

Summer 1965

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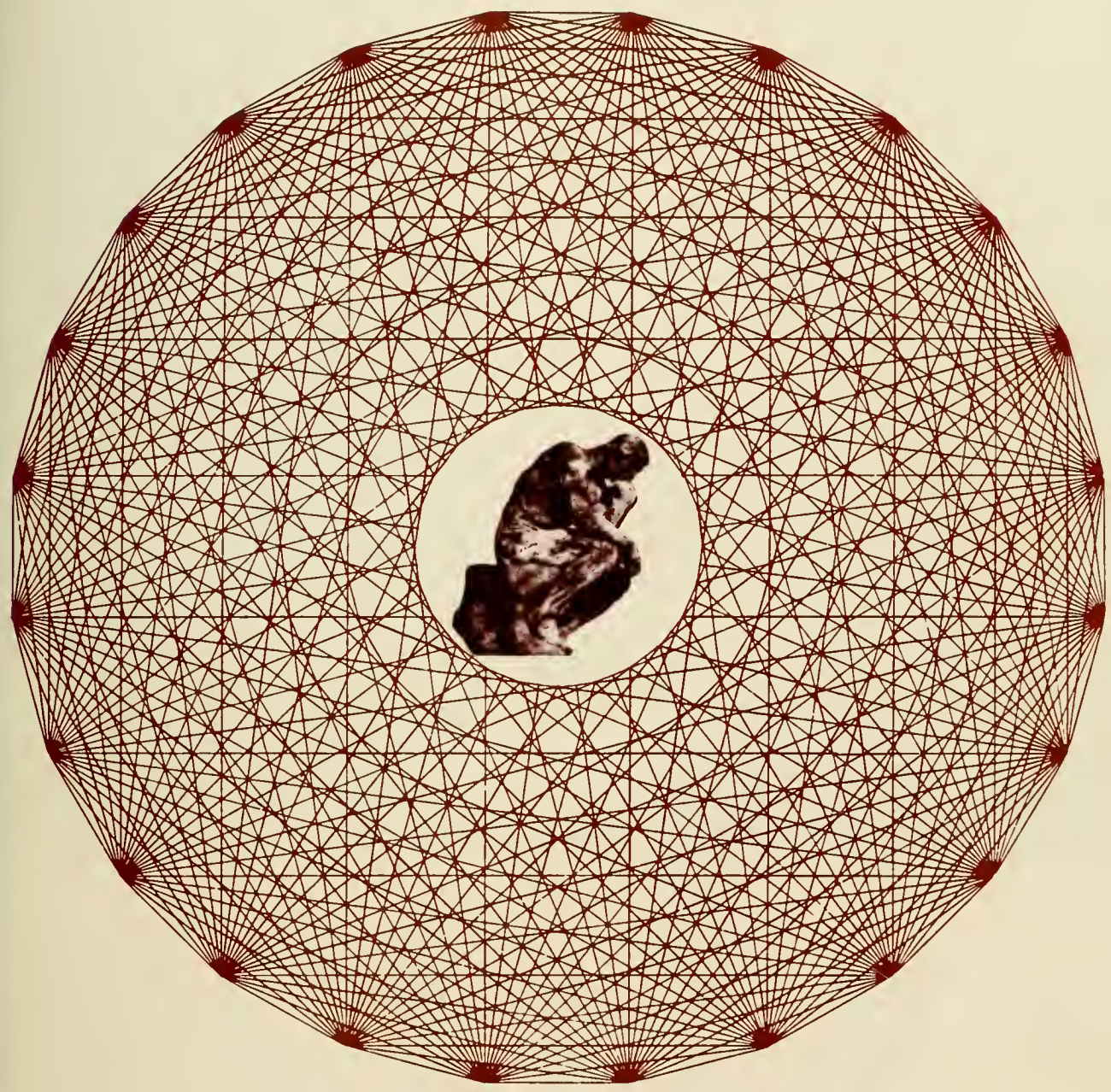
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V. 9 # 4


Summer 1965

La Salle

A QUARTERLY LA SALLE COLLEGE MAGAZINE



PLIGHT *of the* HUMANITIES



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PHOTO CREDITS: front cover—H. A. Roberts; 1-3 and back cover—Michael Maicher; 4 and 12—Ralph Howard; 33—Frederick Meyer; 34—Walter Holt; 35 (l.r.)—Jules Schick; all others by Charles Sibre.

La Salle

A QUARTERLY LA SALLE COLLEGE MAGAZINE
Vol. 9 Summer, 1965 Number 4

Ralph W. Howard, '60, *Editor*

Robert S. Lyons, Jr., '61, *Associate Editor*

James J. McDonald, '58, *Alumni News*

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Phillies



JAMES M. WALKER, M.D., '53, is a baseball fan. Specifically, he follows the Phillies. He is also a medical doctor. Hence, it was only natural that Jim Walker was very interested when the Phils offered the team physician post to him last winter.

Walker, who for three previous years was the team physician for West Philadelphia Catholic High School Boys, earned his M.D. degree from Jefferson Medical College in 1957 and maintains a private practice in the Wood section of the city.

A doctor is not the busiest staff member of a

PHYSICIAN



PHOTOGRAPHED BY MICHAEL MAICHER

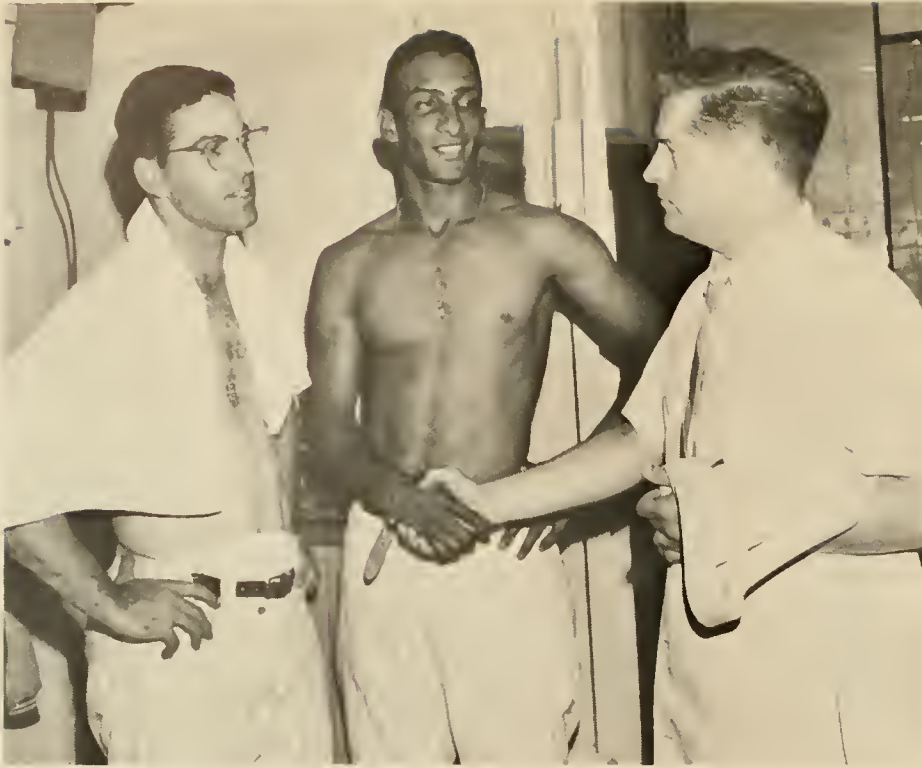
the ball club (many of the team ailments are quickly
atched by the trainer—in this case the Phil's able Joe
io), but when real trouble strikes he is indispensable.
A busy afternoon or evening for Jim Walker might entail
a number of pre-game aches and pains of players, an
rtment of fans' distress (ranging from too many hot
to an encounter with a vicious foul ball), and, on a
day, game injuries to players. This season's loud
ision between Phils' catcher Pat Corrales and Giants'
star Willie Mays gave Walker double trouble, be-
e major league physicians are also responsible for the

ills of visiting players.

Among Walker's (and Liscio's) tasks for the 1965 season were injuries to just about every member of the starting lineup, ranging from Jim (Perfect Game) Bunning, outfielders John Briggs and John Callison, infielders Bobby Wine and Cookie Rojas, and front-line catcher Clay Dalrymple.

These are some of the jobs Jim Walker encounters during the three or four hours he spends at Connie Mack Stadium at each home game. Most of all, however, he is a Phillies fan.

—continued



APPOINTED ROUNDS by Phils' physician Jim Wolker might well include (left) meeting rookie Adolpho Philippon introduced by ubiquitous utilityman Cookie Rojas; (below) conferring with trainer Joe Liscio on the condition of Jim (Perfect Game) Bunning's pricelessly right arm, and (opposite) time-out for some 'medical' horseplay with All Star John Callison and Richie Allen.





Careers: The Critical Years



Career Planning Director Reifsteck (second from right) at career conference.

IF THE GRADUATE'S daily sustenance is one aim of a higher education, career planning and job placement plays a vital role in the educational process.

There was a day when a different society allowed for college graduates who were either scholars, themselves preparing for classroom careers, or simply well-healed conversationalists.

In this century, however, in many instances higher education has become increasingly utilitarian to meet the needs of a highly-industrialized and business-oriented society.

Placement service, which as a recognized campus activity dates back to 1926, perhaps received its main impetus from the Great Depression, when it became obvious that a college degree was not a guarantee of employment. Until then, most college students sought careers in medicine, law or religious life.

By the end of World War Two, however, organized placement services gained the tremendous momentum which characterized the 'boom' employment years. Between 1947 and 1960—and particularly 1956-57—placement and recruitment attained the hallmark of activity. Increased demands by employers for college-trained minds and the great influx of returning service veterans, underscored the need for

an organized placement program on campuses across the nation.

La Salle's career planning and placement bureau, headed by L. Thomas Reifsteck, '51, reflects the new "from matriculation to the grave" approach of colleges and universities today. The bureau serves not only new graduates, but day and evening students, and alumni, whatever their class year. On a reciprocal basis, even alumni of other colleges are helped. No fee is ever charged.

Although La Salle was a city leader in teacher placement as early as the 1930's, it did not have a general job placement center until the post-war years—and then only as a part-time effort on the part of Dr. Joseph J. Sprissler, now vice president for business affairs, Anthony M. Waltrich, and John J. Kelly, both class of '39.

It was not until 1956, when Reifsteck joined the college staff, that the college launched a concerted, full-time job placement service.

La Salle's placement efforts have reaped startling results during their first decade; this year, 117 company and corporate recruiting teams visited the campus to interview La Salle students, compared to just one such visit in 1948 and only 19 as recently as 1955.

Reifsteck considers the 1965 total a

"good average" for liberal arts and business colleges, although engineering schools sometimes welcome 600-700 company recruiters to their campuses annually.

"There is a great need for college graduates now," Reifsteck stresses, "but there will be problems in the 1970's unless our economy can create new job opportunities for those with college training. That's why we changed the scope of the department to include career planning," he explains. "We spend a great deal of time helping students to plan their careers while still undergraduates."

Since there are some 40,000 types of jobs listed in the 1964 government job index, this is a considerable task.

"The sheer number of employment possibilities is what really staggers a boy when he enters college with no particular career in mind," Reifsteck points-out. "The critical years are when he begins a career; most companies won't start a man over 28 years in a management training position, so there is not much margin for a false start."

A key element in the career planning program is a course offered to each senior class—Personal Adjustment to Business. Unlike some schools, it is not a required course and no credit is offered. Also, since it is offered during the Friday "free period"

a student must give his own time to end. Attendance is not as high as Reifsteck would like, but he is encouraged by the placement results since its inception by seven years ago.

The course aims to help the student in evaluating his own capabilities as well as particular job offers, and such specifics as interviewing techniques and salary expectations.

Types of jobs and starting salaries are about as varied as the companies seeking employees.

The average salary for the Class of '65 is \$6300, very close to the national average of \$6384. This year also saw the highest starting salary in memory—\$8000 for a management consulting position. Reifsteck claims they rise 3-4% each year. Types of jobs have ranged from such odd student positions as morgue attendants, "babysitting" the mail between Philadelphia and N. Y., stacking ball bearings, bartenders' assistants, selling rat poison and wigs, and erecting tents for society functions, to the more "conventional" positions for graduates.

In addition to the weekly course offering, a major facet of the placement bureau's activity revolves about an annual Placement Conference held each December, which attracts a cross-section of employers to give seniors the latest information on job opportunities in their fields. The bureau has won high praise from most of large companies, corporations and the federal government. In 1963, it sponsored and arranged a Federal Career Conference that was a "first" for a Philadelphia college or university, and which received the acclaim of federal officials for its effectiveness.

But Reifsteck is quick to stress the fact that the senior himself must first want to succeed.

"Placement," he states, "is mainly the student's responsibility and all we can do is help him. We aim to provide service excellence for students, alumni, the college and the companies."

Salle Hosts CBEA

"UNDERSTANDING" and "acceptance" of modern youth were dominant themes of the four-day, 26th annual conference of the Christian Brothers Educational Association (CBEA) held at La Salle in July. Some 200 Christian Brothers from the teaching order's seven U.S. districts attended the conclave, which was last held at La Salle in 1957. The delegates received greetings from the teaching order's Superior General, the Most Honored Brother Robert-Joseph, F.S.C., delivered by Brother Charles Henry, F.S.C., assistant superior general for the U.S., and welcoming remarks were extended by Brother D. John, F.S.C., provincial of the host Baltimore district.

Highlights of the conference were the keynote address delivered by the Most Rev. John J. Wright, S.T.D., Bishop of Pittsburgh, and Solemn Benediction

offered by the Most Rev. John J. Krol, D.D., Archbishop of Philadelphia.

Archbishop Krol, expressing his gratitude for the Brother's work in the archdiocese, said "I came not to contribute to your conference, but to honor you. It would be very difficult indeed for me to express my appreciation for your work. There is no possible way to express the value of your work for the archdiocese and the Church."

Bishop Wright warned the delegates that America "must not encourage a system of schools that will turn-out a society of trained barbarians.

"American education," he continued, "must concern itself with the minds of young people, not merely with skills. Competence in civic affairs, taste in art, and maturity of ideas will win the battle of civilizations—not the world of gadgets."

"The fear should not be shunted aside," he asserted, "that in a total national effort to compete economically and militarily with a totalitarian state, the minds of our young people could become nothing but repositories for technical know-how."

The Very Rev. Msgr. John B. McDowell, superintendent of Pittsburgh's diocesan schools, told the delegates that, "Youth is always modern, always a problem—at least to those of us who are older. Youth will always question, refuse to conform, always rebel; maybe that is the privilege of youth. There are variables between generations, but I don't think we should get too excited about them."

"The greatest sin of those who deal with youth," he added, "is to fail to try to understand them. A teacher could be supreme in his field, a master of his subject, but if he fails to understand his students he is a failure as a teacher."

"We all share the concern about youth's attitude towards authority," he continued, "and there's good reason to be concerned . . . (but) . . . "we cannot expect youth to be any more obedient than ourselves. It is only natural we would hope to develop youngsters who are dependable and reliable. But if we would, we must develop these traits ourselves."

The Rev. George Hagmaier, C.S.P., professor of religious education at Catholic University, called adolescence "a period of second chance, a period of flux, change and testing."

Other speakers at the conclave were Brother E. Austin, F.S.C., chairman of La Salle's psychology department; Brother John Egan, F.S.C.H., Iona College, N.Y.; Brother C. Luke, F.S.C., Manhattan College, N.Y., and Brother G. Anthony, F.S.C., Calvert Hall College, Towson, Md.

102nd Commencement

INDIVIDUAL FREEDOM must always consider the freedom of one's neighbor, Lt. Gov. Raymond P. Shafer told some 850 graduating seniors at the College's 102nd commencement exercise.

Samuel Gurin, Ph.D., dean of the University of Pennsylvania's School of Medicine, and the Rev. Roland de Vaux, O.P., biblical archeologist, received honorary degrees conferred by Brother Daniel Bernian, F.S.C., president. Lt. Gov. Shafer was the presiding officer.

Dr. Gurin, who heads the medical school during its 200th anniversary year, received an honorary doctor of science degree. Father de Vaux, who is director of the French School of Biblical archeology in Jerusalem and for the past year was Charles Chauncey Stillman professor of Roman Catholic Studies at Harvard University's Divinity School, received a



C.B.E.A. principals (from left) Brother John, Bishop Wright and Brother Henry.



Class of '65 Baccalaureate Mass in McCarthy Stadium.

doctor of letters degree.

Father de Vaux delivered the sermon and four La Salle alumni offered the Baccalaureate Mass, which for the first time in years was celebrated in the stadium. The Rev. George Hinchcliffe, '58, was the celebrant; Rev. John J. Mulholland, '61, deacon; Rev. Joseph Weller, '54, sub-deacon, and the Rev. Roy Hardin, '60, master-of-ceremonies.

"There is an aspect to the word 'freedom' that is sometimes overlooked," Lt. Gov. Shafer told La Salle's largest senior class. "Freedom of individual action is good and valid and constructive when it takes into consideration—and only when it takes into consideration—respect for the freedom of one's neighbor."

"What happens when freedom is misconstrued," he added, "when liberty becomes license, is illustrated in the rise of crime in America. We sometimes hear well-meaning psychologists explain criminal conduct—I say explain, not excuse—on the basis that the individual had a desire to give vent to an impulse for freedom—an impulse that stemmed from a repressed desire.

"Now this may be a valid psychological conclusion," he continued, "but it is hardly one that is acceptable to a society which must preserve law and order, the balance wheels of freedom.

"Certainly, both as a lawyer and as a free citizen, I am deeply concerned with the protection of every individual's rights," he concluded. "But I am also very deeply concerned with the right of every law-abiding citizen to walk the streets of this and any other city without fear of having life or pursuit of happiness interfered with by thugs who may have psychological complexes."

Counseling Center Cited

THE COLLEGE'S counseling center for

the fourth consecutive year has received approval by the American Board of Counseling Services.

The center is the only local college or university counseling service to receive approval by A.B.C.S., which has sanctioned some 177 agencies in the U.S., Canada and Puerto Rico for 1965-66. Incorporated by the American Personnel and Guidance Association, the Board annually publishes a *Directory of Approved Counseling Agencies*.

Church College Aid

CHURCHES MUST increase their support of church-sponsored colleges if they are to meet the financial challenge of state aid to public colleges, Charles G. Simpson, chairman of the State Council on Higher

Education, told a La Salle audience this spring. But church-related colleges, which receive no church financial support, must seek other endowment sources, he added.

Simpson, who is vice president and general manager of the Philadelphia Gas Works Division of the United Gas Improvement Company, gave his remarks as the principal address at the annual Founder's Day convocation in May. He and the Rev. James T. Dolan, principal of Roman Catholic High School, received honorary Doctor of Pedagogy degrees.

The Founder's Day convocation and dinner mark the feast day of St. John Baptiste de La Salle, founder of the Brothers of the Christian Schools. They are the traditional occasions for the presentation of student awards for academic



Brother M. Fidelian, F.S.C. (left) with faculty award winners (from left: Brother Patrick; Dr. Naughton; Messrs. Halpin, Di Federico and Drans)

xcellence and \$1000 faculty awards for distinguished teaching." Thirty-seven student prizes were given at the convocation.

The faculty awards, made possible by a 3000 grant by the Lindback Foundation, were given to four professors: Dr. E. Russell Naughton, professor of philosophy; Gabriel Di Federico, assistant professor of philosophy; Charles A. J. Halpin, associate professor of industry, and Brother F. Patrick, F.S.C., honors program director and assistant professor of English. Awards of \$1000 each went to Dr. Naughton, Di Federico and Halpin; Brother Patrick, as a Christian Brother may not receive a personal stipend.

An evening division teaching award, five faculty awards for 25 years or more service to the college, and a special award to the Rt. Rev. Msgr. Charles B. McGinley, were also given at the dinner.

John M. Dronson, an evening division economics professor, received the evening award from Brother F. Emery, F.S.C., evening dean. Service awards were given to full professors Dr. John A. Guisard, French; Dr. Joseph F. Flubacher, economics; Ugo Donini, history; Brother G. Paul, F.S.C., chemistry, and Brother D. Thomas, F.S.C., Ph.D., theology. All service awardees are past chairmen of their departments and Brother Paul was president of the college from 1945 to 1952. Msgr. McGinley, who is pastor of the church of the Holy Child, was given a plaque honoring his 50th anniversary as priest.

"In considering the total picture of private colleges in the years ahead," Simpson told the convocation of 400 students and faculty, "it may be entirely consistent for churches to reconsider their obligations to church-sponsored colleges and universities, with a thought to increasing their appropriations substantially.

"The church-related college such as La Salle, which receives no church support, must appreciably increase its endowment from other than church sources in order to progress in the future," he continued.

He also called for smaller colleges to lead the way in personalized counseling for students and in fostering the humanities.

"The smaller college," he said, "is in a favorable position to offer effective educational and personal counseling. We hear more and more these days about the inability of the large public high school, and the large university, to furnish proper guidance to the individual pupil in the shaping of his educational program, as well as the charting of his future."

"At a time when the humanities are fighting what appears to many to be a losing battle in higher education," Simpson asserted, "church colleges can not only effectively serve their own purposes by stressing this concept, but they can also become citadels of the humanities—effective champions of the humanistic view of life!"

ROTC Awards

THREE LA SALLE juniors are among the 600 college students chosen nationally to receive the first two-year Reserve Officer Training Corps scholarships ever given by the Army.

The recipients are Thomas J. Conner, Anthony J. Le Storti, and Paul E. Miehle.

Le Storti and Miehle are enrolled in the school of arts and sciences, while Conner is a business administration student. Each has completed two years of ROTC training at the college.

The scholarship pays for tuition, texts and fees, plus an allowance of \$50 per month for the duration of the awards. Col. Jack C. Maldonado, USA, professor of military science, nominated the recipients on the basis of their academic and extracurricular records, ROTC performance, scores on an ROTC qualification test, physical qualifications, and interviews by Army officers and faculty members.

Brother Daniel Named

PHILADELPHIA MAYOR James H. J. Tate this summer named Brother Daniel Bernian, F.S.C., president of the college, to two city educational advisory bodies.

Brother Daniel was appointed to a 13-member panel, which was selected to appoint new members to the city's Board of Education, and later was named to succeed Dr. Althea Hottle, of Bryn Mawr, as chairman of the Mayor's Commission on Higher Education.

The President is also a member of Gov. William Scranton's Commission for a Master Plan for Higher Education and the Mayor's Committee on the Philadelphia Community College.

New Chaplain Named

THE REV. Regis W. Ryan, O.P., this fall becomes the College Chaplain, succeeding the Rev. Mark Heath, O.P., who had been chaplain since 1952.

Father Heath will remain a member of La Salle's theology department, with special emphasis devoted to increasing the scope of the college's graduate program in religion.

Father Ryan, who holds degrees from Providence College and the Pontifical Institute in Rome, previously served as chaplain at the Canterbury School in New Milford, Conn. He has also taught at Aquinas College, Grand Rapids, Mich., and pursued advanced studies at Laval University, Quebec.

Fulbright Scholar

DONALD J. RAINEY, a La Salle senior, has received a scholarship under the Fulbright Exchange program during the 1965-66 academic year.

Rainey, a German language major at La Salle, will pursue studies in German languages and literature at the University of Göttingen.

His project for the grant, which is one

of six given annually by the West German government under the auspices of the Fulbright program, will be "the resistance writers opposing the National Socialist Party between 1930 and 1945."

Record Graduate Awards

SOME 75 MEMBERS of the class of 1965 have received scholarships, fellowships and assistantships for graduate studies at major U.S. universities, the college's counseling center announced this summer.

The graduate awards, believed to be the largest number in La Salle's history, include a Woodrow Wilson Foundation winner, Francis J. Breslin; a Fulbright recipient, Donald J. Rainey; several National Defense Education Act awards and three Danforth Foundation and Wilson honorable mentions.

The majority of the recipients, many of whom received multiple awards, won grants given by graduate schools to those with outstanding academic records as undergraduates.

Many others in the class, the center stressed, will attend graduate schools under their own resources.

Distaff Degrees

WIVES OF 157 La Salle College day and evening division seniors received "Ph.T."—Putting Him Through—degrees at La Salle's 12th annual Ph.T. ceremonies this spring.

Catherine M. Rowland, mother of six children whose husband, Robert, teaches in La Salle's evening division and is chairman of the education department at Chestnut Hill College, received the annual special Ph.T. "with distinction" at the event, which recognizes the wife's assistance in her husband's pursuit of a bachelor's degree.



Brother Daniel presents Ph.T. degrees.



MUSIC THEATRE '65 production of "Camelot" (left), with principals (from left) Cunningham, Cronin, Jo Ann Forte, and Bolsover, and (above) the late T. H. White, author of "The Once and Future King" source novel for the hit musical, during talk at La Salle.

White's Journal, Music Theatre's 'Camelot'

THE FINAL entry in the journal of the late T. H. White, author of *The Once and Future King*—source for the hit musical "Camelot," includes the writer's impressions of a visit to La Salle in December 1963.

This summer, when the book (*America at Last: The American Journal of T. H. White*) was published, the musical based upon his adaptation of the Arthur-

ian legend played to the largest audiences in the four-year history of La Salle's summer MUSIC THEATRE '65.

The Music Theatre, under the direction of Dan Rodden, founder and managing director of the unique college-sponsored venture, is concluding its fourth successful season on the campus stage, where "Brigadoon" continues through September 4. Performances are at 8:30 Tuesday

through Friday, 6 and 9:30 (two shows) Saturday, and 7 P.M. Sunday. No performance is given Monday.

Four alumni—Robert Bolsover, '57; John Carney, '58; Pat Cronin, '63, and Dennis Cunningham, '59—have principal roles in the two shows. Gerard Lea, '64, now a graduate student at Yale University, designed the sets and costumes for each show.

Campus Calendar

A conscientious compendium of events of significance to alumni, students, parents, and friends of La Salle.

Unless otherwise stated, events are held in the College Union Building. Exhibits open 9 A.M. - 9 P.M. Mon.-Thurs.; 9-5 Fri., 12-4 Sat. and Sun.

ALUMNI

HOMECOMING WEEKEND—The second annual Homecoming Weekend—featuring an Alumni Symposium, Stag Reunion, Signum Fidei Award Luncheon, alumni soccer match and a dinner dance—is planned for Oct. 1-2 (see Alum-News section for details).

DOWNTOWN LUNCHEON CLUB—Interesting speakers are the rule when the downtown executive-types gather for lunch and conversation at the Adelphia Hotel's restaurant at 12:30; Sept 15, Oct. 20, Nov. 17.

ART

MARIE SMITH—An exhibit of oils by Miss Smith, a local artist; through Aug. 20.
OLD BERGAN ART GUILD—Twenty-four oils, watercolors, caseins and graphics by artists

of the Old Bergan Guild; to Aug. 22.

JOSEPH CAIN—A native Texan and another Old Bergan Guild member, displays his casein works; Sept. 1-23.

CHARLES ARCIER—Mr. Arcier, a painter and seaman, exhibits 35 semi-abstract paintings; Sept. 12-Oct. 4.

LESLIE FLIEGEL—Casein and polymer paintings by Mr. Fliegel, another Old Bergan artist; Oct. 1-22.

ALBERICO MONENA—Wood engravings by the Italian artist, who had his first U.S. exhibit this May; Nov. 1-19.

RUTH LEAF—Miss Leaf graphics are also provided by the Old Bergan Guild; Nov. 1-23.

HAKUSHI SOCIETY OF JAPAN—The Hakushi (White Knight) Society painters seek to liberate the artist's "feudal bonds"; Dec. 1-23.

PARENTS

PARENTS' DAY—The Guild and Associates introduce parents of new freshmen to the

campus; Sept. 12, 1 P.M.

FRESHMEN MOTHERS' TEA—The Guild welcomes the frosh mothers to their organization; Sept. 26, 1:30 P.M.

GENERAL MEMBERSHIP MEETING—The Guild and Associates hold separate meetings to plan the year's activities; Oct. 13, 8:00 P.M.

FASHION SHOW & CARD PARTY—The Guild holds its annual fashion and fortune night; Nov. 20, 1 P.M.

THEATRE

MUSIC THEATRE '65—If your heart's in the Highlands (or even Havertown) there's no niftier bargain than Managing Director Dan Rodden's second Lerner and Loewe hit of the season, "Brigadoon," through Sept. 4 on the air conditioned Union theatre; performances 8:30 P.M. Tues. through Fri.; 6:30-9:30 P.M. (two shows) Sat., and 7 P.M. Sun.

ALUM-NEWS

26

FRANCIS J. BRACELAND, M.D., psychiatrist-in-chief at the Institute of Living, Hartford, Conn., received an honorary Doctor of Letters degree at Jefferson Medical College's 1st commencement exercise this June. He also attended the 35th reunion of his Jefferson class.

'34

JOSEPH E. CROWLEY, civilian personnel director for the Fourth Naval District and member of the Evening division faculty, was cited by the United States Civil Service Commission for significant contributions to the Merit System and the furtherance of Personnel Management in the Federal Service.

36

ALBERT J. CRAWFORD, JR., ESQ. was recently elected president of the La Salle College Endowment Foundation.

'38

CHARLES J. MCGLAIVE, a Du Pont Company area supervisor, was elected district Governor of the Lions Clubs of Florida at the state convention in Tampa.

39

HAROLD METZ has been appointed vice-president, corporate personnel, for the American Bosch-Arma Corporation in Garden City, N.Y. JOHN J. STANTON, M.D., was elected president of the La Salle College Alumni Medical Society.

'43

WEN J. BREEN recently retired as a Navy captain and was appointed business manager of the new Community College of Philadelphia.



MOTHER E. AUSTIN

45

MOTHER E. AUSTIN, F.S.C. (DONDERO), associate professor of psychology and recently appointed psychology department chairman, published his new book, *No Borrowed Light*, published this summer by Bruce Company. He has earned master's and Ph.D. degrees from the University of Pittsburgh and Catholic University.



THEODORE L. LOWE

'48

JAMES T. HARRIS is director of education and training for Corning Glass Works. He delivered the commencement address at Corning Community College, Corning, N.Y. in June. AUGUSTUS F. HAYDT died in June in the Sun-

bury, Pa., community hospital. THEODORE L. LOWE, associate professor of German at Holy Cross College, has been awarded the Medal of Merit First Class by Dr. Wilhelm Luebke, president of the Federal Republic of Germany.

'49

VINCENT F. CERCHIARA was appointed a member of the Greenburgh, N.Y. recreation commission. PETER J. KELLY received an MBA from Temple University in finance. WILLIAM LYNCH has been appointed Philadelphia zone manager for the Todd Division of the Burroughs Corporation. JOSEPH P. MOONEY received his Ph.D. in economics from the University of Pennsylvania.

'50

Lt. Col. FRANK A. BARTKUS, United States Public Health Service medical officer, died in an airplane accident on May 26. Rev. JOHN G. FALA was ordained to the priesthood in May. DENNIS O'CONNOR, director of pathology at St. Mary's Hospital in Ashland, Ky., recently presented a program on "Automation in Clinical Laboratories" at a central Ohio Valley meeting of the American Chemical Society.

'51

RALPH J. DESHAN received an MBA from Temple University in industrial management. FRANCIS J. WUEST, head of the psychology department at Lehigh University, was promoted to full professor.

'52

GERALD B. BALDINO has merged his Darby, Pa. real estate firm with Joseph Hallas, Jr., Inc. GREGORY C. DEMITRAS received his Ph.D. in Chemistry from the University of Pennsylvania. JOHN DISANGRO was honored as "Teacher of the Year" at Woodrow Wilson High School in Levittown, Pa. THOMAS J. HALLINAN, assistant professor of business administration at the University of Portland, received a scholarship to Santa Clara University.

'53

GEORGE V. BROWN received his master's degree from Temple University in business education. MICHAEL F. GOLDEN, M.D. is acting chief of psychiatry service in the V.A. hospital in Tuskegee, Ala. EUGENE P. HAGAN, M.D. was elected secretary of the La Salle College Alumni Medical Society. Dr. ROBERT L. WADLINGER will join the chemistry faculty at Niagara University this fall.

'54

WALTER E. ARRISON has been named assistant to the associate superintendent for school facilities of the school district of Philadelphia. ANDREW J. AUGUSTINE received his M.S. in education from the University of Pennsylvania. HUBERT D. YOLLIN was named assistant district attorney of Montgomery County, Pa. *Marriage:* ROBERT J. SCHAEFER to the former Celeste Wagner. *Birth:* To GEORGE MASON and wife Lois, their third child, second son, John Joseph.

'55

JAMES I. GILLESPIE is chairman of this year's Signum Fidei Selection Committee. JOHN H. KNOX received his master of education degree from the University of Delaware. JAMES J. MORRIS was promoted to vice president at Broad Street Trust Company. JOHN J. PATRARCIA received a master's degree in counseling

and guidance from Temple University. HENRY T. WILKENS has been appointed director of public relations at Shippensburg College. *Marriage:* GEORGE I. HAGGERTY to Stephanie Houch Toth.



JOHN A. BRENNAN, JR.

'56

JOHN A. BRENNAN, JR. was appointed comptroller of Trailer Train Company. JOSEPH N. MALONE, employee services superintendent at the Philadelphia Navy Yard, was recently elected vice president of the Philadelphia chapter of the National Association of Suggestions Systems. JOSEPH P. O'GRADY, assistant professor of history at the college, recently received his Ph.D. from the University of Pennsylvania.

'57

RONALD L. GENDASZEK was elected president of the Princeton (N.J.) Borough Teachers Association for 1956-66. JOHN J. SERRATORE received an MBA in Marketing from the University of Pennsylvania. He is employed by RCA and attended the University under a David Sarnoff fellowship.



T. C. ADDISON



B. MCCORMICK

'58

THOMAS C. ADDISON has been appointed administrative supervisor of the Owen-Illinois forest products division's Orlando, Fla. fibre can plant. JOSEPH D. GALLAGHER has been appointed a hospital representative for McNeil Laboratories in the Baltimore-Washington area. BERNARD MCCORMICK is now an associate editor of *Greater Philadelphia Magazine*. THOMAS M. MCLENIGAN received a master's degree in education administration from Temple University. FRED NOLLER, a history teacher at John F. Kennedy High School in Willingboro, N.J., has been awarded an academic fellowship grant by Illinois Institute of Technology at Chicago for 1965-66. The course leads to a master's degree in sociology. ROBERT E. LETULLE received a master of social work degree from the University of Pennsylvania. JOHN P. ROSSI received his Ph.D. in history, also from the University of Pennsylvania. *Marriages:* ELMER F. HANSEN, JR. to Eileen Held; EDWARD J. HEALY to Helen Powell Surrick.



REV. MARKOWSKI J. P. McLAUGHLIN

'59

BERNHARDT G. BLUMENTHAL, Ph.D., studied at the University of Tubingen this summer on a grant from the Germanistic Society of America. THOMAS A. GALLAGHER and THOMAS J. GRIMES received master's degrees in education from Temple University. JOSEPH E. KELLY has been promoted to sales manager of the Philadelphia plant of Oscar Mayer and Company. LOUIS J. LENDVAY received his M.S. in chemistry from the University of Pennsylvania. THOMAS N. MANNING received an MBA in marketing from Temple University. Rev. EDWARD M. MARKOWSKI, O.P., was ordained a priest of the Dominican Order in June by the Most Reverend William J. McDonald, Auxiliary Bishop of Washington, D.C. JOHN P. McLAUGHLIN, a state political reporter of the Trenton (N.J.) *Times*, received the 1965 County Press Award of the (N.J.) Association of Chosen Freeholders "for fair and impartial coverage of the county government scene." EDWARD J. SPANIER was awarded his Ph.D. in chemistry by the University of Pennsylvania. *Marriage*: GILBERT J. GUIM to Maureen Rawley. *Birth*: To JAMES F. STEHLI and wife Norma, their first son, James G.

from the Catholic University of America Law School. EUGENE A. DRAGANOSKY received his M.D. from Temple University and will intern at Germantown Hospital. ROBERT J. ELLIS received his M.D. from Temple University and will intern at the University of Minnesota Hospital in Minneapolis. PAUL E. GREXA received an M.S. in physics from the University of Rhode Island. JOSEPH GROSSO received his M.D. from Jefferson Medical College. JOHN B. KELLY has been promoted by Sealtest Foods to accounting supervisor for the firm's Baltimore district. STANLEY T. PRAISS received his D.D.S. from Temple University. He is now on active duty as a captain at Brooke Army Hospital. RICHARD M. SCHIEKEN received his M.D. from the University of Pennsylvania and is interning at Children's Hospital in Philadelphia. THOMAS J. SCHNEIDER received his M.D. from Jefferson Medical College. EUGENE R. VALENTINE received his M.D. from Temple University. He will serve his internship at the Pensacola (Fla.) Educational Program Hospital. ALEXANDER B. CHERNYK and FREDERICK G. UBERTI received their D.O. degrees from the Philadelphia College of Osteopathy. Chernyk will intern at Riverview Hospital in Norristown, Pa.; Uberti, at Grandview Hospital, Dayton, O. Navy Lt. (jg) WILSON ELLIOT is serving aboard a South Vietnamese patrol boat in Vietnam. *Marriages*: VINCENT P. ANDERSON to Veronica E. Makem; JOHN J. BRABAZON to Ann H. Beekman; EDWARD S. GRZYCZYNSKI to Arlene Loretta Cameron; THOMAS J. SCHNEIDER, M.D. to Loretta May Sherman. *Birth*: To MARTIN J. O'GARA and wife Maryanne, their second child, a daughter, Beth Anne.

from the University of Pennsylvania. He is currently assistant township manager in Berthel Township, Pa. JOHN J. LEHANE has been named secretary and a director of the Royal Club of Conshohocken - Plymouth - Whitemarsh, Pa. DAVID J. LELLI has been promoted to first lieutenant in the Air Force at Dyess AFB, Tex. JAMES MCBREARTY received a M.A. in economics at the University of Illinois and had his assistantship renewed to continue his work for a doctorate. ALBA J. PALADINI has been appointed advertising manager of the *North Penn Chat*, a Philadelphia weekly newspaper. MICHAEL M. RICE received an M.S. in physics at Lehigh University. *Marriages*: LAWRENCE N. FARNER to Madeline C. De Luca; JOSEPH F. LARRIS to Anna Bono; DAVID J. SWANKOSKI to Barbara Szewczyk. *Birth*: To KENNETH SHAW and his wife, a son Kenneth III.



DAVID A. PARTRIDGE

'60

THOMAS BURKE will be an instructor in economics at Georgetown University this fall. J. ROGER DUNKLE received his Ph.D. in classical studies from the University of Pennsylvania. He is on the faculty at St. John's University, Jamaica, N.Y. Rev. ROY HARDIN has been assigned to the Camden (N.J.) diocese and is teaching in Cherry Hill. THOMAS HARTBERGER is now an accountant for the Strick Trailer Corp. CHRISTIAN B. KULCHYCKY, who has earned his master's degree in German literature at the University of Pennsylvania, is an assistant professor of German and English at the Philadelphia College of Textiles and Science. He is now a candidate for a Ph.D. in German at Penn. He and his wife have a son, Christian B., Jr. THOMAS SWARTZ received his Ph.D. in economics from the University of Indiana. He will be an assistant professor this year at the University of Notre Dame. JOSEPH E. REILLY received his master's degree in education from St. Joseph's College. JAMES W. WAGNER was promoted to assistant treasurer by the Broad Street Trust Company. JOHN J. NAPOLEON and CHARLES W. PINDZIAK received their Doctor of Osteopathy degrees from the Philadelphia College of Osteopathy. Napoleon will intern at Parkview Hospital, Philadelphia; Pindziak will intern at Cherry Hill (N.J.) Hospital. *Marriage*: JAMES P. WATERS to Eileen E. Beyer. *Birth*: To THOMAS J. MONCZEWSKI and wife Elaine, a son, Michael James.

JOHN B. KELLY



'61
WILLIAM R. DALEY received an M.A. in business and applied economics from the University of Pennsylvania. DAVID A. PARTRIDGE has been named director of public relations for the American College of Life Underwriters. FRANCIS J. STOREY has been appointed a special agent of the Federal Bureau of Investigation and is assigned to the Charlotte, N.C. field division. WILLIAM J. UHL won a fellowship in organosilicon chemistry at Duquesne University. *Marriage*: JOSEPH T. QUINN to Ruth Ann Netzel. *Birth*: To FRANCIS P. BRENNAN and wife Marie, a son, Francis.

'65

KENNETH M. COLLINS is training in Albuquerque, N.M. for a Peace Corps assignment in Colombia, South America. JOSEPH ROBERTSON received a scholarship from the Ford Institute to study governmental administration at the University of Pennsylvania's Wharton School. MICHAEL J. VALLILLO will study dentistry at the University of Maryland. LAWRENCE R. MONTGOMERY is training for Peace Corps service in Turkey, attending Robert College in Istanbul. *Marriages*: RICHARD R. ESPENSHIP to Marjorie Kreisman Cleveland, Ohio; THOMAS GIBSON to Kathleen M. McGill; JOHN J. KRUMENACKER to Marianne A. Goebel; CHARLES J. MOON to Miriam Sprissler; JOSEPH J. McDONALD to Claire E. Anderson; MICHAEL J. PALMISTO to Anna Marie Rotondi; JAMES F. SAVAGE to Kathleen M. Wright; FRANCIS J. WALSH to Geraldine Niedziejko.

'62

ANTHONY P. BARATTA received his LL.B. from the University of Pennsylvania. JEROME M. CURRY received his M.A. in English from Lehigh University. RICHARD DEIGERT was accidentally killed in Korea in June. RONALD C. GILETTI is attending a seven week institute in Spanish at Iona College under an NDEA grant. He was recently elected president of the Sigma Phi Lambda alumni. THOMAS A. HENRY received an M.S. in biology from the University of Pennsylvania. ANTHONY C. MURDOCCA received a summer NDEA grant to study Spanish at Bucknell University. THOMAS C. ROSICA will pursue his master's in English this fall at Yale University. JOHN RICHARDSON is studying geology and astronomy this summer at Franklin and Marshall under a National Science Foundation grant. DON F. VANDERGRIFT received a bachelor of divinity from Seabury-Western Theological Seminary in Evanston, Ill. *Marriages*: RONALD T. BOLAND to Mary Grace Lackey; JULIAN R. MEISNER to Mary K. Slater in San Juan, Puerto Rico.

'63

JOSEPH T. ALTOPIEDI received a master's degree in social work from the University of Pennsylvania. STEPHEN W. COOK was promoted to first lieutenant in the Army's finance corps. JAMES M. JOYCE received an M.S. in physics from the University of Pennsylvania. RICHARD LAFFERTY received his master's degree in governmental administration

'61

JAMES J. CONNOLLY received an MBA from Temple University in industrial management. EDWARD R. CORCORAN received his M.D. from Jefferson Medical College and will intern at Lankenau Hospital. ANTHONY W. DONOFRIO, ESQ., was admitted to the Bar in Chester County, Pa. He received his LL.B.

1965-66 ANNUAL FUND

James J. Kenyon, chairman of the Alumni Development Committee, announced that the Annual Fund 1965-66 will begin with the meeting of class chairmen, chapter chairmen and representatives of various alumni groups.

The program will start with a mailing to the general alumni in the later part of September. The personal solicitation of alumni by class agents will commence after Alumni Weekend activities.

ALUMNI WEEKEND

The second annual Alumni Homecoming Weekend will be held October 1 and 2, it was announced by alumni president, Daniel E. McGonigle, '57.

This year's committees, under the general chairmanship of John P. Lavin, '62, plan to follow the successful pattern of 1964.

The 24th annual Signum Fidei Medal presentation and the second annual Alumni Symposium will take place Saturday. William B. Ball, Esq., executive director and general counsel, Pennsylvania Catholic Welfare Committee, will receive the medal at a 1 P.M. luncheon. "Integrity, Censorship and the Arts" will be the topic at the morning symposium. Principal speakers will be Ernest Schier, *Evening Bulletin* drama critic, and F. Emmett Fitzpatrick, first assistant district attorney. A faculty panel will take part. James I. Gillespie, '55, chaired the Signum Fidei selection committee, while John Zaccaria, '54, is symposium chairman.

The Annual Stag Reunion again will open the Weekend on Friday night at 9 P.M. in the College Union. Beer and pretzels, sports films and reminiscing will be available at the usual \$3 admission charge. The popular Monte Carlo casino, inaugurated three years ago, again will be featured. Anthony Clark, '63, is chairman of the stag committee.

The Alumni Symposium will be offered Saturday. The topic and guest speakers will be announced shortly. John Zaccaria, '54, is chairman of this year's Symposium, which again will be sponsored by Alpha Epsilon.

Registration for the Symposium will be from 9:30 to 10 A.M., during which time coffee and donuts will be served. The Symposium will begin promptly at 10 A.M. and will end at approximately 12:30. The \$3 registration charge includes luncheon at 1 P.M.

Concluding the Weekend will be the Alumni Dinner-Dance in the College Union Ballroom on Saturday evening. Various groups, such as the College Union alumni and the alumni of Sigma Phi Lambda, are planning cocktail parties before the dinner. Others will find cocktails available at 7 P.M. in the Snack Bar. The dinner will start at 8 P.M. and will be followed by dancing. Joseph N. Malone, '56, will be chairman of the Dinner-Dance.

Arrangements will be made to accommodate out-of-town alumni.



1965 ANNIVERSARY REUNIONS totaled three this spring, including Class of '50 (top, from left) Thomas Walker, Robert Lodes, Cletus McBride, Joseph Waugh and Robert Valenti shown with alumni director James McDonald; Class of '55 (center, from left) Frank Noonan, Francis Donohoe, Thomas Gola, James Gillespie, David Smith, James McKenna and William Bergmann; Class of '60 (bottom) Thomas Corrigan (second from left) and the Rev. Roy Hardin (second from right).

PLIGHT



Brother Felician Patrick joined the La Salle staff as an assistant professor of English in 1960. He was named Honors Program Director in 1963. He holds degrees from Catholic University and the University of Pennsylvania.

OF THE HUMANITIES?

By BROTHER F. PATRICK, F.S.C., Ph.D.
Director, Honors Program

Many humanities scholars have contended that science has been 'deified' at the expense of the arts. Brother Patrick, in this companion piece to the EDITORIAL PROJECTS FOR EDUCATION supplement in this issue, questions the contentions as they apply to La Salle.

IN SENDING THIS special report along to the readers of LA SALLE, the editors have a dual purpose in mind: to alert the friends of the college to the national picture with regard to the humanities, and—in *this* article—to apply these generalities to La Salle. Several outstanding members of the science and business areas have been asked to react to the special report; their thoughtful responses have been worked into the fabric of the following paragraphs.

Three areas of reflection occur to mind upon reading the national special report, and will serve as the skeleton of the article. Two are somewhat negative in appearance, but necessary. One is that the "plight" of the humanities is not to be construed as a conflict between humanities and the physical sciences or vocational training areas of the curriculum. The second is that La Salle—with its specifically Catholic objectives—cannot offer the national report as if it were a perfect document. On a more positive plane, with the dual disclaimer out of the way, we shall survey some of the programs which the college has instituted to promote vitality in the area of the humanities.

In denying that there is a conflict between the sciences and humanities, the science people are really affirming the unity of human knowledge. As a corollary to this unity, science educators stress that a liberal education is a unified formation of a human person, that—as a consequence—the very real competition for funds and facilities does not in any way imply a conflict of the disciplines themselves.

Brother G. Nicholas, F.S.C., Ph.D., assistant professor of biology, puts the matter this way:

Rather than discuss further the plight of the humanities vis-a-vis science, I should like to emphasize that here is precisely the type of problem a liberal arts college such as La Salle can influence. The main task of the liberal arts college is to demonstrate the unity of knowledge; to present to its students the concept that the pursuit of wisdom is still basically a single enterprise. No greater disservice could be done to either science or humanities than to raise the level of one without concomitantly raising the level of all education.

Brother Nicholas proceeds to make an application of this general statement to his particular discipline . . .

The biologist recognizes perhaps more clearly than others that culture is the exclusive property

of man. To negate this culture is to negate the fundamental nature of man. Hence, the liberal arts college should utilize all its talents and facilities in developing students who possess an awareness of the role of culture in this society, and that no dichotomy should exist between the sciences and the humanities in a perfect society.

There has been such a tide of well-written defenses of the liberal arts in recent years, that such an undertaking in this context would probably be redundant. It is probably more useful, then, to profit by the cautionary note which Roland Holroyd, Ph.D., professor of biology, has seen fit to sound. Humanities persons take heed:

The humanities have not been the step-sisters of the sciences. They are blood relatives. Perhaps they have been the vain older sisters, filled with pride and the belief that they alone possessed the charism of culture. The sciences were of the earth earthy. Pride has gone before a fall. This falling away has been a continuing process of over fifty years.

About 1914 or thereabouts, college Greek was removed as a fixed requirement for the cultural A.B. degree. About twenty years later, the same fate befell Latin. Meanwhile, the majors in pure science were declared to be worthy of this desirable degree, rather than the B.S.—still another blow. The scientific "Cinderellas" were becoming more attractive.

The humanities are looking backward, filled with the pride of accomplishment, whereas the sciences are gazing hopefully ahead. Youth looks forward, impatient of the restrictions of the past. Seemingly the sciences are chafing under the burden of the humanities in the average college core curriculum. It should not be so because they are sisters, who complement one another . . . A training in the sciences alone is mere fact-suffering, however glowing may be its patina. A training in the humanities by themselves is a worshipping at the shrine of past glories. Together, they constitute true education . . .

From the dean of the business school comes an insight into the popular mind, one which can account for the widespread misunderstanding of the relationship between

Not 'step sisters,' but 'blood relatives'

the humanities and the physical sciences. Even though science men themselves see the unity of knowledge so clearly — as has been shown — Brother David Cassian, F.S.C., dean of Business Administration, points out that:

We are a people with a great obsession for security. Security as the term is now generally accepted must come from without and be subject to physical measurement. This obsession is drawing us as a nation to the material, the scientific.

The present conflict between the humanities and the practical must be, by its nature, one-sided. As long as any kind of score can be kept, the scientist has to win out over the humanist.

There is hope for the humanities in this area. The concept of security cannot be critically examined by the non-humanist. All he can do is measure, increase, decrease or refine it. To dig out, and define the realities of security is a task for which the humanist has fitted himself.

Conflict, then, in the sense of competition for the existing amount of aid, truly exists; but between the two areas of knowledge themselves there can only be mutual accord. We can readily see, at the present time, that there is little debate left. Everyone who gets into print at all agrees that there should be much more money for the humanities. Progress in this matter has been so rapid and so broadly based that supporting letters could hardly arrive in Washington in time to be of help. The legislation will have very likely passed without them.

The other possible area of conflict—the competition for students' time—is somewhat tangential to the main purpose of the special report and therefore of this article. The struggle is still quite real, with superior people planted very firmly at various points on the spectrum. We shall be talking "to" this phase of the problem when we get round to the third main part of this article, the vitalization of the humanities themselves. Surely, as Dr. Holroyd pointed out, the humanities must *earn* their share of the students' priceless time. As will be seen, they may be driven to such a renewal—where needed—by the happy problem of *using* aid when it is suddenly offered. If it be true that any conscientious teacher must daily answer for himself the question, "Why am I taking an hour of their time with this material?"—this will be doubly true when the teacher must justify the use of federal funds.

This latter consideration leads into the second major phase of the commentary on the special report, since

neither the science men nor the humanities people are unanimously enthusiastic about some of the report's sample projects. Some of those have a scholarly in-group aura to them, which would be hard to justify, even in the longest-range perspective, if competition for funds is involved. There are even some contradictions built into the section "A Million-dollar Project without a Million Dollars." After the refrain "more money" some problems are outlined which no amount of money can cure: "As modest in their talents as in their public position, our historians too often have shown themselves timid and pedestrian in approach, dull and unimaginative in their writing." Amazingly, the composers of the report strike a cause-effect relationship: "These are vices that stem from public indifference." Not, one must aver, the sort of reasoning that ought to open federal coffers.

Brother E. Mark, F.S.C., Ph.D., chairman of the physics department, devoted most of his commentary to similar observations:

There are several assertions made . . . which I find difficult to accept without considerable reservation. For example, "To know the best that has been thought and said in former times can make us wiser than we otherwise might be, and in this respect the humanities are not merely our, but the world's best hope." What is meant by "to know the best in former times?" By and large, do we not judge the "best" in the light of contemporary experience and insight? Are there not times when we must discard the "best" and begin anew?

Brother also questions the implicit orientation to Western thought in the report.

Actually, one has to say that at several places in the special report, the "Commission on the Humanities"—blue ribbon or not—might well have quit while they were ahead. No sooner has the group made a cogent point, one designed to unlock treasure and spread it broadcast, than it goes on to undercut its entire line of reasoning, like the workman who cuts, with an electric hedge clipper, the cord which is feeding it power. In addition to the examples cited above, a pervasive realism and artificial detachment make it hard to see exactly what would be subsidized. True, for federal money, one minimizes the factor of that commitment to a particular philosophy which might cause a furor. There is a dilemma here, however, since in an atmosphere of total detachment it is hard

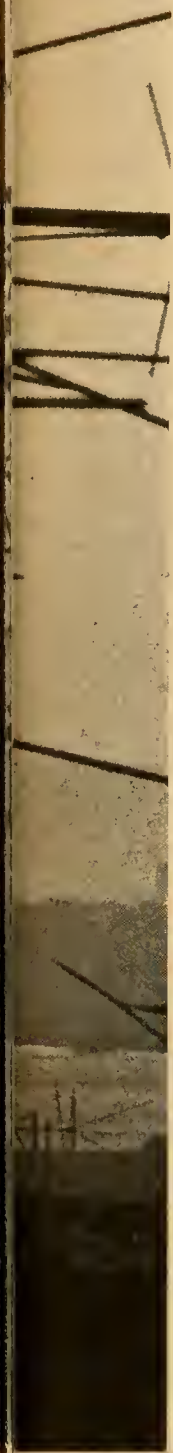
THE
PLIGHT
of the HUMANITIES







**A
SPECIAL
REPORT**



Amidst great
material well-being,
our culture stands in danger
of losing its very soul.



WITH the greatest economic prosperity ever known by Man;
With scientific accomplishments unparalleled in human history;

With a technology whose machines and methods continually revolutionize our way of life:

We are neglecting, and stand in serious danger of losing, our culture's very soul.

This is the considered judgment of men and women at colleges and universities throughout the United States—men and women whose life's work it is to study our culture and its "soul." They are scholars and teachers of the humanities: history, languages, literature, the arts, philosophy, the history and comparison of law and religion. Their concern is Man and men—today, tomorrow, throughout history. Their scholarship and wisdom are devoted to assessing where we humans are, in relation to where we have come from—and where we may be going, in light of where we are and have been.

Today, examining Western Man and men, many of them are profoundly troubled by what they see: an evident disregard, or at best a deep devaluation, of the things that refine and dignify and give meaning and heart to our humanity.

HOW IS IT NOW with us?" asks a group of distinguished historians. Their answer: "Without really intending it, we are on our way to becoming a dehumanized society."

A group of specialists in Asian studies, reaching essentially the same conclusion, offers an explanation:

"It is a truism that we are a nation of activists, problem-solvers, inventors, would-be makers of better mousetraps. . . . The humanities in the age of super-science and super-technology have an increasingly difficult struggle for existence."

"Soberly," reports a committee of the American Historical Association, "we must say that in American society, for many generations past, the prevailing concern has been for the conquest of nature, the production of material goods, and the development of a viable system of democratic government. Hence we have stressed the sciences, the application of science through engineering, and the application of engineering or quantitative methods to the economic and political problems of a prospering republic."

The stress, the historians note, has become even more intense in recent years. Nuclear fission, the Communist threat, the upheavals in Africa and Asia, and the invasion of space have caused our concern with "practical" things to be "enormously reinforced."

Says a blue-ribbon "Commission on the Humanities," established as a result of the growing sense of unease about the non-scientific aspects of human life:

"The result has often been that our social, moral, and aesthetic development lagged behind our material advance. . . .

"The state of the humanities today creates a crisis for national leadership."

THE CRISIS, which extends into every home, into every life, into every section of our society, is best observed in our colleges and universities. As both mirrors and creators of our civilization's attitudes, the colleges and universities not only reflect what is happening throughout society, but often indicate what is likely to come.

Today, on many campuses, science and engineering are in the ascendancy. As if in consequence, important parts of the humanities appear to be on the wane.

Scientists and engineers are likely to command the best job offers, the best salaries. Scholars in the humanities are likely to receive lesser rewards.

Scientists and engineers are likely to be given financial grants and contracts for their research—by government agencies, by foundations, by industry. Scholars in the humanities are likely to look in vain for such support.

Scientists and engineers are likely to find many of the best-qualified students clamoring to join their ranks. Those in the humanities, more often than not, must watch helplessly as the talent goes next door.

Scientists and engineers are likely to get new buildings, expensive equipment, well-stocked and up-to-the-minute libraries. Scholars in the humanities, even allowing for their more modest requirements of physical facilities, often wind up with second-best.

Quite naturally, such conspicuous contrasts have created jealousies. And they have driven some persons in the humanities (and some in the sciences, as well) to these conclusions:

1) The sciences and the humanities are in mortal

competition. As science thrives, the humanities must languish—and vice versa.

2) There are only so many physical facilities, so much money, and so much research and teaching equipment to go around. Science gets its at the expense of the humanities. The humanities' lot will be improved only if the sciences' lot is cut back.

To others, both in science and in the humanities, such assertions sound like nonsense. Our society, they say, can well afford to give generous support to *both* science and the humanities. (Whether or not it will, they admit, is another question.)

A committee advising the President of the United States on the needs of science said in 1960:

". . . We repudiate emphatically any notion that science research and scientific education are the only kinds of learning that matter to America. . . . Obviously a high civilization must not limit its efforts to science alone. Even in the interests of science itself, it is essential to give full value and support to the other great branches of Man's artistic, literary, and scholarly activity. The advancement of science must not be accomplished by the impoverishment of anything else. . . ."

The Commission on the Humanities has said:

"Science is far more than a tool for adding to our security and comfort. It embraces in its broadest sense all efforts to achieve valid and coherent views of reality; as such, it extends the boundaries of experience and adds new dimensions to human character. If the interdependence of science and the humanities were more generally understood, men would be more likely to become masters of their technology and not its unthinking servants."

None of which is to deny the existence of differences between science and the humanities, some of which are due to a lack of communication but others of which come from deep-seated misgivings that the scholars in one vineyard may have about the work and philosophies of scholars in the other. Differences or no, however, there is little doubt that, if Americans should choose to give equal importance to both science and the humanities, there are enough material resources in the U.S. to endow both, amply.

THUS FAR, however, Americans have not so chosen. Our culture is the poorer for it.





the humanities' view:

Mankind
is nothing
without
individual
men.

“Composite man, cross-section man, organization man, status-seeking man are not here. It is still one of the merits of the humanities that they see man with all his virtues and weaknesses, including his first, middle, and last names.”

DON CAMERON ALLEN





WHY SHOULD an educated but practical American take the vitality of the humanities as his personal concern? What possible reason is there for the business or professional man, say, to trouble himself with the present predicament of such esoteric fields as philosophy, exotic literatures, history, and art?

In answer, some quote Hamlet:

*What is a man
If his chief good and market of his time
Be but to sleep and feed? a beast, no more.*

Others, concerned with the effects of science and technology upon the race, may cite Lewis Mumford:

“. . . It is now plain that only by restoring the human personality to the center of our scheme of thought can mechanization and automation be brought back into the services of life. Until this happens in education, there is not a single advance in science, from the release of nuclear energy to the isolation of DNA in genetic inheritance, that may not, because of our literally absent-minded automation in applying it, bring on disastrous consequences to the human race.”

Says Adlai Stevenson:

“To survive this revolution [of science and technology], education, not wealth and weapons, is our best hope—that largeness of vision and generosity of spirit which spring from contact with the best minds and treasures of our civilization.”

THE COMMISSION on the Humanities cites five reasons, among others, why America's need of the humanities is great:

“1) All men require that a vision be held before them, an ideal toward which they may strive. Americans need such a vision today as never before in their history. It is both the dignity and the duty of humanists to offer their fellow-countrymen whatever understanding can be attained by fallible humanity of such enduring values as justice, freedom, virtue, beauty, and truth. Only thus do we join ourselves to the heritage of our nation and our human kind.

“2) Democracy demands wisdom of the average man. Without the exercise of wisdom free institutions

and personal liberty are inevitably imperiled. To know the best that has been thought and said in former times can make us wiser than we otherwise might be, and in this respect the humanities are not merely our, but the world's, best hope.

"3) . . . [Many men] find it hard to fathom the motives of a country which will spend billions on its outward defense and at the same time do little to maintain the creative and imaginative abilities of its own people. The arts have an unparalleled capability for crossing the national barriers imposed by language and contrasting customs. The recently increased American encouragement of the performing arts is to be welcomed, and will be welcomed everywhere as a sign that Americans accept their cultural responsibilities, especially if it serves to prompt a corresponding increase in support for the visual and the liberal arts. It is by way of the humanities that we best come to understand cultures other than our own, and they best to understand ours.

"4) World leadership of the kind which has come upon the United States cannot rest solely upon superior force, vast wealth, or preponderant technology. Only the elevation of its goals and the excellence of its conduct entitle one nation to ask others to follow its lead. These are things of the spirit. If we appear to discourage creativity, to demean the fanciful and the beautiful, to have no concern for man's ultimate destiny—if, in short, we ignore the humanities—then both our goals and our efforts to attain them will be measured with suspicion.

"5) A novel and serious challenge to Americans is posed by the remarkable increase in their leisure time. The forty-hour week and the likelihood of a shorter one, the greater life-expectancy and the earlier ages of retirement, have combined to make the blessing of leisure a source of personal and community concern. 'What shall I do with my spare time' all-too-quickly becomes the question 'Who am I? What shall I make of my life?' When men and women find nothing within themselves but emptiness they turn to trivial and narcotic amusements, and the society of which they are a part becomes socially delinquent and potentially unstable. The humanities are the immemorial answer to man's questioning and to his need for self-expression; they are uniquely equipped to fill the 'abyss of leisure.'

The arguments are persuasive. But, aside from the

scholars themselves (who are already convinced), is anybody listening? Is anybody stirred enough to do something about "saving" the humanities before it is too late?

"Assuming it considers the matter at all," says Dean George C. Branam, "the population as a whole sees [the death of the liberal arts tradition] only as the overdue departure of a pet dinosaur.

"It is not uncommon for educated men, after expressing their overwhelming belief in liberal education, to advocate sacrificing the meager portion found in most curricula to get in more subjects related to the technical job training which is now the principal goal. . . .

"The respect they profess, however honestly they proclaim it, is in the final analysis superficial and false: they must squeeze in one more math course for the engineer, one more course in comparative anatomy for the pre-medical student, one more accounting course for the business major. The business man does not have to know anything about a Beethoven symphony; the doctor doesn't have to comprehend a line of Shakespeare; the engineer will perform his job well enough without ever having heard of Machiavelli. The unspoken assumption is that the proper function of education is job training and that alone."

Job training, of course, is one thing the humanities rarely provide, except for the handful of students who will go on to become teachers of the humanities themselves. Rather, as a committee of schoolmen has put it, "they are fields of study which hold values for all human beings regardless of their abilities, interests, or means of livelihood. These studies hold such values for all men precisely because they are focused upon universal qualities rather than upon specific and measurable ends. . . . [They] help man to find a purpose, endow him with the ability to criticize intelligently and therefore to improve his own society, and establish for the individual his sense of identity with other men both in his own country and in the world at large."

IS THIS reason enough for educated Americans to give the humanities their urgently needed support?

☀ The humanities: "Our lives are

"Upon the humanities depend the national ethic and morality. . .

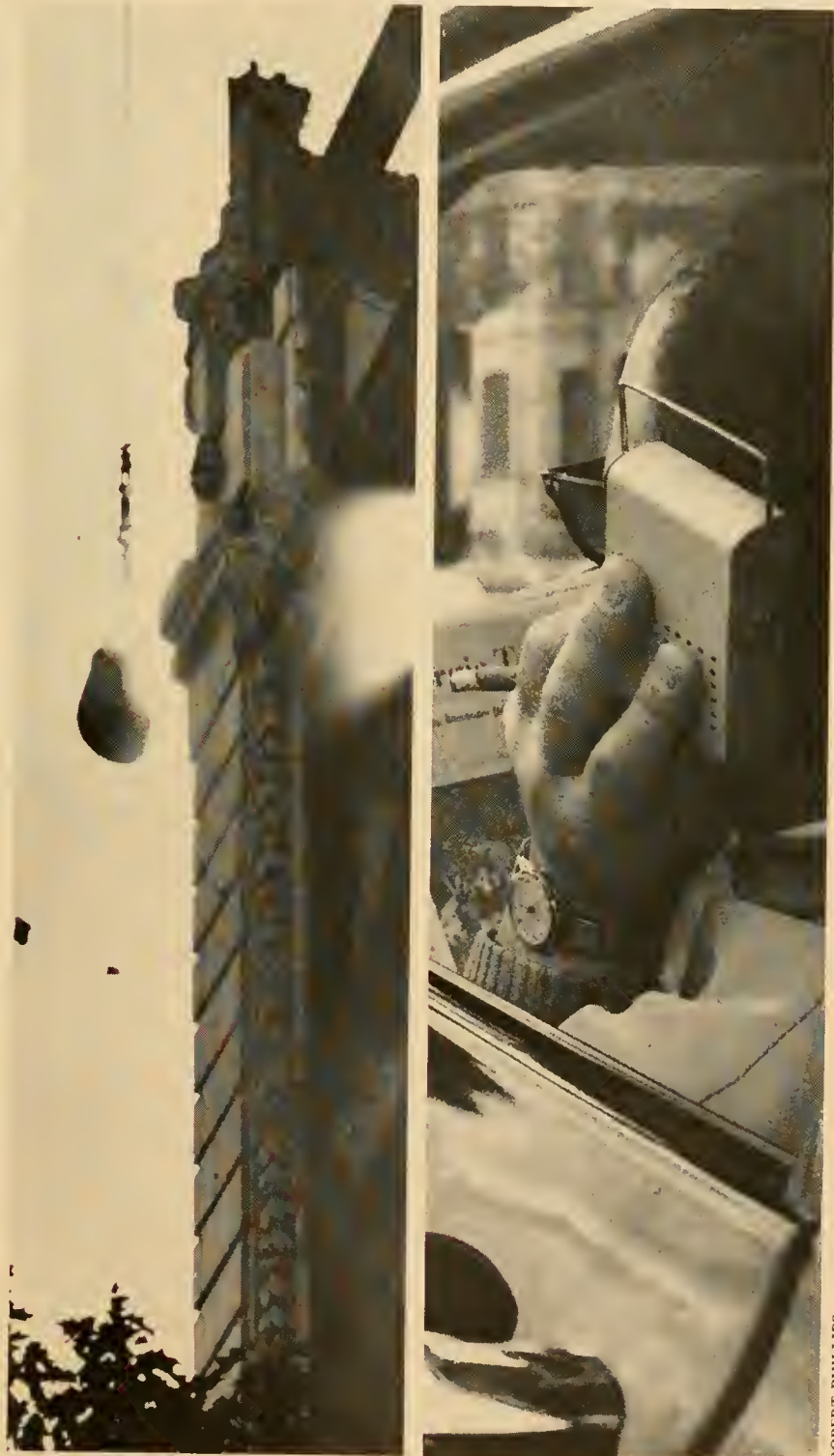


the substance they are made of.”

*... the national use of our
environment and our material accomplishments.”*



*... the national aesthetic and
beauty or lack of it ...*



ROBERT PHILLIPS

☀ “A million-dollar
project without
a million dollars”

THE CRISIS in the humanities involves people, facilities, and money. The greatest of these, many believe, is money. With more funds, the other parts of the humanities' problem would not be impossible to solve. Without more, they may well be.

More money would help attract more bright students into the humanities. Today the lack of funds is turning many of today's most talented young people into more lucrative fields. "Students are no different from other people in that they can quickly observe where the money is available, and draw the logical conclusion as to which activities their society considers important," the Commission on the Humanities observes. A dean puts it bluntly: "The bright student, as well as a white rat, knows a reward when he sees one."

More money would strengthen college and university faculties. In many areas, more faculty members are needed urgently. The American Philosophical Association, for example, reports: ". . . Teaching demands will increase enormously in the years immediately to come. The result is: (1) the quality of humanistic teaching is now in serious danger of deteriorating; (2) qualified teachers are attracted to other endeavors; and (3) the progress of research and creative work within the humanistic disciplines falls far behind that of the sciences."

More money would permit the establishment of new scholarships, fellowships, and loans to students.



More money would stimulate travel and hence strengthen research. "Even those of us who have access to good libraries on our own campuses must travel far afield for many materials essential to scholarship," say members of the Modern Language Association.

More money would finance the publication of long overdue collections of literary works. Collections of Whitman, Hawthorne, and Melville, for example, are "officially under way [but] face both scholarly and financial problems." The same is true of translations of foreign literature. Taking Russian authors as an example, the Modern Language Association notes "The major novels and other works of Turgenev, Gogol, Dostoevsky, Tolstoy, and Chekhov are readily available, but many of the translations are inferior, and most editions lack notes and adequate introductions."



ROBERT PHILLIPS

THUS PROFESSOR GAY WILSON ALLEN, one of the editors, describes the work on a complete edition of the writings of Walt Whitman. Because of a lack of sufficient funds, many important literary projects are stalled in the United States. One indication of the state of affairs: the works of only two American literary figures—Emily Dickinson and Sidney Lanier—are considered to have been collected in editions that need no major revisions.

torical Association says, "our historians too often have shown themselves timid and pedestrian in approach, dull and unimaginative in their writing. Yet these are vices that stem from public indifference."

More money would enable some scholars, now engaged in "applied" research in order to get funds, to undertake "pure" research, where they might be far more valuable to themselves and to society. An example, from the field of linguistics: Money has been available in substantial quantities for research related to foreign-language teaching, to the development of language-translation machines, or to military communications. "The results are predictable," says a report of the Linguistics Society of America. "On the one hand, the linguist is tempted into subterfuge—dressing up a problem of basic research to make it look like applied research. Or, on the other hand, he is tempted into applied research for which he is not really ready, because the basic research which must lie behind it has not yet been done."

More money would greatly stimulate work in archaeology. "The lessons of Man's past are humbling ones," Professor William Foxwell Albright, one of the world's leading Biblical archaeologists, has said. "They are also useful ones. For if anything is clear, it is that we cannot dismiss any part of our human story as irrelevant to the future of mankind." But, reports the Archaeological Institute of America, "the knowledge of valuable ancient remains is often permanently lost to us for the lack of as little as \$5,000."

ons. . . . There are more than half a dozen translations of *Crime and Punishment*. . . . but there is no English edition of Dostoevsky's critical articles, and not one of his complete published letters. [Other] writers of outstanding importance. . . . have been treated only in a desultory fashion."

More money would enable historians to enter areas now covered only inadequately. "Additional, more substantial, or more immediate help," historians say, "is needed for studies of Asia, Russia, Central Europe, the Middle East, and North Africa; for work in intellectual history; for studying the history of our Western tradition "with its roots in ancient, classical, Christian, and medieval history"; and for "renewed emphasis on the history of Western Europe and America." "As modest in their talents as in their public position," a committee of the American His-

MORE MONEY: that is the great need. But where will it come from? Science and technology, in America, owe much of their present financial strength—and, hence, the means behind their spectacular accomplishments—to the Federal government. Since World War II, billions of dollars have flowed from Washington to the nation's laboratories, including those on many a college and university campus.

The humanities have received relatively few such dollars, most of them earmarked for foreign language projects and area studies. One Congressional report showed that virtually all Federal grants for academic facilities and equipment were spent for science; 87 percent of Federal funds for graduate fellowships went to science and engineering; by far the bulk of Federal support of faculty members (more than \$60 million) went to science; and most of the Federal money for curriculum strengthening was spent on science. Of \$1.126 billion in Federal funds for basic research in 1962, it was calculated that 66 percent went to the physical sciences, 29 percent to the life sciences, 3 percent to the psychological sciences, 2 percent to the social sciences, and 1 percent to "other" fields. (The figures total 101 percent because fractions are rounded out.)

The funds—particularly those for research—were appropriated on the basis of a clearcut *quid pro quo*: in return for its money, the government would get research results plainly contributing to the national welfare, particularly health and defense.

With a few exceptions, activities covered by the humanities have not been considered by Congress to contribute sufficiently to "the national welfare" to qualify for such Federal support.

IT IS on precisely this point—that the humanities are indeed essential to the national welfare—that persons and organizations active in the humanities are now basing a strong appeal for Federal support.

The appeal is centered in a report of the Commission on the Humanities, produced by a group of distinguished scholars and non-scholars under the chairmanship of Barnaby C. Keeney, the president of Brown University, and endorsed by organization after organization of humanities specialists.

"Traditionally our government has entered areas

where there were overt difficulties or where an opportunity had opened for exceptional achievement," the report states. "The humanities fit both categories, for the potential achievements are enormous while the troubles stemming from inadequate support are comparably great. The problems are of nationwide scope and interest. Upon the humanities depend the national ethic and morality, the national aesthetic and beauty or the lack of it, the national use of our environment and our material accomplishments. . . .

"The stakes are so high and the issues of such magnitude that the humanities must have substantial help both from the Federal government and from other sources."

The commission's recommendation: "the establishment of a National Humanities Foundation to parallel the National Science Foundation, which is so successfully carrying out the public responsibilities entrusted to it."

SUCH A PROPOSAL raises important questions for Congress and for all Americans.

Is Federal aid, for example, truly necessary? Cannot private sources, along with the states and municipalities which already support much of American higher education, carry the burden? The advocates of Federal support point, in reply, to the present state of the humanities. Apparently such sources of support, alone, have not been adequate.

Will Federal aid lead inevitably to Federal control? "There are those who think that the danger of

*"Until they want to,
it won't be done."*



BARNABY C. KEENEY (opposite page), university president and scholar in the humanities, chairs the Commission on the Humanities, which has recommended the establishment of a Federally financed National Humanities Foundation. Will this lead to Federal interference? Says President Keeney: "When the people of the U.S. want to control teaching and scholarship in the humanities, they will do it regardless of whether there is Federal aid. Until they want to, it won't be done."



ROBERT PHILLIPS

Federal control is greater in the humanities and the arts than in the sciences, presumably because politics will bow to objective facts but not to values and taste," acknowledges Frederick Burkhardt, president of the American Council of Learned Societies, one of the sponsors of the Commission on the Humanities and an endorser of its recommendation. "The plain fact is that there is *always* a danger of external control or interference in education and research, on both the Federal and local levels, in both the public and private sectors. The establishment of institutions and procedures that reduce or eliminate such interference is one of the great achievements of the democratic system of government and way of life."

Say the committeemen of the American Historical Association: "A government which gives no support at all to humane values may be careless of its own destiny, but that government which gives too much support (and policy direction) may be more dangerous still. Inescapably, we must somehow increase the prestige of the humanities and the flow of funds. At the same time, however grave this need, we must safeguard the independence, the originality, and the freedom of expression of those individuals and those groups and those institutions which are concerned with liberal learning."

Fearing a serious erosion of such independence, some persons in higher education flatly oppose Federal support, and refuse it when it is offered.

Whether or not Washington does assume a role in financing the humanities, through a National Humanities Foundation or otherwise, this much is certain: the humanities, if they are to regain strength in this country, must have greater understanding, backing, and support. More funds from private sources are a necessity, even if (perhaps *especially* if) Federal money becomes available. A diversity of sources of funds can be the humanities' best insurance against control by any one.

Happily, the humanities are one sector of higher education in which private gifts—even modest gifts—can still achieve notable results. Few Americans are wealthy enough to endow a cyclotron, but there are many who could, if they would, endow a research fellowship or help build a library collection in the humanities.

IN BOTH public and private institutions, in both small colleges and large universities, the need is urgent. Beyond the campuses, it affects every phase of the national life.

This is the fateful question:

Do we Americans, amidst our material well-being have the wisdom, the vision, and the determination to save our culture's very soul?

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

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Associate Editor

People with an obsession for security

to pin down that justifying vitality we talked of. How is a man to teach philosophy in a lively manner if he doesn't care which system is true?

Just how the huge uncommitted university is to solve this dilemma is unclear, certainly in the special report and probably in the academic community at large. However, one partial solution to the commitment-detachment dilemma is ours: the "small" independent college that has an axe to grind and is proud of it. In addition to the now-familiar freedom of choice argument for aid to independent colleges, we are led to see the great need in our society for the kind of teaching that tries to adhere to truth, and that *cares* about truth enough to stay in business at a loss. This is not the same thing as that—often admirable—constant search for truth which will, by definition, never know whether it has arrived or not.

True, we need the committed college; but as taxpayers, do we care to subsidize the other fellow's brand of commitment? This horn of the dilemma is not dealt with, and this is still another shortcoming in the structure of the report, since it several times implies a link between perception of truth and right ways of acting. But it is still hard to pin it all down:

It is both the dignity and the duty of humanists to offer their fellow-countrymen whatever understanding can be attained by fallible humanity of such enduring values as justice, freedom, virtue, beauty, and truth . . .

Only the elevation of its goals and the excellence of its conduct entitle one nation to ask others to follow its lead . . .

What, then, will we be ready to do at La Salle if we are suddenly offered humanities money? Let us briefly look at the broad problem of the "image" of the humanities on many campuses, and then survey La Salle's existing programs.

Humanities people have to live with a whole set of facts not dealt with in the special report of the Commission: the image of humanistic studies in the great practical world, an image often richly merited by individual dull teachers. "Made work" on completely artificial research topics, spadework for the teacher's own thesis, and a misguided effort to "scientize" subjects which don't really lend themselves to the scientific method properly so called, are among the bases for this image. Moreover, old-fashioned laziness has contributed to the problem. There are too many unread papers, easy-to-correct tests, and arbitrary marks in humanities courses. No one knows whether the

humanities harbor a significantly higher percentage of academic drones than do the physical sciences; but at any rate we are discussing the image.

So far as one can tell, across the nation, the humanities are in varying degrees of trouble in the competition for student time and energy. People who can actually *teach* such branches are in crucially short supply; and all too often the vacant places are filled by persons with all the credentials and no knack. In a humanities branch, one must go to some pains to insure that the students will look forward to the next class, to structure the hour in a way that will match the intrinsic appeal of all that apparatus in the science center. A core course that is dull, routine (last year's notes unrevised), unreal (the morality of duelling) and irrelevant does not deserve to infringe upon the famous "one more math course for the engineer, one more accounting course for the business major" that are trotted out in the report. A humanities teacher who reads the textbook to his students (even if he has taken the trouble to type it out in the form of "notes") should be neither subsidized nor even tolerated.

Every recent curricular development at La Salle shows a keen awareness of the vitalization problem. Several active programs, all of which need "more money," are in full cry. While they are not unique to La Salle, they all do have the stamp of meeting local problems, and are tintured by their immersion in the special compound of elements which are our college.

Very careful re-study of all core humanities requirements has been going on for about six years now, in two distinct waves, the first leading into the self-study recently completed, the second tied-in with the decennial visitation of the Middle States accrediting group. National trends clearly indicate that 120 credit hours will soon be the acceptable norm for graduation (132 is the current figure at La Salle). However, certain post-graduate curricula are exceedingly specific in the demands they make upon undergraduate institutions; and these demands are growing. The third force in this evident three-way squeeze is, clearly, the humanities core group. While one may readily say, "Make the credit hour mean more and call them all two-credit courses," it is not really all that simple. Meanwhile, the three-way squeeze causes all sorts of agonizing—but healthy—reappraisals, to which there appears to be no end.

To be more specific, let us list very concrete developments which, at La Salle, will help make the humanities yet more worthy of assistance.

The real need is not gimmickery

Sacred Theology, under the far-seeing leadership of its present chairman, has pursued a two-pronged course of self improvement. In the "first wave" of curricular revision, theology reduced its over-all requirement from 16 to 14 hours, but attained much greater effectiveness in its separate courses by shifting from two-credit to three-credit course structures, of one semester's duration. This revision made possible a concomitant increase in the ratio of full-time teachers to part-time teachers in the department. The gradual introduction of electives, looking toward the eventual establishment of a major serves still further to vitalize the program.

The other subject most closely tied to the college's reason for existing at all, philosophy, has undergone similar changes in its course structure. Perhaps more significantly from the "image" point of view, the slow-dying notion that philosophy is strait-jacketed into one form of Thomism is being well combatted by the increasing degree of student-teacher dialogue in formal and informal circumstances. The rapid increase in the demand for philosophy majors in such lay careers as the teaching of theology can be expected to stimulate interest, as will the constantly increasing openness to other systems of thought on the part of the teaching staff. A pioneer student will, during the coming year, study Eastern thought in Hawaii, returning for his senior year as a philosophy major at La Salle. For some years now, the upper division classes have been enlivened by the presence of returning students from La Salle in Europe. These men have experienced liberal education in the most complete sense of the term, and have been numerous enough to influence campus life considerably.

Modern language teachers, working within the existing departmental structure and stimulated by the growth of the honors program, have developed a comparative literature course during the past year and will team-teach it for the first time during the coming year. Members of the economics department are working a one-semester course of similar pattern, on the subject of the underdeveloped nations. An entirely independent seminar, interdisciplinary in character, has been given a trial run by a member of the history department, and will become a regular course offering this year.

Instances like the foregoing ones could be detailed for

all the humanities departments, all of which are, as stated, re-examining "one more time" the use they make of their slice of the curricular pie.

Honors Program courses, at all levels but especially in the later years, help the student to see the unity of knowledge, to which the contributors quoted earlier alluded continually. The harmony of specialization and liberal education can best emerge in such a setting.

For present purposes, suffice it to say that the honors program exists to challenge those who need challenging. Its two basic ingredients are special sections of required courses (using exclusively teachers from within the departments), and independent study courses for upper division students (using mainly visiting professors). As can be seen from the preceding instances, however, a rich growth of experimental formats and approaches—originating in the subject of departments—has come into being along with the additional qualitative stress.

What the honors program would like to see aided is the students, so that they could give genuine full time to their four years of intensive formation. And on the over-all picture, it is clear that virtually all improvements in the humanities courses are—or should be—costly. Better salaries, additional compensation, time for research and for curriculum development, library enrichment, all these things are implied in this survey.

Foundations of all kinds apparently have a strong aversion to the support of on-going operations. They like a terminal point; and they love novelty. But the more genuine need is not the gimmickry which such artificial standards are producing on every hand. Our college needs humanities foundation money for salaries and scholarships. True, we can always buy overhead projectors and jettison the wartime buildings; but in the long run we should try to meet *basic* needs.

Finally, La Salle can claim to be in the very front line in the currently vital issue of excellence in college teaching. Meaningful awards for distinguished teaching have been given for five years now; and the constant stress upon excellence in actual classroom procedure can be no news to anyone with a mail box on our campus. We can claim, especially in this regard, to merit federal foundation money; and we should not be reluctant to do so. ■ ■

La Salle Vignettes

John Ryan / *state of the union*

John A. Ryan, '51, is a quiet, rather intellectual person, not exactly the union leader archetype. But, as president of the Philadelphia Federation of Teachers, he is the spokesman for some 5,000 Philadelphia public school teachers, who in a recent election authorized the Federation as their official agents—supplanting the Philadelphia Teachers Association. The Federation represents all city teachers and professional personnel in bargaining for wages, welfare and working conditions. Ryan, 38, who this fall will become head of the history department at Lincoln High School, taught in the city's elementary schools until earning his master's degree from Temple in 1957 (he is now a doctoral candidate), when he joined the faculty at Edison High—a post he held until the election this spring. At La Salle, he was president of the Historical Society and a member of the International Relations Club. His association with the Federation began in 1954, when he was named to the executive board; he was elected president in 1963. In this summer's negotiations with the Board of Education, the Federation sought a \$1000 salary increase, new grievance procedures, smaller classes, and additional texts and visual aids for teaching. Ryan supports busing students "from crowded to under-utilized schools," but disdains transferring teachers "unless it's voluntary." Understandably, he favors increased taxes to improve public schools, and adds: "I think Catholic parents have to assume the responsibility of supporting public schools, whether we choose to use them or not." Ryan, his wife, and their five children (three of whom are enrolled in parochial schools), make their home in North-east Philadelphia.



La Salle Vignettes

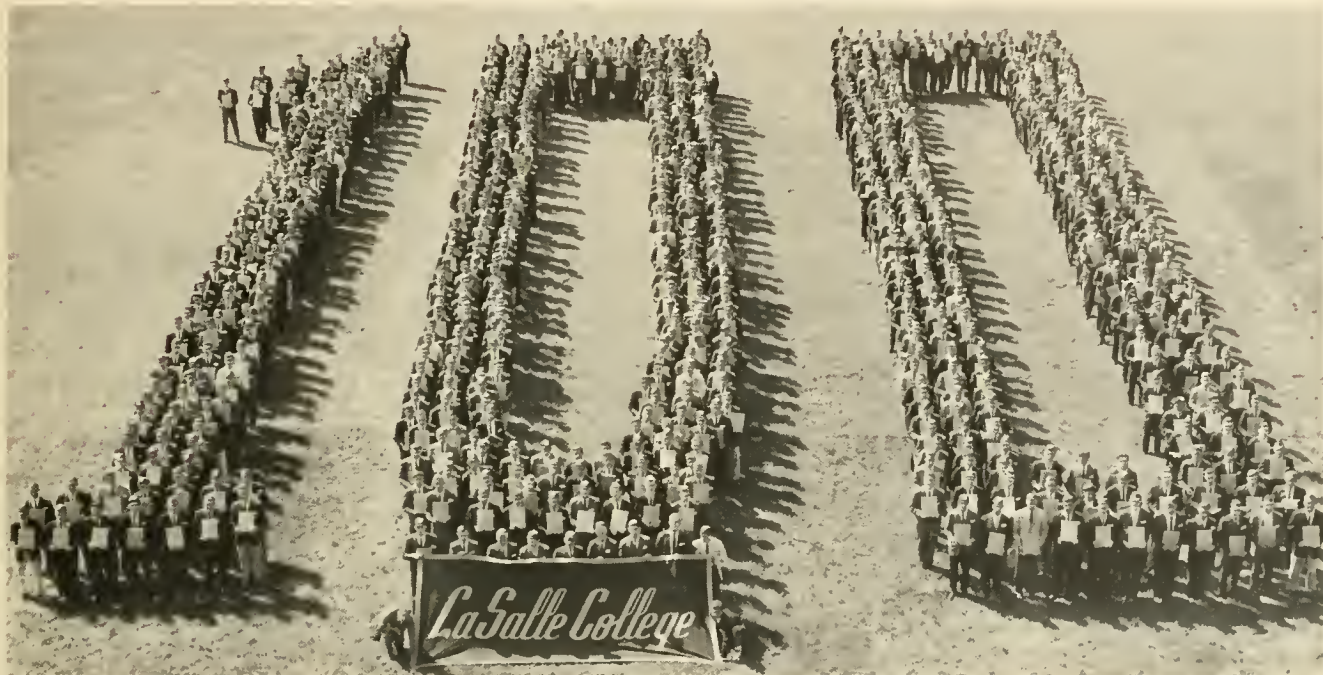
—continued

Tom Walsh / 'city' on the boardwalk

In the good old doys, o horse-drawn carriage brought guests of Atlantic City's Chalfonte-Haddon Hall Hotel the several hundred yards from Chalfonte Cottage to the then-green timbers of the boardwalk. **Thomas J. Walsh, '35**, is sales manager of the mammoth ocean front hotel, which today is famous the world over as one of the lost "family hotels." This casts no aspersions upon the virtue of other hotels; rather, it indicates Chalfonte's philosophy that a hotel should be able to provide **all** of the services guests require (it has its own power plant, runs its own food services for 1800 guests). One of the largest hotels in the nation (1001 bedrooms, 35 meeting rooms), Chalfonte, according to Walsh, is o "self-contained city in itself—one of the unusual hotels in the country. It is often cited as an example for many phoses of operotion." Founded 73 years ago by Quakers, drinking and smoking were frowned upon ot Chalfonte as recently as just before World War Two. Walsh, who entered the hotel business in Philadelphia in 1936, joined Leeds and Lippincott (owners of Chalfonte) oter Army service during the War. As an undergraduate, he was an economics major, the editor of *The Collegion*, and an assistant to the Registrar (then Brother Emelion James). Despite much travel to solicit convention business, Walsh has been active in politics in South Jersey—he was elected a Freeholder in 1954 and has been a leader in the Democratic liberal movement. He, his wife, and their six children (three boys and as many girls), make their home in nearby Absecon, N.J.



La Salle Centenary Fund Report 1960—64



CAPITAL GIFT CAMPAIGNS

In the past quarter century La Salle College has conducted three capital gifts campaigns.

The first of these, the Diamond Jubilee Campaign was begun in August, 1937, during the tenure of Brother E. Anselm as President of La Salle College. Ward, Wells, and Drinkman Company was hired as campaign manager, and \$157,230.89 was realized by November 6, 1940, when the campaign account was closed out. Unique aspects of this campaign were parish level solicitation, the involvement of most, if not all, of the Christian Brothers in the solicitation effort, and the active assistance of His Eminence Denis Cardinal Dougherty, Archbishop of Philadelphia, who was honorary chairman and member of the Board of Managers of La Salle College.

The second capital gifts effort was sponsored by the La Salle Endowment Foundation in 1949. The Endowment Foundation had been founded in 1946 to help the Christian Brothers' Schools and under the direction of Joseph J. Schmitz, Jr., '20, Chairman of the Endowment Board, assisted La Salle College in furnishing Leonard Hall Lounge in 1947. In 1948 the Endowment Foundation secured the services of John Price Jones Company to plan

the Fund Raising Program to help finance the College Library, to be constructed in the early 1950's. A report of July 10, 1953, indicated cash received in the amount of \$163,944.00. Of this amount over \$100,000 had been contributed by Foundation members.

In January 1960 the La Salle Centenary Fund was officially begun. Cash receipts on December 31, 1964, the closing date of this most recent capital gifts effort were \$717,120.85.

The Board of Managers, Administration, faculty and students of La Salle are sincerely grateful for the participation of so many in the Centenary Fund.

We begin our second century in higher education with the confidence of an increasing base of financial support from the alumni and friends.

With your continuing help we can achieve our goals of—

- continued commitment to scholastic excellence;
- a sustained program of academic development;
- a curriculum suited to the needs of the time;
- a vital concern to serve the changing needs of the community and the nation.

"Private higher education in Pennsylvania and the nation faces a staggering financial burden.

We must redouble the effort of the recently concluded Centenary Fund program if La Salle College is to meet the challenge of the 1970's"

DAVID L. LAWRENCE
Chairman, La Salle Centenary Fund



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(\$1000 and upwards)

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Every effort has been made to be accurate in the preparation of this report; if we have missed your name, or listed it incorrectly, we hope you'll understand and pass the correction on to us.

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H. Blake Hayman, M.D., '41, LL.D., last year received the first President's Medal, presented by Brother Daniel Bernian, F.S.C., president of the college. Brother Daniel expressed his appreciation for Dr. Hayman's gift to the college, the largest ever received from an alumnus, which "will enable us to purchase ground for a physical recreation building that will be dedicated to the memory of his parents . . ."

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(Including Gifts of Kind)
December 31, 1964

		Number of Contributors
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Corporations	\$178,967.67	69
Matching Gifts	<u>5,256.38</u>	26
	\$184,224.05	
COLLEGE ALUMNI	219,872.26	2,469
Special Gift	150,000.00	
FRIENDS	132,096.63	220
HIGH SCHOOL*		
Friends	2,220.00	5
Men of La Salle	17,127.70	88
Alumni	<u>3,834.45</u>	36
	23,182.15	
STUDENTS**	<u>7,745.76</u>	619
	<u>\$717,120.85</u>	<u>3,532</u>

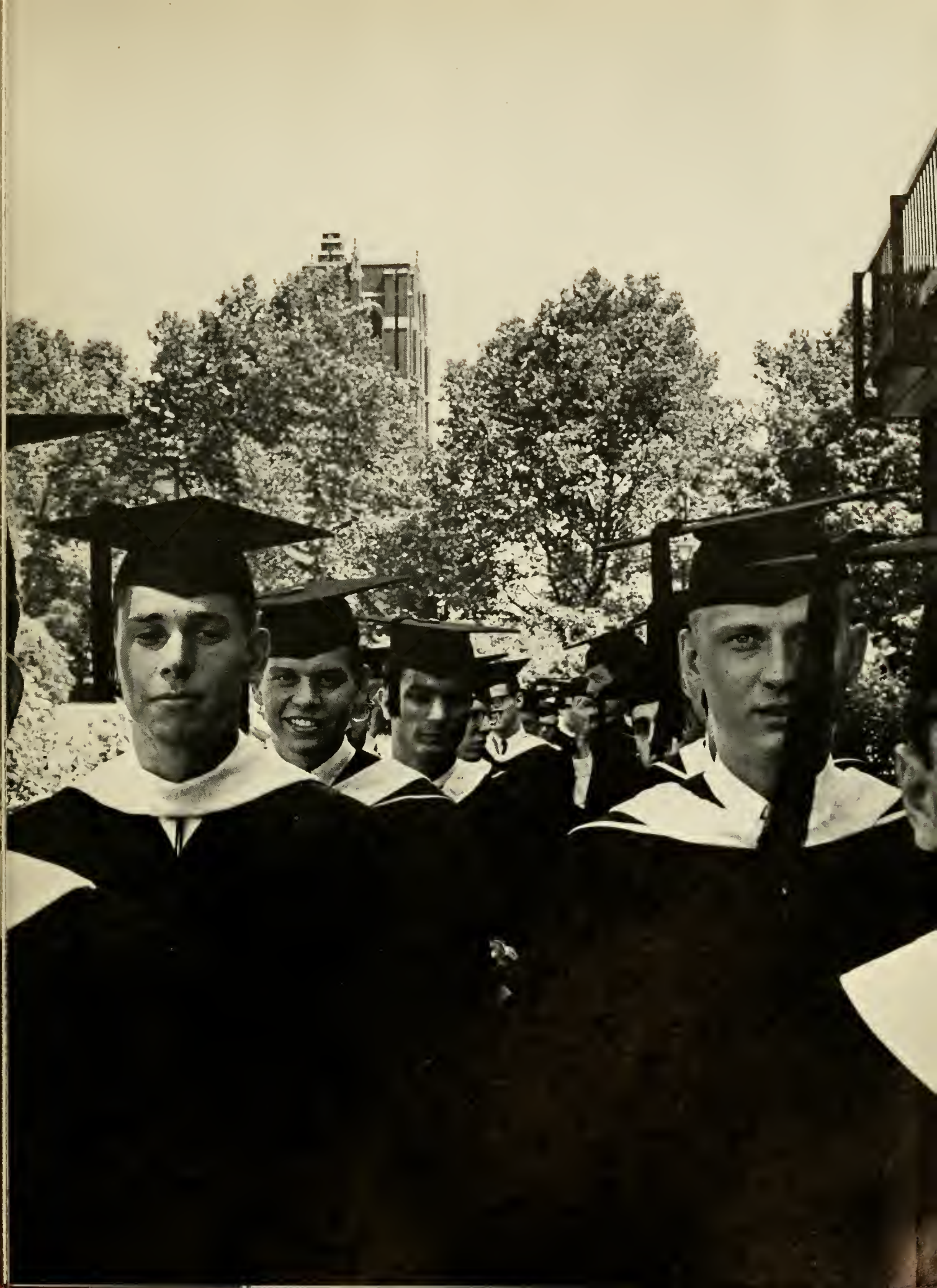
* No report available after June, 1961
** Includes only students as the writing of this report

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CHAPEL	\$ 21,381.25
COLLEGE GENERAL	382,821.55
PROPERTY PURCHASE	150,000.00
(Physical Recreation Bldg.)	
CLASSROOM BUILDING	7,464.92
COLLEGE UNION BUILDING	25,399.96
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RESIDENCE HALLS	1,677.25
SCIENCE CENTER	21,098.55
OTHER	29,066.90
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HIGH SCHOOL	21,235.65
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