARILYN MICELI, LAURIE MIMS, CATHY PETERS, MRS. PAULINE VOLLMAN and SAMUEL SNYDER.

SCOTT BECQUE, a freshman from Ridgewood, New Jersey, was elected to fill a student representative vacancy on the Lycoming Advisory Council. He fills TOM BRINTON's old slot on the Council because Tom was elected president of S. G. A. and has a position on the Council in that capacity.

ROY S. TEASLEY, a senior from Ridgewood, New Jersey, has been named Lycoming's outstanding chemistry major by the Susquehanna Valley Section, American Chemistry Society. Roy, a Lycoming Scholar, spent the first semester at Argonne National Laboratory. He will do graduate work at the University of Indiana.

MICHAEL A. MINER, a senior theatre/philosophy major from East Paterson, New Jersey, has been chosen as a member of the famous Hilberry Classic Theatre, Wayne State University's graduate repertory company. Mike earned his graduate fellowship competing with several hundred applicants auditioning throughout the country.

WLCR, the campus radio station with studios in the Academic Center, has returned to the air, or should we say wires. DR. DAVID F. DAVIS is faculty adviser.

GEOFFREY ROYCE, a freshman from Towson, Maryland, won a second prize at the Hollins College Liter-

ary Festival for his poem, "The King of Ecrehons Reef." BARBARA MITCHELL, a junior from South Easton, Massachusetts, received an honorable mention for her short story, "When I Was Little I Used to Feed the Ducks." Students attending the three-day festival were JAY GINTER, MARYELLEN LIVESAY, MARY MATZKO, RICHARD CALDWELL, SALLY YOUNG, STEPHANIE KARPINSKI, RAYMOND OBSTFELD, and GEOFFREY ROYCE. JAMES J. McAULEY, assistant professor of English, accompanied them.

RUSSELL A. BLOODGOOD, Manager of Food Service, helped to plan and conduct a Food Service Workshop with the Williamsport Area Community College Continuing Education Department. Russ planned the subjects and materials to be presented at each 2½ hour Thursday evening session for four weeks.

DAVID G. BUSEY, director of athletics, was named to three positions in the American Association of Health, Physical Education, and Recreation at the group's annual meeting held in Seattle. Dave has been named chairman of the Men's Athletic Division. He also was named a vice president and a member of the board of directors of the A. A. H. P. E. R.

ROBERT H. BYINGTON, professor of English at Lycoming from 1960-61 to 1969-70, and DAVID HUFFORD '66, director of the Ethnic Culture Survey of the Pennsylvania Historical and Museum Commission, organized the second annual Middle Atlantic States Conference on Folk Culture held at King's College of Wilkes-Barre in early April. Dr. Byington was elected treasurer of the Pennsylvania Folklore Society which also had its annual meeting at King's. Professor Byington will continue as executive secretary of the society.

DR. W. ARTHUR FAUS, associate professor of philosophy, attended a Conference On Human Values and the Mind of Man on April 24 and 25. Twelve papers were read and discussed by philosophers and psychologists at the State University of New York at Geneseo conference. Several sessions were on public television.

STEPHEN R. GRIFFITH, who has been appointed assistant professor of philosophy and who will begin teaching at Lycoming this fall, has been awarded a Woodrow Wilson Dissertation Fellowship for this summer. A Cornell University graduate, the Williamsport native comes here from graduate work at the University of Pittsburgh.

WENRICH H. GREEN, assistant professor of biology, has been named a director of the newly organized Pennsylvania Biologists Association which is dedicated to improving Pennsylvania's environment.

CHARLES L. GETCHELL, assistant professor of mathematics, presented some of the results of his research into the lattice of a module to the spring meeting of the Allegheny Mountain Section of the Mathematical Association of America at Chatham College on May 2. He

also attended the New York Section meeting of the American Mathematical Society held in New York City March 25-28.

EDUARDO GUERRA, chairman of the Department of Religion, gave the May 15 commencement address at the Episcopal Theological Seminary of the Caribbean in Carolina, Puerto Rico. The seminary, which trains priests for the Caribbean Islands and Central America, has the unusual policy of offering courses in English, Spanish, or French, depending on the language spoken by the instructor in a given course. Since predominantly Spanish-speaking people attended the function, Dr. Guerra gave his address, "Heal the Sick, Raise the Dead, Cast Out Demon," in Spanish.

R. STEPHEN HOCKLEY, a 1966 graduate who became an admissions counselor in December of that year after serving six months on active duty with the army reserves, resigned effective April 30 to accept a position as associate director of STEP (Lycoming-Clinton County Commission for Community Action).

ERIC A. KADLER, professor of French at Lycoming from 1960-61 to 1969-70, has recently published a book titled *Linguistics and Teaching Foreign Languages* which centers on the phenomenon of language. It can be used as a textbook, as a handbook, or for reference reading by anyone interested in verbal and non-verbal communications. Dr. Kadler said that a number of Lycoming alumni now teaching languages helped to shape the material in its present form.

ROBERT L. LAMBERT, instructor in mathematics, has been awarded a National Science Foundation Fellowship for an eight-week summer institute at the Illinois Institute of Technology designed to review and expand mathematics curriculums by using the computer as a teaching tool. The final week of the institute will be a national conference of leading educators who have contributed to the growth of computer use in undergraduate math and science education.

Members of the MATHEMATICS DEPARTMENT attend sessions of the Bucknell Mathematical Colloquia.

HOWARD T. MANCING, assistant professor of Spanish at Lycoming from 1966-67 to 1969-70, successfully defended and had his Ph.D. dissertation titled "Chivalric Language and Style in Don Quijote" accepted on January 26. The University of Florida awarded the degree on March 21. An eventful spring was capped by the arrival of a daughter, Catherine Ann, born on April 23. Dr. Mancing will be an assistant professor at the University of Missouri in September.

MAURICE A. MOOK, professor of anthropology, spoke to the Susquehanna Chapter of the Pennsylvania Federation of Junior Historians on April 7. He was re-elected president of the Pennsylvania Folklore Society at its April annual meeting held at Wilkes.

Dr. Mook attended a three-day meeting at Titusville of the Pennsylvania Historical and Museum Com-

mission. The itinerary included an inspection tour of state-owned historical properties in Northwest Pennsylvania such as Drake Well Museum, Pithole, Flagship Niagara, and Fort LeBoeuf Museum.

As chairman of a seminar devoted to the "Sectarian Cultures of Pennsylvania" offered as a part of the Fourteenth Annual Institute of Pennsylvania Life and Culture, Dr. Mook chose the participants, each a specialist in a particular sectarian group, and outlined the program. The Pennsylvania Historical and Museum Commission sponsored the institute at the Pennsylvania Farm Museum near Lancaster.

Seven students accompanied Dr. Mook to the annual meeting of the Society for Pennsylvania Archaeology at Franklin and Marshall College on April 25; they were: KATHRYN M. FIESTER, FAYE L. STOCUM, CHARLES R. SPRINGER, WILLIAM A. TURNBAUGH, T. STEPHEN TURNBULL, RONALD M. WEAVER, and ELIZABETH M. PROVOST.

NEALE H. MUCKLOW, associate professor of philosophy at Lycoming from 1957-58 to 1969-70, is joining the faculty at the University of Richmond in September.

ROBERT C. SCHULTZ, assistant professor of philosophy, attended a conference on philosophy of education at Atlanta, Georgia.

JAMES C. SCOTT, a June Lycoming graduate, has joined the college administrative staff as an admissions counselor. Jim had been a student assistant in the admissions office while he majored in sociology and anthropology and was active in extra-curricular activities. In addition to being senior class president, Jim was a member of numerous committees, which included: Self-Evaluation Committee for the Middle Atlantic States Association of Colleges and Secondary Schools, Faculty Academic Standing Committee, Tri-partite Committee, Student Publication Board, President's Committee to choose a new academic dean, and the Student Government Council. This son of Mr. and Mrs. James R. Scott of Parsippany, New Jersey, was also house manager of Kappa Delta Rho.

WILLY SMITH, associate professor of physics, presented a paper titled, "Experiences With a Course in Concepts of Physics for Non-Science Majors" during the annual meeting of the Central Pennsylvania Section of the American Association of Physics Teachers held at Lycoming on April 10 and 11. As in previous summers, Dr. Smith will be on the University of Michigan instructional staff for a special intensive course for engineers and scientists on Nuclear Power Reactors Engineering to be offered during June.

SALLY F. VARGO, assistant professor of physical education, attended the April annual meeting of the American Association of Health, Physical Education, and Recreation held in Seattle, Washington.

W. A. TURNBAUGH '70 WINS WOODROW WILSON FELLOWSHIP

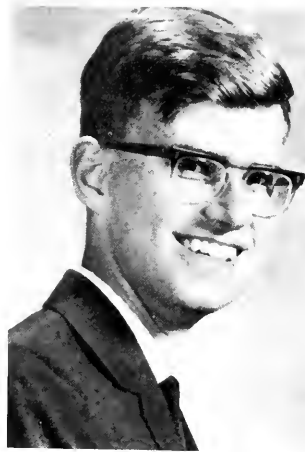
June graduate William A. Turnbaugh, of Williamsport, had a very eventful final semester at Lycoming. Probably the high point of it was notification that he had been selected as a Woodrow Wilson Fellow in February.

Bill was one of 1,153 designees chosen from over 12,000 graduating seniors nominated by more than 800 colleges and universities throughout the nation. The Foundation's selection committee picked the winners as "The most intellectually promising" 1970 graduates planning careers as college teachers.

An additional honor came when Bill was awarded a National Science Foundation grant he will use this fall when he enters Harvard University as a Woodrow Wilson Fellow. He plans to continue his studies in history, anthropology, and archeology.

Still another honor came in March when Bill was notified that he was one of the top 100 of the 1,153 designees who would receive one of the Foundation's newly inaugurated Independent Study Awards. The awards, worth \$1,000 each, are to be used for approved projects of study, research, or travel during either one of the summers of 1970 or 1971. Bill is using it this summer to participate in a University of Israel archaeological dig near Tiberius.

Recognition in the artistic area come when Bill created the winning design for a Lycoming County flag this spring.



While at Lycoming, Bill earned his degree in history, was a Lycoming Scholar, and was a Robert F. Rich Scholarship winner during all three years he was eligible for the award. The full-tuition scholarships are awarded to the freshman, sophomore, and junior classes, for use during the ensuing year.

For several years, Bill has been associated with the Lycoming Historical Society Museum where he has devoted much time to cataloging and sorting artifacts and taking groups through the museum. He has served as assistant editor of the society's journal and is editor of the quarterly newsletter of the North-Central Chapter of the Society of Pennsylvania Archeology.

COLLEGE TO RECEIVE AN ESTIMATED \$150,000 FROM F. R. CONNOR ESTATE

Lycoming College will receive an estimated \$150,000 from the estate of the late Miss Frances R. Conner, it was announced on May 16 by Dr. Harold H. Hutson, president of Lycoming. Miss Conner was the daughter of the late Dr. Benjamin C. Conner, seventh president of the institution.

Miss Conner, who died February 17, 1969, left an estate in excess of \$300,000, with the residual to be divided equally between Lycoming and Goucher Colleges. Attorneys for the estate have submitted the will for final probate in Connecticut courts and it is estimated that final distribution will be made late this summer. The bequest is outright and no stipulations were made on how the money is to be used.

Miss Conner, who was retired dean of students and professor emeritus at Goucher College at the time of her death, was the last surviving daughter of Dr. and Mrs. Conner. Two other sisters and a brother preceded her in death. One sister, Miss Blanche Conner died about 10 years ago and both are buried in Williamsport's Wildwood Cemetery. A second sister, Mrs. Mary Conner Hayes, was a graduate of Dickinson Seminary, the forerunner of Lycoming College, and died in 1956. A brother, Ralph W., died in early childhood.

Dr. Conner was president of Dickinson Seminary from 1912 to 1921. A chapel in the basement of Long Hall was named for the late president.

SPRING SPORTS IN REVIEW

BRUCE L. SWANCER

Spring sports teams at Lycoming College made history this year when, for the first time since the school began playing tennis, golf, track, and baseball, all four teams established a winning record.

The nearest they had ever come to all finishing on the debit side was in 1965 when they missed by a proverbial cat's whisker. Five years ago the track team compiled an even 4-4 record while the other three finished on the winning side.

In the season just completed, the tennis team recorded the best won-lost mark with 8 wins against 3 losses. The track and field squad was 7-3; the baseball nine, 7-5; and the golfers, who found weather creating more of a problem than did the other sports teams, were 4-3. The golf team had five matches postponed because of weather conditions, most of them early in the season when golf courses remained closed because of the late-vanishing winter.

TENNIS

Coach Nels Phillips' tennis squad recorded the best record, though the mark established by the Warrior netters was helped by a forfeit. The unexpected win was awarded them at the end of the season for the Upsala match when it was discovered that the New Jersey team had used an ineligible player. Thus, a 6-3 loss was turned into a 9-0 win for the Warriors.

Led by Captain Bill Harper, of Yardley, the Warrior netters exhibited balanced strength in the lineup to improve considerably on their 5-7 mark of last year. Harper, a senior and the Number One man, also teamed with Bruce Sale, a freshman from Pelham, New York and the Number Two player, in the Middle Atlantic Conference championships. The doubles team, the only Lyco players entered, won their first-round match but lost in three sets to the tough Swarthmore doubles team in the second round.

TRACK

The track-and-field team, under the guidance of Seth Keller, displayed excellent over-all strength in compiling the fine 7-3 record. Outstanding individual performances included the setting of several school records in track events. Two of them came in the Middle Atlantic Conference championships where the Warriors finished sixth.

Jim Burget, a sophomore distance runner from Wil-

liamsport, established school records in the mile and two-mile runs. A new school mark was set by the 440-yard relay team composed of Rich Drake of Lawrenceville, New Jersey; Doug Brown, of Spruce Creek; Paul Marsden, of Danville, and Dave Schenk, of Philadelphia. Burget's one-mile mark of 4:25.5 and the 440-yard school relay record of 42.6 both came in the M. A. C. event, although neither was fast enough to win the race. Burget established a two-mile mark of 10:15 against Susquehanna and later broke his own record with a 10:01.5 in the final meet of the year with Bucknell.

BASEBALL

Coach Dutch Burch developed his much-improved (7-5) baseball team from a nucleus of players from last year's squad that compiled a 1-9 record. Pitching played a prominent part with a strong mound staff built around Norm Myers, of York, and Fred Winner, of Aldan—both sophomores, and Steve Miller, a junior from Beech Creek. The staff earned-run average was an outstanding 0.93. All of the five games lost were by one run, and in three of them outfield errors let the winning run score.

With most of the squad back next year, there is plenty of room for optimism for an even better season. With strong pitching in evidence this year, the team only needs some improvement in hitting and fielding to excel in 1971.

GOLF

Coach Dave Busey will lose his two top men by graduation from the golf team that finished with a 4-3 mark. However, some fine looking underclassmen will be coming along to provide strength for the 1971 season. Gary Bower, of Williamsport, Busey's Number One golfer, was undefeated in the seven conference contests. The other senior, Brian Fish, of Binghamton, New York, also had a fine record playing from the Number Two spot. Most of the others in the lineup during the year were freshmen and sophomores.

1970 FOOTBALL SCHEDULE

Sept. 19—Albright (n)	A
Sept. 26—Wilkes	A
Oct. 3—Westminster (Homecoming)	H
Oct. 10—Western Maryland	A
Oct. 17—Juniata	A
Oct. 24—Susquehanna (Parents' Day)	H
Oct. 31—Upsala	H
Nov. 7—Delaware Valley	H

1970 SOCCER SCHEDULE

Sept. 23—Dickinson	A
Sept. 26—Rider	H
Sept. 30—Lock Haven	H
Oct. 3—Scranton	H
Oct. 7—Moravian	A
Oct. 10—Wilkes	A
Oct. 17—Washington	A
Oct. 20—Susquehanna	H
Oct. 24—Western Maryland	A
Oct. 31—Upsala	H
Nov. 4—Elizabethtown	H
Nov. 7—Drew	A



The TEAMS that made The Class of 1970 Senior Pledging to the Lycoming College Fund a rousing success are shown at their final report dinner-meeting. Those who helped raise the \$6,260 in pledges are, at the top from the left: Janet Pumphrey, Doris E. Reichenbach—alumni office secretary, Dale V. Bower—Director of Alumni Affairs, Jim Scott—chairman, and Rick Brown—team captain. Clockwise starting at the bottom left: Ray Keller, Patricia Brown, Rex Horan, Carol Devitt, Bev Hampton, Kathi Starzer, Fred Frank, Jr.—team captain, Jim Richards—team captain, Dr. David Loomis '61, Sue Stewart, Jack Myers, Tom Shiveetts, Bill Turnbaugh, and Marilyn Olafsen. Not pictured are: Sande Myers, Darvin Popow, Wally Skok, Rick Russell, Ray Siegrist, Tom Croyle, Ellie Moyle, Judy Dayton, Thomas Yocum, Ray Crane, James Criticos, and Ken Green.



Smokey (the big one) and Pi (the Sigma Pi mascot) take the spring sun in front of Crever with their people friends—Sandy Monblat '70 and Marcia Wilson '72.

Dr. R. Andrew Ledy

LAB 212



Lycoming College Chairs

Made of northern yellow birch, Lycoming College chairs are durable, comfortable, and attractive. They are finished in black with gold trim and the Seal of the College has been applied to the back by a permanent silk-screen process. Also available, in addition to the Boston rocker pictured above, are an adult arm chair and a side chair (no arms). The arm chair (but not the Boston rocker) can also be ordered with natural cherry arms for \$1.00 extra.

Alumni Association
Lycoming College
Williamsport, Pennsylvania 17701

Date _____

Enclosed is my check in the amount of \$_____ Please send:

- _____ Boston rocker(s) @ \$32.00 (shipping weight 27 lbs.)
- _____ arm chair(s), black arms @ \$37.00 (32 lbs.)
- _____ arm chair(s), cherry arms @ \$38.00
- _____ side chair(s), @ \$26.00 (18 lbs.)

Order will be shipped Express Charges Collect from Gardner, Mass.

NAME	CLASS
ADDRESS	
CITY	STATE ZIP

