

Winter 1968

# La Salle Magazine Winter 1968

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Winter 1968

# La Salle

A QUARTERLY LA SALLE COLLEGE MAGAZINE



THE CHANGING FACE OF THE CAMPUS

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CREDITS: Cover photo by Charles Sibre; page three (center), Lawrence Kanevsky; page 6, Carroll, Grisdale & Van Alen; page 10, Walter Holt; back cover & page 15, Kevin Nolan; page 19 (top) & 24, Ralph Howard; all others by Charles Sibre.

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Vol. 12

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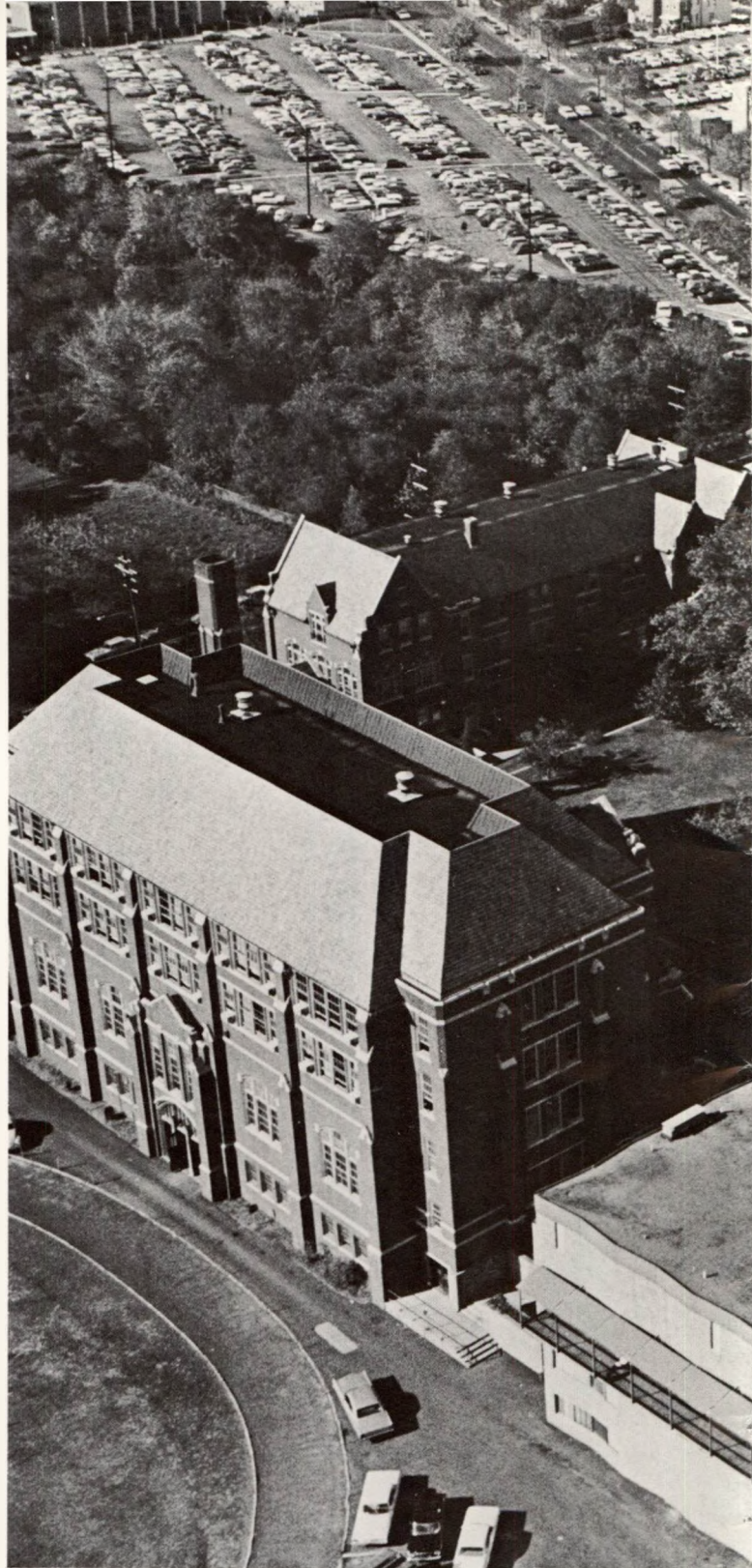
Number 1

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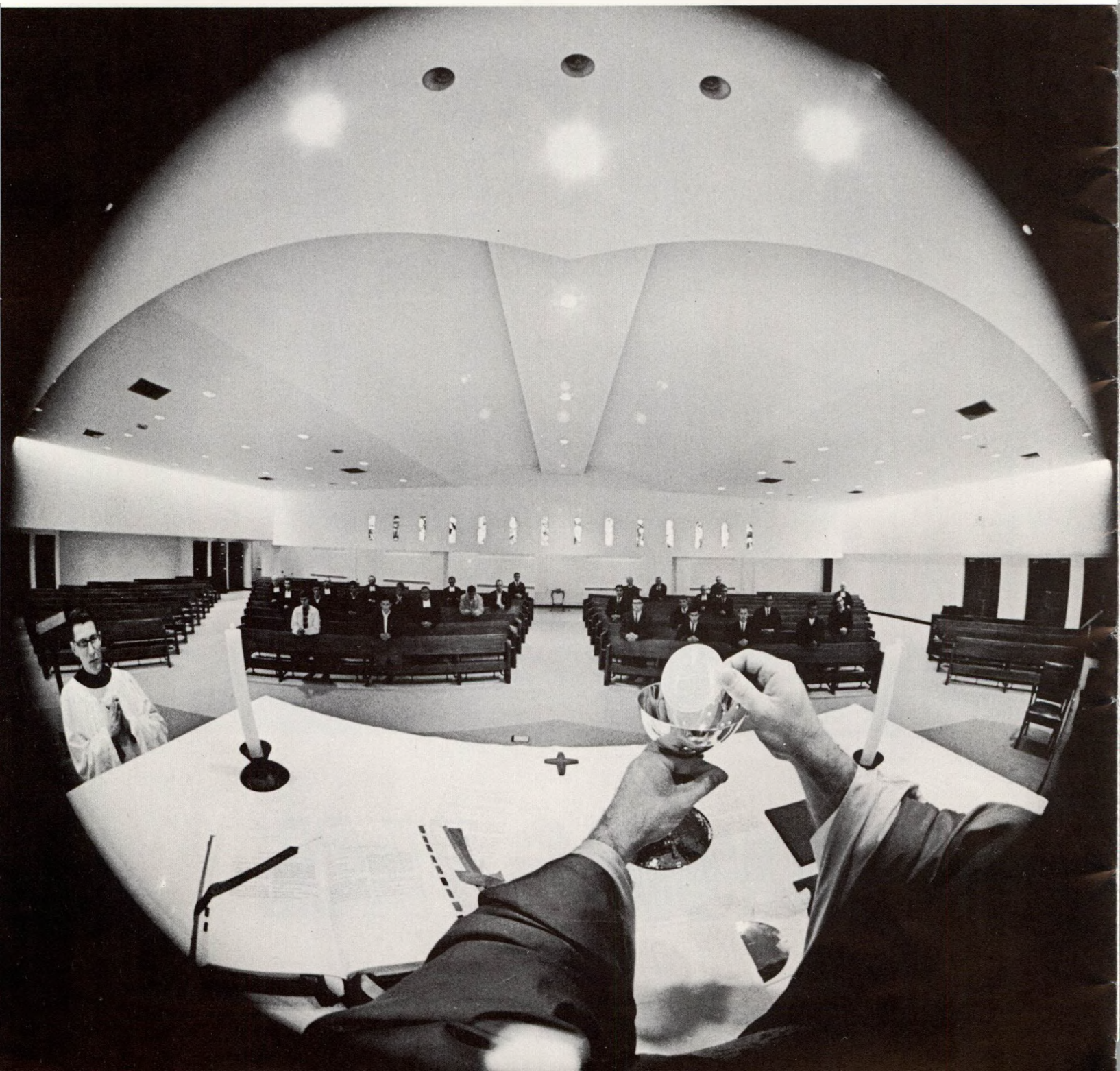


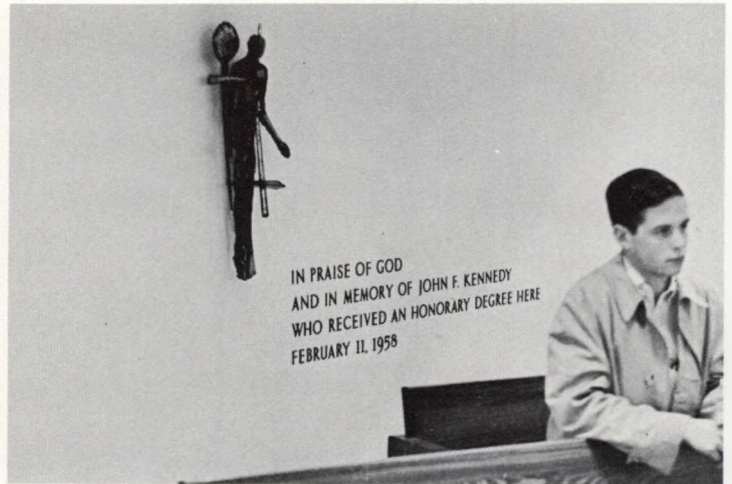
# THE CHANGING FACE

OF THE CAMPUS

What was once a plain auditorium

is now a bright, new student chapel...



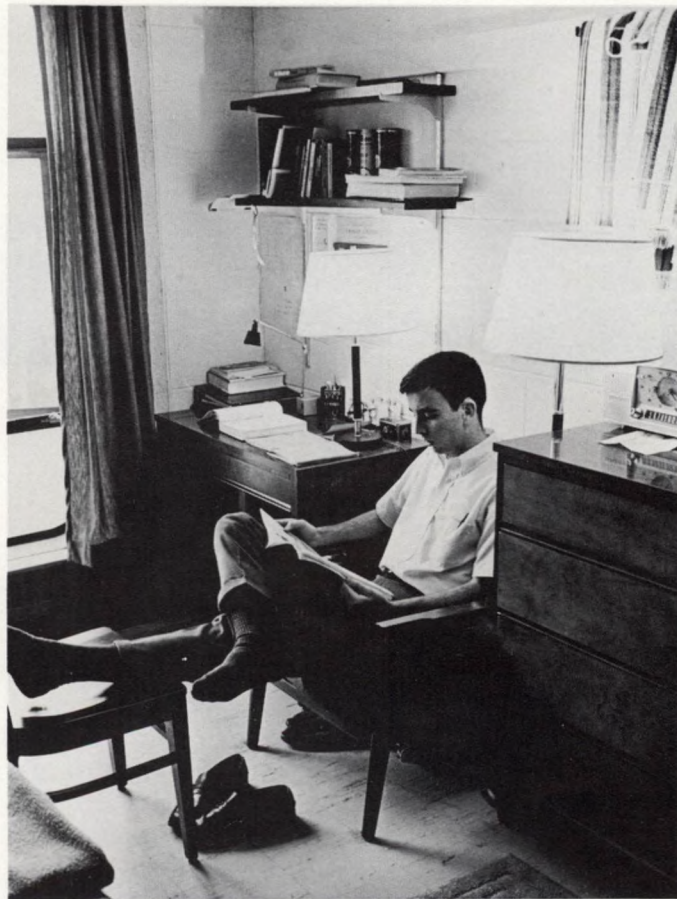




four new residence halls now



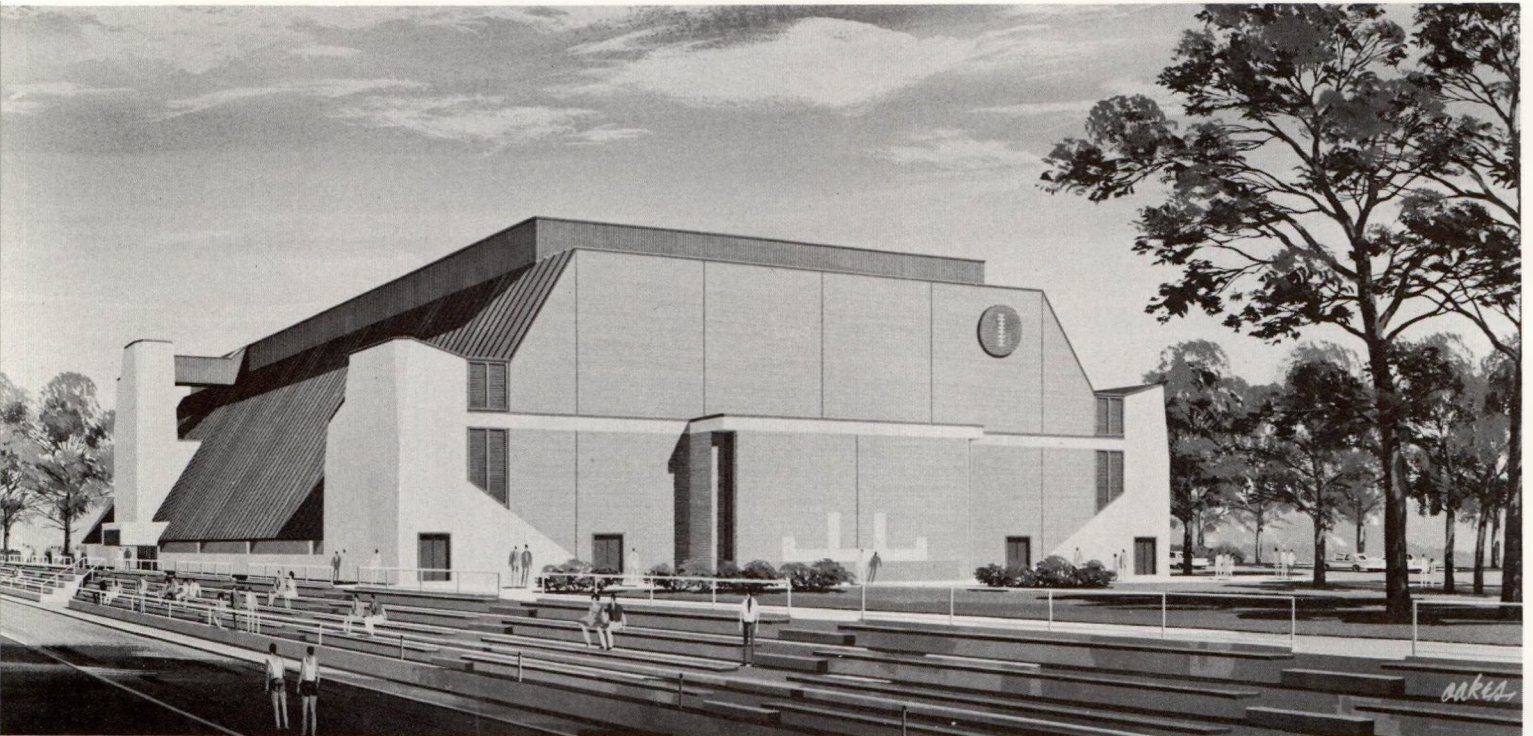
surround the old dormitories...





...and nearing construction are

a physical recreation center ...



... and a new classroom building

A space age classroom building, equipped with the latest technological teaching devices, is even now in late stages of planning. The modern structure, to be located on the eastern perimeter of the College Union, will include 38 new classrooms; seven student lounges; a languages laboratory to accommodate 100 students; 96 faculty offices, and an ultra-modern planetarium. Carroll, Grisdale and Van Alen are architects for the edifice on which construction is expected to begin in 1968.

# Jim Harding—The COURT Is His Classroom

By ROBERT S. LYONS, '61  
SPORTS INFORMATION DIRECTOR

JIM HARDING'S appointment as La Salle's head basketball coach last May caught most Big Five fans by surprise—which was a surprise, in itself, to many of the nation's leading coaches.

"He may not have a big name in your area now, but you'll know he's around," said one top basketball mentor. "Jim has quite a reputation and a record to back it up."

Very true. Every place he's coached, Jim Harding has racked up the best record in that school's history. They all remember him for the same thing—detailed organization and teamwork, strong discipline and a tenacious defense.

It happened at Marquette University High, in Milwaukee, where he had an overall won-lost record of 56-9. In 1953-54, he had the nation's second ranked scholastic quintet and walked away with the state championship by winning 26 of 27 games.

It happened in his first season as a college coach at Loyola University (New Orleans) where he finished with a 16-8 record and took the school to its first (and only) NCAA Tournament, in 1958. Oklahoma State ended Loyola's hopes for a national title by converting 26 of 28 free throws. A hotshot guard for Oklahoma State that year was Jerry Adair, now a Boston Red Sox infielder.

It happened again at Gannon College, in Erie, where Harding's three-year record was 57-12, including consecutive 20-3 seasons in 1965 and 1966. Gannon ranked sixth among the nation's small colleges in 1965. The following year they finished seventh and Harding was named Pennsylvania's "Coach of the Year."

"We could have stayed with a lot of major teams at Gannon," recalls Harding, whose opponents included such "small college" quintets as Pan American with Luke Jackson. A case in point bears this out.

You may recall that in 1964-65, one of the few times in history La Salle beat Niagara, at Niagara, when Hubie Marshall hit a dramatic 35 footer at the buzzer to send the game into overtime. Gannon also beat Niagara, at Niagara, that year. By 16 points.

What impresses other coaches about Harding, though, is not how he wins or loses, but how he plays the game. Particularly when the other team has the ball.

Harding's teams are very stingy on defense. Two of his Gannon squads, for example, finished in the nation's top ten defensively. The other wasn't far behind.

His style is much like that of Green Bay's Vince Lombardi, who needs no introduction as a master disciplinarian; a "beat them by executing better," type coach.

"I certainly agree with the Lombardi philosophy of simply doing it better than the other guy," says Harding. "I'm very

strong on detailed instruction. Just perfecting what we do and not trying to be fancy. I try to run my offensive and defensive patterns a certain way. There's a right way to do everything. And this is the way they *must* do it."

Harding concedes that he probably spends more time on defense than many other coaches.

"You try to take away from a team what they like to do best," he explains. "To do this, you must be fundamentally sound. Your players must learn and perfect the game in great detail. They eventually learn to do the right thing by instinct. Especially under pressure."

If there's anything you feel watching or playing a Big Five game, it's pressure. The reason why so many Big Five games end up low scoring, erratically-played defensive struggles. The reason why the player who turns the game around is usually the one who's been through the rugged concrete schoolyard circuit in tough big city leagues such as Philadelphia or Washington. The one you see diving for a loose ball or fighting his way through a jungle of stronger arms and taller legs for that key rebound.

Pressure. If there's anything you feel convinced about after watching one of Jim Harding's teams go through one of their typical 2½ hour practice sessions, it's just that. His kids will be ready to face that pressure. Or they won't be playing.

Nobody sits through one of his practice sessions. There may be five or 10 players running through a pattern over and over and over again, but you can be sure that the others standing around are running through the same play in their minds the same way.

Nobody daydreams or talks during practice. The few who try, wind up daydreaming or talking their way through many, many laps around the court.

Nobody cuts class or misses a curfew, either. Here again, the first player who tried it found himself confined to his dorm at 7:30 every night, including weekends, for a few weeks.

**O**BSERVERS of Jim Harding's basketball teams report very few (if any) second offenses for infractions.

"Mr. Harding's practice floor is his classroom," says Bill Wilson, frosh coach who was Harding's assistant for three years at Gannon and who knows the man better than anyone in the city. "That's his classroom and he's the teacher. Like any other professor, he demands absolute respect and complete attention."

Jim Harding is intense but warm, stern but kind. He speaks precisely with a pleasant midwestern accent. He's obviously in excellent physical condition and could easily pass for a man younger than his 38 years if it wasn't for his thinning blond hair.

# Harding's ambition: another national title

Hang around the guy for a while and you know he's determined to do the best coaching job possible, be it recruiting or teaching the intricacies of his man-to-man defense or single post offense. He's the kind of a coach who will spend hours working on a flaw in a kid's shooting style and will expect the same dedication in return.

Pressure.

He learned it as a schoolboy in Clinton, Iowa, where he was an All State star in basketball and football. He learned it going both ways in football as a defensive halfback and quarterback. He learned it's importance as a young University of Iowa freshman when he found himself starting at quarterback against Ohio State before 82,000 fans in Columbus, during the war.

"Playing quarterback in football definitely has helped me as coach," says Harding, who once completed 16 of 18 passes in a high school game. "Learning to call audibles and read defenses at the line of scrimmage has made me more analytical in my approach. It's taught me to think under pressure. When we made a mistake, we paid for it and never forgot it."

Unlike most coaches who candidly admit that they dread this part of the profession, Harding *enjoys* the challenges of recruiting. If this year is any indication, he's also quite successful at it.

Not being named coach until late spring (after the height of the "recruiting" season), Harding wasn't expected to recruit any "blue chip" ballplayers. So he went out and grabbed some of the best prospects in the country, including Ken Durrett, a 6-7 All American from Pittsburgh's Schenley High, and Roland Taylor, an All American junior college guard from Dodge City, Kansas, via Washington, D.C. Taylor will probably start on the varsity this year, and, hopefully, solve the Explorer's playmaking problems.

Harding was out of coaching last year. He left Gannon at the end of his three year contract because he had been led to believe that the school was going big-time in basketball. It never happened, so he spent the year in Milwaukee, working as a public relations executive. He stayed close to the game as a scout, clinic speaker and "color man" for televised basketball games. He also turned down some good coaching offers, both on the collegiate and professional levels.

When the La Salle job opened last spring, he wasted no time in applying.

"This is just the program I was looking for," he says. "A major school with a national reputation playing an excellent schedule in perhaps the best college basketball area in the United States."

**H**ARDING has never seen La Salle play basketball, except in game movies. He has yet to see a Big Five game in the Palestra. He's looking forward to both. He's anxious to see what this Big Five pressure is all about. And he's prepared to challenge any variety of defenses an opponent may throw.

He faces quite a schedule, too. La Salle will be traveling over 11,000 miles this year, playing the nation's best in every section except the Pacific coast. In one stretch, from Dec. 16 until the end of January, the Explorers play—in succession—Niagara (with fabulous sophomore Calvin Murphy); tournaments in Boston and New York (Providence and second-ranked Louisville, respectively, in opening rounds), at Miami (Fla.); St. Joseph's; at Loyola (Harding's homecoming); Syracuse; at Western Kentucky; Pennsylvania; at Duquesne, and at Creighton.

Jim Harding's ambition?

To bring another national championship to La Salle within five years.

The Explorers just may be pressured into it. ■

Coch Harding (foreground) with veterans (from left) Stan Wlodarczyk, Bernie Williams and Larry Cannon.



# THE NEW MATHEMATICS

BY BROTHER HUGH N. ALBRIGHT, F.S.C.  
ASSOCIATE PROFESSOR OF MATHEMATICS,  
CHAIRMAN, MATHEMATICS DEPARTMENT

EVERYONE KNOWS that great efforts have been made in the past decade to reform the teaching of mathematics in our schools. The present movement can be traced to the work of a number of men who came back from World War II to resume teaching. They began an effort to bring the curriculum into line with new ideas in game theory, statistics and probability, linear programming and so forth, which were beginning to play a vital role in applications of mathematics to contemporary problems. This was then picked-up by the Commission on Mathematics of the College Entrance Examination Board about 15 years ago. The major impetus was given by an aroused public after the launching of Sputnik in 1957. Since then, a startling amount of money and man hours have gone into the reform.

The age of automation sees the application of mathematics in an ever-expanding variety of fields. The availability of large computers makes possible operations that were largely undreamed of even 20 years ago. They have taken over most of the routine work in banking and business. They have made it increasingly difficult to file dishonest tax returns. They have made possible the elaborate system of direct dialing for long distance telephone service. They took over the direction of assembly plants in the automotive industry. They have been responsible for an enormous increase in the demand for trained mathematicians.

It is clear that most people will never need great technical mastery of mathematics. But it will become increasingly important for them to have achieved a basic understanding of the nature of mathematics—what it can do and also what it cannot do. The increasing complexity of contemporary life demands more and more sophisticated mathematical models in economics and sociology. This demands the integration of a whole range of new ideas into the mathematics curricula of our schools. If the general public is not aware of the significance of these developments, it may find itself more and

more at the mercy of the experts. This situation requires a fundamental reorientation of the goals of mathematics teaching. We no longer need experts in mental arithmetic. We justifiably insist that clerks in supermarkets use cash registers to add up the bill.

The current reforms in mathematics have several aims. The most tangible, though still difficult, is to produce enough persons with technical competence in mathematics for the future. This is done by restructuring the curriculum to eliminate obsolete material, to achieve greater depth of understanding, and to permit those students who are interested and capable to finish college calculus while in high school. This program has already achieved significant success. Hopefully, it will also help to achieve the rather intangible aim of educating the general public to the uses and abuses of mathematics.

THE MOST DIFFICULT aim of the new reforms is the proper education of the children who in the past would have grown up to take unskilled jobs. Automation is making their lives increasingly difficult. The growing social unrest in this country is stark evidence that a major effort in this area is essential. In the past, those children who could not cope with the traditional teaching of arithmetic were simply left by the wayside. This is no longer justifiable.

Criticism of the reforms now being pushed forward come from many sources. Parents are understandably nervous when faced with the difficulties their children have in school. After all, the success of the child in school is more and more important for his future career. The parent wants to be able to help the child and perhaps finds he cannot. An occasional columnist may take dubious advantage of this situation to

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*Brother Albright, who joined the La Salle staff in 1951, holds advanced degrees in mathematics from the University of Pennsylvania. He is the son of Dr. William Foxwell Albright, the distinguished archeologist at Johns Hopkins.*



## *One remedy for social effects of automation.*

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ridicule the reforms in hopes of increasing his sympathetic reading public. An eminent mathematician or scientist may become impatient with the efforts now being made, which he sees as misguided. Of course, this eminent person has no time for the real personal involvement in such efforts which would teach him the realities of the situation. A school administrator may have tried to ride the reform bandwagon and seen chaos develop from his hasty attempts.

One can understand the nervousness of one who has been burned. One can certainly understand the plight of the harassed teacher who with insufficient preparation is forced to teach the newer material to students who are not ready for it. The reply to such criticism should not be a settling back into comfortable ways, but more vigor in pushing the reforms, keeping in mind the difficulty of the task and its great importance.

At any rate, the above type of criticism cannot compare with the really serious self-criticism of those involved with the reforms. A recent booklet issued by the National Council of Teachers of Mathematics analyzes eight prominent organizations which have substantial new mathematical programs. Some of these are national, others regional. None claim to have all the answers, but all are serious attempts to cope with the problems from varying points of view. They analyze the situation, gather teams to produce teaching materials, try them out in actual classroom situations with concurrent inservice training for the teachers, evaluate the results and then go back and repeat the whole process.

The preliminary analysis of the problems, the drawing up of lists of objectives and syllabi to control their accomplishment is a relatively easy affair. Some of our armchair critics seem to do it for recreation. But without an intensive follow-up it is quite ineffectual. It will certainly not be of much help to our teachers in actual classroom practice.

The teams consist of professional mathematicians, high school teachers, college teachers, specialists in learning theory and evaluation, and so forth. They assemble for several weeks in the summer, in an intensive effort to produce text materials, teachers' manuals, films, and other prerequisites for day-by-day

classroom operation, and for inservice training of teachers.

This material must then be tried-out in schools to see how effective it is. Perhaps an entire school district cooperates in this effort with the involvement of 10,000 students and their teachers. Throughout this experimentation, the teachers themselves are taught the rationale of the new program and how to make it effective in the classroom. An interesting way of doing this is to use movies of experienced teachers conducting actual classes with the new methods and materials.

The inevitable weaknesses of the new program are thus brought to light as well as its strengths. Surprisingly enough, many preliminary reservations about the feasibility of the new approaches are shown to be unjustified. The whole program is then revised and the experimentation repeated. When the material is ready, its publication is taken over by regular commercial channels.

**I**N SPITE of the elaborate process just described, there is a general opinion that in many respects the surface has just been scratched. As would be expected, the greatest and most tangible results are seen in the schools which already have strong programs. These schools have teachers with more than average experience in dealing with the new ideas in mathematics, greater awareness of the need, and students who are capable and interested. They are also keenly aware that they must make efforts along these lines in order to uphold their prestige.

The situation is quite different in many large urban schools and small rural schools. Here we have an acute shortage of teachers, and especially of teachers with the necessary experience in mathematics. Any successful program must solve the problem of massive inservice training of the teachers. A program now underway in a large city will seek to reach 18,000 school teachers. It is almost impossible to imagine the time and energy and self-sacrifice demanded of those involved to assure even a limited success to the venture. Federal and local government will invest large sums of money. The teachers and those who guide them will invest time and energy over and above their usual work. But unless such things are done, this country will have even greater problems in dealing with

## *'Old' math won't convey ideas for the future.*

the social unrest arising from automation and the decreasing demand for unskilled labor.

It might be of interest to take a brief excursion into the problems of teaching even in the best situations. Of course, the ideal would be to have expert and stimulating teachers working with intelligent and eager students. Some of the armchair critics seem to see this ideal as the solution to all the problems. No comment is necessary.

One view of teaching sees it as a conveying of a well-defined, specific body of information and skills. This is a highly developed and efficient process used widely in industry, the military establishment, secretarial schools, and so forth. It is the best way to teach people to fly airplanes, to lay bricks, to play bridge, and countless other things. The emphasis is on drill and immediate response; the ideal is the teaching machine and other forms of programmed learning. The motivation takes care of itself since the goal is limited, tangible, and desirable. The object is to increase earning power and social prestige in the immediate future.

**A**LL EDUCATION must embody a large component of this kind of teaching. But its severe limitations must be clearly recognized. Even on the efficient practical level, in a fast-changing civilization such knowledge and skill is liable to become obsolete in short order. It is not at all pleasant to see older workers displaced from their jobs by more recently trained younger ones, or to see their jobs just disappear. Teaching of the above kind not only does not foster the creativity needed to develop our civilization so that it can cope with new problems, but it does not develop the flexibility that a person needs if he is to develop new skills to replace obsolete ones.

Another component must be added to education. Not only must information be conveyed but also the habit of viewing it critically. It must be seen in its wider context and in its unsuspected ramifications. Not only must skills be taught, but also an understanding of why they work and an ability to modify them in the face of changing circumstances. The child must be taught to count, to add and to multiply. The child must also be taught to understand these processes, why they

work and what can be done with them. And the material must be presented in such a way as to prepare the child for the more complicated arithmetic and algebra that he must learn in the future.

**T**HE PLAIN FACT is that our traditional methods of teaching mathematics are not adequate for the task. Not only do they not produce the necessary technical competence in enough people for the needs of an automated age, but they leave a large proportion of our children by the wayside. If a large number of college students can't even add fractions, what about the larger number of our youth who don't even attend college?

Moreover, the traditional teaching of mathematics does not give our children the new ideas they will need in the future. Understanding sets is just as important as understanding numbers. The algebra of sets is as important as traditional algebra. While admitting the possibility of abuses here and there in the teaching of set theory, we must also recognize that experimentation on a large scale has demonstrated that it is possible and beneficial, even in the primary grades.

The process of balancing drill with understanding, training for immediate response with educating for flexibility in the presence of novel circumstances, is exceedingly difficult and complex. The two can be mutually beneficial, each helping the other. But they also conflict with each other. Time devoted to one aspect cannot be devoted to the other. If the effort to convey understanding fails, as it often does, then there may not be sufficient time for the drill, with the result that the student comes away with nothing. On the other hand, if we were to solve this dilemma by giving up serious effort to convey new ideas, then the success of our teaching may be more apparent than real.

We cannot expect every new program for the reform of mathematics teaching to provide panaceas for our perennial and difficult problems. Occasionally, a new program will do more harm than good in a given situation. But the great efforts at reform deserve public support. They are in the hands of devoted and competent people. Their success is necessary for the future well-being of our society. ■

# VIEWS IN

# BERKELEY

By DR. FRANK BARRON, '42

**H**OW MANY MILES is it from La Salle to Berkeley, as the mind flies? I have not been back to La Salle for many years, and I am sure that La Salle has changed just as much as Berkeley has since the beginning of World War II, though perhaps in very different ways. Surely the distance from the La Salle I knew then to the Berkeley I know now must be measured in mental light years, if such there are, I have a feeling that I myself am halfway between the two, though I have had my physical being in Berkeley since 1947.

As a psychologist I have been particularly interested in values and in personal philosophy. This campus of the University of California is a unique vantage point for the observation of the varieties of personal philosophy the world offers, and the conduct that flows from such philosophies. Let me share with you some of the views I see in Berkeley.

I'll begin with the view from my office. Through its window I look across the street to the football stadium, now almost as much an anachronism as the Roman Coliseum, and beyond the stadium, up on "the hill," to the cyclotron, ultimate symbol of man's daring. "What hand dare seize the fire?" Could Blake have foreseen that one day we might answer, "The hand of man, the hand of man!"

A short walk away is Sproul Hall Plaza, where just over two years ago the Free Speech Movement was born, and where it continues to emit an occasional squall. Around the Plaza is a profusion of bridge tables, portable podia for the announcement of a wild diversity of causes. On a typical day I note down these organizations represented there: The United Farm Workers, the Sexual Freedom League, the Progressive Labor Party, the Vietnam Day Committee, the American Friends Service Committee, the Independent Socialist Club, the Young People's Socialist League, Citizens Against Legalized Murder, and next to it, presumably unrelated, a table whose placard reads "Repeal the Inhumane Abortion Laws." On another day I might have seen recruiting tables for the U.S. Navy or for the Peace Corps, not to mention a table for a student organization protesting the draft.

In the lower Plaza a rock 'n roll band named Country Joe and the Fish is playing folk rock to which a sitar adds an

exotic Indian flavor. Perhaps a thousand students are sitting at the outdoor lunch tables or just standing there listening. Many sport large lapel buttons on which a variety of unconventional sentiments are spelled out. "Make love, not war" has waned in popularity; now we see "LSD, not LBJ," or "Keep California Green; Legalize Grass," or, a bit more esoteric, "God Is On a Trip." Applied Psychedelics 1-A is a favorite unlisted off-campus course.

The microphone on the steps of Sproul Hall may or may not be in use; it is there for the advocacy of any cause that can be espoused within the limitations simply of ordinary good manners. A recent use was by Stokely Carmichael, bringing his message of Black Power to, paradoxically, an overwhelmingly white and largely sympathetic audience. On the streets around the University the genuine arrival of civil rights and racial equality is much in evidence; not just in black-white friendships and boy-girl pairings both of students and non-students, but in the mixing of almost all the races of the earth. Shod and unshod tread the main streets, and the sheer variety of physical appearance, costume, coiffeur, cosmetic, and demeanour is so great that it has become unnoticeable. You could paint yourself pink and ride a duck-billed platypus across campus and still run the chance that no one would look twice at you; or so it seems at times.

Yet this is no carnival, and the mood, however light it may appear, is deadly serious. The war in Vietnam deeply concerns both faculty and student body. Our presence there is seen as morally ambiguous at best, and the use of napalm with its invitation to indiscriminateness and the ghastly image it brings of death by sticky and inextinguishable fire, has been the subject of repeated Plaza rallies. Washington's Birthday and the Fourth of July are not such big days in Berkeley as they used to be. Much of the unrest on campus can be traced to a disbelief in the moral authority of the national government, though local campus authority is made the scapegoat.

The psychedelic drugs have come to play an important part in student consciousness. These students are of course not "psychedelic dropouts" who have heeded Timothy Leary's advice to "turn on, tune in, drop out;" indeed, for a time one of the popular lapel buttons on campus was "We're Weary of



## *Growing up with collective species death.*

Leary,” and he has not piped himself up much of a following in Berkeley. These students are not dropping out, but instead are “hanging in there.” They are aware of themselves and their deepest feelings in a way that, in my own experience of twenty years on the campus, no previous generation of students has been. They are aware, too, of a gap between themselves and their parents that is qualitatively different from the usual conflict between generations. They feel that they are something different, something new, and that with them must come new ways of being: new forms of sexual contact, new forms of family and community relationships, new ethical and esthetic standards, new political institutions, a new organization of world government; and if the new thing cannot be brought to birth, soon there will be nothing at all of mankind.

THESE CONCERNS, so expressed, are very probably *not* representative, in a statistical sense, of the generality of college students, even at the University of California. The majority of degree-bound students remain, as of yore, more or less indifferent consciously to issues of such cosmic import, and the fraternities and sororities go their clean and merry way to nothing more radical than the beerbust, songfest, and good times in the old convertible. The football team stays preponderantly beefy; and, being a bit of an anachronism myself, I go out on fair fall Saturdays to watch them perform, wishing only that they would start winning, like Notre Dame.

Even the representative students, however, are definitely different in personal philosophy from their parents, and there is a general truth expressed in the phrase “generation gap.” Recently I conducted some research on this question, using a questionnaire I had composed several years ago. The questionnaire contains some 150 statements related to philosophy and values, and the respondent is asked to indicate his agreement or disagreement with each statement. In this instance, I asked not only students, but their parents as well, to fill out the questionnaire. The significant differences in percentage of affirmation of given questions proved quite revealing. I have presented the actual questions and the percentage differences elsewhere (in my book, *Creativity and Personal Freedom*; see chapter 23, “The Generation Gap”); what they showed may be summarized as follows:

1) The relationship of the individual citizen to his country, so far as the definition of responsibility and of patriotic loyalty is concerned, is seen by the students as much less binding than it is in the eyes of the parents. The locus of ethical sanctions is placed in personal relations and in individual conscience rather than in relationship to a larger social entity.

2) The students endorse greater freedom of individual choice in religion, in sexual behavior, and in general in human relations.

3) The students, to a much greater degree than their parents, are opposed to racial, national, and religious prejudices.

4) The students are more accepting of ideas relating to social security and guarantees against poverty or economic in-

justice than are their parents; at the same time, they express a greater valuation of individual rights and of the unconditional worth of individual life (unlike their parents, e.g., they are opposed to capital punishment and to such “eugenic” policies as the sterilization of habitual criminals or morons).

5) The students are more friendly to modern art than their parents are, and they are less impressed by the value of science and technology. They are less committed to straightforward reasoning, more open to metaphor and poetry.

These students were members of residence halls on campus, and were not by any means the “hippies” or “flower children” who constitute the more exotic blooms to be found a few blocks from campus in the “non-student university” that has grown up on the periphery of the university proper. I do not mean by this to disparage the “hippies,” by the way, among them are many persons of exceptional insight and intelligence, who in their rejection of the secular and their adoption of a nomadic, almost tribal way of existence are making a conscious and deeply motivated effort to return to a simpler, more primitive form of community than modern American society offers. The “happenings,” “be-in’s,” and “psychedelic celebrations” of the hippies do bear a resemblance to ritual renewals in primitive societies. The hippies are, in a sense, seeking to escape “the terror of history,” to use Mircea Eliade’s evocative phrase, by declining to be made a part of the enterprises and establishments of the history-makers.

AMERICA is a troubled land today, reflecting the turmoil and trouble in the world as a whole, and adding a bit of its own making. Sensitive youth, those most in the forefront of the general development of human consciousness, are responding to the challenge of the times in what is sometimes a radically divergent way. It is well to remember that although to a certain extent the older generation, too, has lived with the threat of world catastrophe during its early adult years, only the generation now reaching its majority has grown up in a world in which collective species death is a real possibility. Surely this is a most significant element in the ethical climate of our times, for it vastly increases the responsibility of the individual, at the very time that the individual seems more powerless than ever before to affect events in the large.

So, let the views be divergent, and let them above all be expressed. For those who stay in, as for those who drop out, the crisis in belief in our day is a singularly intense challenge to evolve a viable personal and social philosophy. In its response to that challenge, Berkeley is, I like to think, a frontier town. Its very excesses and follies are in the tradition of the frontier town of the American West; so, too, are its sense of adventure and experimentation and its sometimes-reckless thrusts into the unknown future. ■

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*Dr. Barron, who has been a member of the staff at the University of California's Institute of Personality Assessment since 1950, is introduced in the “Vignettes” section of this issue.*

### They Said It Couldn't Be Done



La Salle football: banging heads for the fun of it

“WE COULD GIVE 90 percent of the teams in the college division of the Middle Atlantic Conference a run for their money,” says Frank Garofolo, coach of La Salle’s football club team.

That’s right: La Salle’s football club team. Not a real varsity like Notre Dame or Villanova or even Swarthmore, but football just the same. It returned to La Salle for the first time in 26 years this fall with kids banging heads and punishing themselves purely for the fun of it.

Club football is the latest rage on eastern college campuses that previously had nothing to cheer about before and after basketball season. La Salle introduced it to the Philadelphia area, but the concept has been quite successful throughout the New York, northern New Jersey and Washington (D.C.) areas. Fordham drew 34,000 fans last year.

There are no athletic grants in club football and the players don’t even get letters. It’s completely operated and financed by the students—just like the political science club or your favorite fraternity.

While the Explorer Football Club didn’t enjoy overwhelming success from a won-

lost standpoint (1-4), it was a smash hit artistically and more than satisfactory financially.

“I’m really optimistic,” says Garofolo, a former Middle Atlantic Conference All Star at Drexel who sells insurance for a living and coaches the club on the side. “There’s no doubt about it. Football can pay its way on a club level. This thing was in doubt (financially) right up to the last minute before the season started, but we won’t lose money this year.”

The main reason that football at La Salle is paying its own way—or even got started, for that matter—is because a group of student leaders ignored the skeptics who said, “it couldn’t be done,” and *did* something about it.

The students, seniors headed by Explorer Football Club president Jack McGeehan and class officers Harry Carberry and Jim Cunningham, started investigating possibilities for football at La Salle over two years ago. They got the bug after sponsoring a “rough touch” game between their sophomore class and the sophs from St. Joseph’s College.

The actual fund-raising aspects to support the football team and buy equipment

didn’t begin until late last spring, when student pledges were solicited. Most of the money wasn’t collected until September, which kept the program up in the air until only weeks before the opener. The Sigma Phi Lambda (Spirit) Fraternity spearheaded a season ticket drive that netted a sale of 1,000 ducats. Uniforms for a 32 men team were purchased.

As the ROTC band played and girls from Manor Junior College led cheers, La Salle played ferocious defense and beat St. Francis (N.Y.), 20-0. The game drew over 3,000 fans, virtually assuring the club at least a break-even year financially.

“From a tactical standpoint, we did pretty well,” says Garofolo. “It takes time to build a serious football attitude. We played all schools with established programs, but were never embarrassed.”

One of the schools on La Salle’s schedule, Kings College, of Wilkes Barre, finished unbeaten and ran up scores like 60-0, 47-0 and 34-0. La Salle held them even after allowing 15 points in the first quarter.

“Since the kids didn’t know if there would be a team right up to the last

moment, they weren't in condition at the start," Garofolo recalls. "They worked hard, especially in defense. They really ate it up. Offensively, it takes longer. It didn't seem to come like we wanted it. Next year, the scoring should catch up with the rest of our game."

Some 50 candidates turned out for opening practice. Of the 33 who dressed for the opener, 25 were around at the end. One quit. The others were injured. Next year Garofolo hopes to carry 45 players, dress 33 and beef up the schedule to six games including such schools as Fordham and Manhattan. He also hopes to get an earlier start with perhaps night workouts during the summer.

Take away the injuries that tend to hurt a small club team like La Salle more than, say, a 45-man team, La Salle has the makings of a pretty sound grid nucleus. Almost everyone returns next year. The Explorers finished with a third stringer at quarterback and some of their top linemen sidelined, but still kept the scores respectable.

The only game where the club took a bad physical beating was at Catholic U., in Washington, where they not only lost the game, 13-0, but also lost four starters — tackles Ed Phillips and Paul Balzano (torn knee ligaments), guard Bill Crowthers (broken elbow) and guard Tom Hoffman (elbow injury).

Everyone on the team has had high school or at least good independent football experience. Phillips, who went both ways as a guard and tackle, made All State at Baltimore's Calvert Hall and "could play for any college in the country," according to Garofolo. Another player, Jim Carter, punts as well (if not

better) than anyone in regular college football.

Phillips had offers from such schools as Maryland, Clemson and Villanova, but declined them because he was advised against playing football while majoring in pre-med. He came to La Salle and ended up playing football after all.

Players like Abbe Semptimphelter, Glenn Hannigan, Tom Hoffman and Tom Strickland made all star teams in high school. Semptimphelter, who missed much of the season after suffering hand injuries in an auto accident, was an honorable mention All State quarterback at Holy Cross High, Riverside, N.J. Hannigan threw 15 TD passes for Philadelphia's Cardinal Dougherty High one year and made All Catholic. He also went to the sidelines after hurting a knee against Kings College. Hoffman was an All State tackle at Camden Catholic; Strickland, an All Buxmont League end at North Penn High.

It isn't big time and will never make the NCAA "TV Game of the Week," but club football apparently has found a home at La Salle. It's given the talented ones a chance to play and the students something to cheer about. Isn't that what the game's all about, anyway?

### Cities 'New Frontier'

A NATIONALLY prominent urban redevelopment authority has called upon college students to turn their attention to "a great new frontier, the underdeveloped portions of our own cities."

Edmund Bacon, executive director of Philadelphia's City Planning Commission, gave his remarks at the College's annual fall honors convocation held on the campus. Some 400 honor students,

their parents and faculty attended.

Bacon and Louis I. Kahn, one of America's foremost architects, received honorary Doctor of Laws degrees at the convocation, which is the traditional occasion for the presentation of honors students for recognition. Brother Daniel Bernian, F.S.C., Ph.D., La Salle president, conferred the honorary degrees and was presiding officer at the convocation.

"The city is one of the greatest accomplishments of man," Bacon told the students. "It stands as an inescapable assertion of the state of his civilization. Within it are the greatest possible opportunities for the application of the newest developments in the sciences and technology, in the arts and, most importantly, in the humanities."

"Emerging as perhaps the most significant of all," he added, "is a new recognition of the great new frontier, the underdeveloped portions of our own cities, in which fellow Americans live underprivileged lives. Here is a challenge which clearly has caught the imagination of the generation of those who are now in college and those just recently departed. Here is a great opportunity for potentialities which are virtually unexplored. . . . Here lies the great new territory for development.

"We cannot rest," Bacon continued, "until every block of our cities is pleasant, healthful, beautiful and inspiring, and every person who lives in it feels himself to be a part of the mainstream of our society and is proud to be a citizen of our country and our city. Here lies the great new frontier with which many of you will be directly concerned in your life career and all will be affected by it."

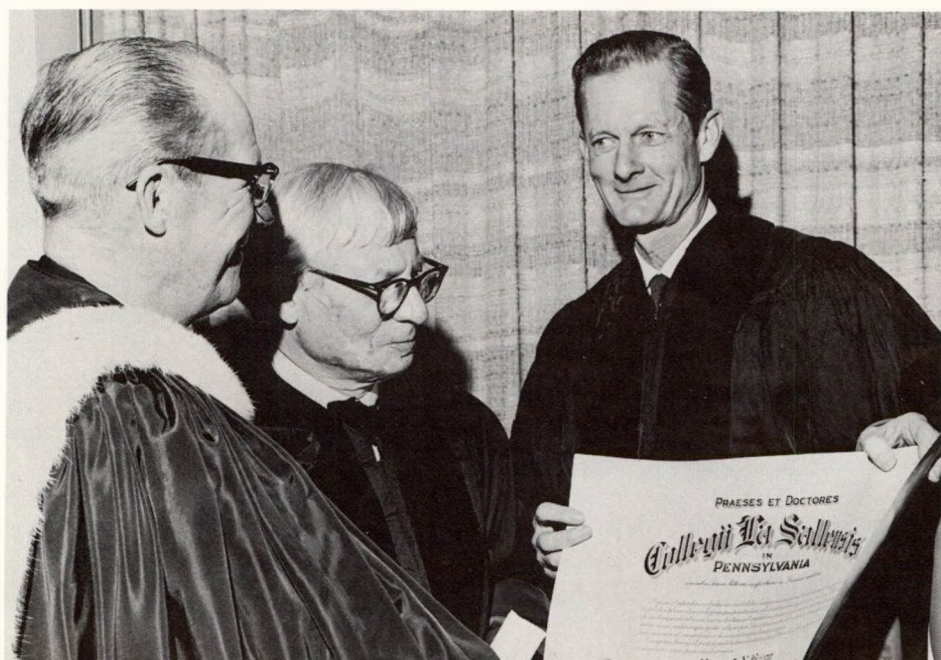
### St. Benilde Feted

A LEADING educator has lauded the work of the Brothers of the Christian Schools and called for "a community of spirit and purpose to aid our complex and troubled society."

Msgr. Edward T. Hughes, superintendent of archdiocesan schools, gave his remarks in the homily of the Mass held at LaSalle this fall. Some 300 Brothers attended the Mass that marked the canonization Oct. 29 of Brother Benilde, a 19th century member of the teaching order. Msgr. Hughes was one of six concelebrants, each a graduate of schools conducted by the Brothers.

"The ills of today's world are blazoned across every one of the mass media and are described in a thousand different ways," Msgr. Hughes said. "But perhaps the clearest statement of the problem is

Brother Bernian (left) with degree recipients Kahn and (right) Bacon.



simply to say that we seem to have lost a true sense of community. We are not at one and therefore we are afraid. We feel no sense of unity and therefore we hate. We are isolated and alone and therefore we are suspicious.

"We do not feel a sense of community," he added, "and, what is worse, there seems no one to teach us. This, then, is our age's tragedy—men separate and alone, and too few teachers to bind them together."

"Ours is a generation that speaks often of the concept of a community," Msgr. Hughes continued, "but neither understands nor practices that concept. It constantly trumpets the glories of education, but cannot find the teachers to educate its children.

"It is not strange, then, that the Church offers to our complex and troubled society the example of community life, dedicated to the teaching profession," he said alluding to the Brothers' teaching order. "What does this world need more than a community of spirit and purpose, a growth in the knowledge of God's truth and human ingenuity.

"If our reform-minded society is to renew itself, to know a second spring," Msgr. Hughes concluded, "must we not look to those who best understand what community life is, and to those who can best teach us the value of a community of love? Brother Benilde's canonization is a source of deep joy for every Christian Brother, every Christian teacher, every citizen concerned for the community."

Concelebrating the Mass, in addition to Msgr. Hughes, were the Very Rev. Msgr. Edward J. Thompson, director of vocations for the archdiocese; Very Rev.

Robert Welsh, O.S.A., president of Villanova University; Rt. Rev. Msgr. Michael J. Dean, principal of Cardinal Dougherty High School; Rev. Vincent L. Burns, vice rector, St. Charles Seminary, and Rev. Raymond Halligan, O.P., of La Salle's theology department.

### Black & White Power

A PROMINENT civil rights leader called for unity of black and white power in an address to a La Salle audience this fall.

The Rev. Leon Sullivan, founder and board chairman of the Opportunities Industrialization Center, spoke to some 200 members of La Salle's alumni association at the annual Signum Fidei Medal dinner (see photo in "Class Notes" section).

Daniel H. Kane, alumni president, presented the 26th annual Signum Fidei Medal to the Rev. Sullivan. It is given annually for "the advancement of Christian principles."

"The immaturity of the human race is the thing against which we must struggle, not just the underdevelopment of a single group or color of man," the Rev. Sullivan said.

"Genius is color blind," he contended, "and, like a balloon, it is not the color of a man that determines how high he can rise, but what he has inside of him."

"Let us put our black and white power together to form American power," he concluded, "so that the benefits of democracy and the free-enterprise system might reach into every house and into every hovel, and lift the life of every poor soul."

Established in 1941, the medal derives its name from Signum Fidei—Sign of Faith—the motto of the Brothers of the

Christian Schools, the Roman Catholic teaching order which conducts the college. Previous recipients include Bishop Fulton Sheen; Dr. Francis J. Braceland, psychiatrist; R. Sargent Shriver, director of the War on Poverty; Eugene McCarthy, U.S. Senator from Minnesota, and last year's recipient, Frank M. Folsom, past president of the Radio Corporation of America.

### Barnhouse Speaker Apr. 7

DONALD BARNHOUSE, political analyst for WCAU-TV, will be the principal speaker at Evening Division Student Congress' annual Communion Breakfast at 9:30 A.M. on April 7. The event will be held in the College Union Building on the campus.

### Christmas Car Wash

LA SALLE'S chapter of Sigma Beta Kappa fraternity held a "Christmas Car Wash" benefiting the children of St. John's Orphanage on the La Salle campus this fall.

Some 30-40 members of the fraternity, which throughout each year conducts baseball, football and basketball programs for the 100 boys at St. John's, washed cars for a nominal fee with all proceeds going toward purchase of Christmas gifts and a Christmas Party for the orphans. Two previous "Easter Car Washes" have netted some \$300 each for Easter clothing.

### Rodden Honored

GOV. RAYMOND SHAFER and Mayor James Tate extended citations to Dan Rodden, founder and managing director of the College's Music Theatre, who was honored at a testimonial dinner held this fall at the Bellevue Stratford Hotel.

Ed McMahan, NBC-TV personality, and Joe McCauley, local WIP radio favorite, who were Rodden's classmates at Catholic University and La Salle High School respectively, took part in the event, which was sponsored by alumni of The Masque, the college's theatre group. McMahan was principal speaker and McCauley was toastmaster. Some 200 persons attended.

Gov. Shafer cited Rodden's "... dedicated and diligent work in establishing this unique college-sponsored summer theatre (which) had brought credit not only to the college but to his community, State and Nation as well."

Mayor Tate lauded Rodden's "outstanding job done for college theatre in Philadelphia (and) his masterful accomplishments with the much-heralded

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and praised La Salle College summer Music Theatre. The Music Theatre reflects credit and honor not only on La Salle but also on the city of Philadelphia. This La Salle first—the first Music Theatre on any college campus in the country—joins the proud list of Philadelphia firsts.”

Rodden, who recovered from a serious illness last year to return and direct the unique college-sponsored theatre operation this summer, was honored by the Masque for his “distinguished contributions to La Salle and to theatre in general in the Philadelphia metropolitan area.”

More than 100,000 patrons have visited the campus theatre for 11 productions since its inception in 1962. This season, some 20,000 persons attended Music Theatre '67 productions of “110 in the Shade” and “The Music Man.”

A member of the La Salle staff since 1949, Rodden also served as director of The Masque from 1953 to 1965. He had directed more than 20 productions when he resigned as Masque Director to devote full time to the Music Theatre. He is also an associate professor of English at La Salle.

Rodden has also had a career as a director and actor in the legitimate theatre. He acted with and directed such stage luminaries as Brian Donlevy, the late Myron McCormick, Carol Channing and William Prince in summer stock productions prior to the opening of La Salle's summer theatre. More recently, he has also appeared in several TV productions, among them a CBS Repertory Workshop presentation on T. S. Eliot.

### Bro. Christopher Elected

BROTHER F. CHRISTOPHER, F.S.C., Ph.D., director of admissions at La Salle College, has been elected national president of the Association of College Admissions Counselors for 1967-68.

Brother Christopher has been a member of the La Salle staff for 25 years and director of admissions since 1955. He had previously served as an associate professor of biology and dean of the college at La Salle.

Before joining the La Salle staff, Brother Christopher earned bachelor's, master's and Ph.D., degrees from the Catholic University in Washington. He had earlier become a member of the Brothers of the Christian Schools—the teaching order which conducts La Salle—in 1929.

### Ford Art Given

LA SALLE this fall received 25 original water color paintings valued at \$4,845 from the Ford Motor Company.

Formal presentation and acceptance of the paintings was held following a reception and dinner attended by the College's board of trustees, faculty and administration officials, and local management representatives of the Ford Motor Company and the Philco-Ford Corporation.

The paintings are from the Ford *Times* Art Collection and have appeared in *Ford Times*, a monthly travel magazine published by Ford Motor Company.

The donation was made on behalf of the Company's Delaware Valley Community Relations Committee, the Philco-Ford Corporation and local Ford dealers in recognition of La Salle College's art

education program and the role the Community has played in fostering understanding between industry and the academic community. B. E. Bidwell, Philadelphia Ford district sales manager, made the presentation to Brother Daniel Bernian, F.S.C., president of the College.

The paintings will be used for instructional use and display purposes by the College's art education department. The paintings were selected to provide art instructors with a well-balanced cross-section of water-color techniques and subjects.

“We think the Ford Times Art Collection is a significant contribution to art education and we hope these paintings will develop among our youth an even deeper appreciation of art and of the heritage of beauty which our country offers,” Bidwell said.

Brother Bernian called the gift “a valued addition to La Salle's growing collection of art by which we seek to stimulate an increased awareness by La Salle students of the special enjoyment provided by original works of art.”

The paintings include works by many area artists, among them Benjamin Eisenstat, who is represented by 11 water-colors. Other artists included are Alice Acheson, Richard Brough, Horace Day, Maurice Day, Hubert J. Fitzgerald, Lou MacMurray, John Pellew, Grant Reynard, Wilmer S. Richter, John Rosenfield, Tom Schenk, Arthur N. Starin, Al Tiegreen, and Fred Zimmer.

### Vietnam Conclave: 'Because We're There'

PROFESSORS and students from several area colleges and universities held a “Conference on the U.S. in Vietnam” on the La Salle campus this fall.

What was billed as a “Conference,” however, became a monologue by a star-laden cast of anti-administration spokesmen, among them distinguished historian Dr. Henry Steele Commager, of Amherst College, Sen. Ernest Gruening (D-Alaska), and Dr. John C. Bennet, president of Union Theological Seminary.

Even Sen. Gruening, an eloquent critic of administration Vietnam policy, in a pre-conference interview expressed the wish that “we could speak to others than just the already converted at these affairs.”

But the overwhelming majority of some 1000 persons attending the event had, indeed, already been “converted” to a militant peace stand on the Asian conflict.

“Getting out (of Vietnam) on any basis is better than what we're doing



Rodden (center) and show biz schoolmates McCauley (left) and McMahon

now," Gruening contended. "When you find a medicine doesn't work you don't continue giving it—especially in larger doses, which it what we're doing."

"The idea that North Vietnam is the aggressor is a myth perpetrated by this administration to justify our escalation of the conflict," he continued. "Our entire foreign policy is based upon a fear of Communism but, in reality, world Communism is so split today that our policy tends to bring (the Communist nations) closer together, rather than further apart.

"Any peace candidate would sweep to victory," Gruening said of the 1968 presidential election. "But it appears there will be no viable alternative at the polls. What we need is someone who would admit that our whole policy is wrong."

"Protestant leaders," Dr. Bennet said, "seem to have come to 'dove' positions on the war, but the Catholic hierarchy has been 'hawkish' for the most part. And there seems to be much 'hawkishness' on the part of both the Protestant and Catholic laymen.

"In the light of the principle of proportionality," Dr. Bennet added, "the war seems to be a very unjust war. One must look at the cumulative effect of the war upon both Vietnamese and our own people. What price should the people of South Vietnam pay to have the Saigon government imposed upon them?" he asked.

"When we use a European model for Asian problems, which seems to be the basis for our Asian policies, we run the risk of doing more harm than good," Dr. Bennet concluded. "The military response needed against Hitler and Stalin, for example, did not require provision of a political alternative, which was already present. This we do not have for South Vietnam."

Dr. Commager asserted that there is a paradox to the reasoning for U.S. involvement in Vietnam.

"It seems we're in Southeast Asia because we have vital interests there, and that we have vital interests just because we're there," Dr. Commager said.

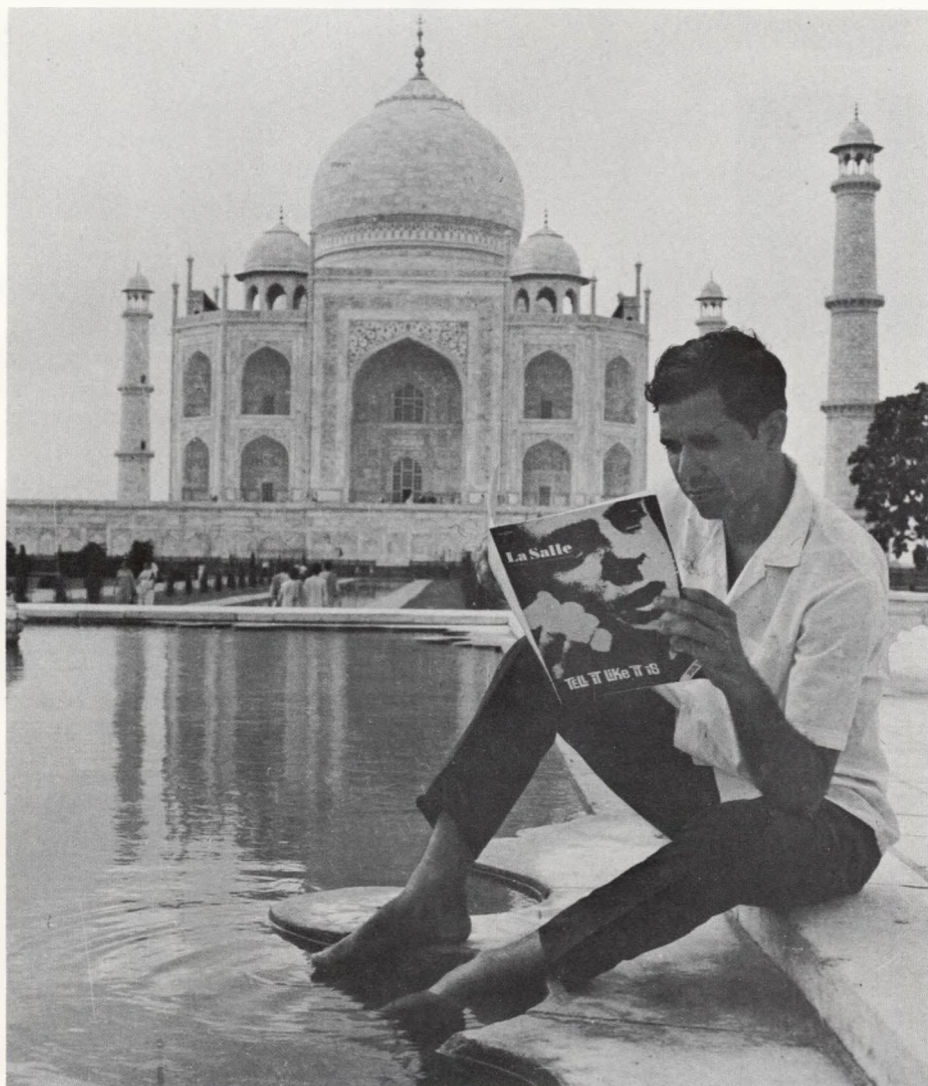
"China has been Communist for 17 years without in any way threatening our vital interests," he contended. "The logic that calls for war against Vietnam, must also call for war against Red China."

"Justice Holmes used to say that the first lesson a judge has to learn is that he is not God," Dr. Commager concluded. "This is the first lesson that the U.S. as a great power must learn.



Sen. Gruening addresses Vietnam rally at La Salle.

## Bahotse log padhte hai . . .



# CLASS NOTES

**'41**

DANIEL J. RODDEN was honored with a testimonial dinner at the Bellevue-Stratford on October 28 (See story and photo, in "Around Campus" section).



DANIEL A. MORRIS

CARMEN F. GUARINO, chief of the water pollution control division of Philadelphia delivered a paper on computer data logging at the Water Pollution Control Federation Committee in New York City in October DANIEL A. MORRIS, vice president of the First Pennsylvania Banking and Trust Company, has been promoted to officer in charge of the bank's regional department. The department oversees correspondent bank functions and commercial activities in the Middle Atlantic states. *Birth:* to LOUIS X. VIGGIANO, M.D., and wife Helen, their tenth son, James Edward.

**'50**

JOSEPH F. HARRISON has been appointed comptroller at St. Joseph's College (Pa.).

**'51**

ALBERT SCHOELLHAMMER hosted the organizational meeting of the Montgomery County chapter of the Alumni Association at his Hatboro Manor home in September. L. THOMAS REIFSTECK, director of ca-

**'49**



Rev. Leon Sullivan (left) received 1967 Signum Fidei Medal from Daniel H. Kane, alumni president (see story, "Around Campus" section).

reer planning and placement at La Salle, has been elected president of the Middle Atlantic Placement Association for 1967-68. He is the first Catholic college representative elected to the post.

L. THOMAS REIFSTECK



**'52**

CHARLES L. DURHAM



CHARLES L. DURHAM, Esq., was elected to Philadelphia's city council from the Third District.

**'53**

VINCENT J. D'ANDREA, M.D., has joined the staff of the Palo Alto, Calif., Medical Center. He had formerly served as medical director for the Peace Corps in Washington.

**'54**

ANDREW J. AUGUSTINE, III, has been appointed principal of Boothwyn Elementary School at Upper Chichester. JOHN F. DANIELS has been promoted to manager of the Automobile Underwriting section at the Philadelphia regional service office of the Crum & Forster Group of Insurance Companies.

**'55**

WILLIAM F. BOYLE was elected a councilman at large in the recent Philadelphia election.

**'56**

JOHN A. BRENNAN, comptroller of the Trailer Train Company, has been accepted as an active member of the Financial Executives Institute. HENRY DE VINCENT, M.D., has been named chairman of the Medical Society's speakers bureau for the coming year. He is also team physician for the Explorer

Football Club. ROBERT N. McNALLY of the Corning Glass Works' technical staffs division had an article published in the National Research Council of the National Academy of Sciences' *High-Temperature Chemistry: Current and Future Problems*. His contribution was entitled "Research Needs Concerning the Properties of Refractor Metal Oxides."

**'57**

FREDERICK J. LEINHAUSER is acting chairman of the recently activated La Salle College Education Alumni Association. *Marriage*: JOHN R. GALLOWAY, Esq., to Mary Goldschmidt.

**'58**



PASCHAL J. LARUFFA, M.D.



JOSEPH D. GALLAGHER

JOSEPH D. GALLAGHER has been promoted to hospital supervisor in the Northeastern Region for McNeil Laboratories, Inc. PASCHAL J. LARUFFA, M.D., has been appointed director of the adolescents' division, comprehensive evaluation and care unit at Children's Medical Center in Dallas, Tex. Major JOSEPH E. MARTIN received the Bronze Star Medal for outstanding meritorious service in combat operations in Viet Nam. MARTIN B. McCANN has been trans-

ferred from the financial division at Rohm and Haas to the systems development and industrial engineering group. EDWARD H. McDERMOTT was installed as the 36th president of the Foreign Trader Association in Philadelphia. JOSEPH T. McGOUGH has been elected an officer of the First Pennsylvania Banking and Trust Company with the title of data processing services officer. Major JOSEPH SCANLIN was awarded the Bronze Star and Air Medal for service in Viet Nam. He has been reassigned to Germany. RICHARD R. VANDERSLICE has been appointed medical service representative for Baxter Laboratories, Inc. H. RICHARDS YARP has been named controller of Loral Corporation in Scarsdale, N.Y.

**'59**

DANIEL J. COLOMBI, M.D., captain in the U.S. Air Force, has been assigned to Clark AFB in the Philippine Islands. JOSEPH A. HENNESSEY, Ph.D., is assistant professor of Political Science at Temple University. MICHAEL J. PROCTER has been promoted to the rank of major at Sandia Base in Albuquerque, N. Mexico.

**'60**

JAMES B. MCGOUGH



JAMES B. MCGOUGH completed a six month ordinance officer career course at the Army Ordinance Center, Aberdeen, Md.

JOSEPH J. SGRO has been named associate director of development at Boston College. He had held a similar post at La Salle for the past seven years.

**'61**

EDWARD G. BOLAND has been named manager, data processing, for the Amecom division of Litton Industries in Silver Spring, Md. MATTHEW D. JANCZEWSKI received the Bronze Star Medal at Long Binh, Viet Nam for outstanding meritorious service in combat operations in Vietnam.

**'62**

ANTHONY P. BARATTA and JOHN F. X. FENERTY have formed a partnership for the general practice of law under the firm name Bartolomeo, Baratta & Fenerty.

**'63**



JOHN J. FLANNERY

JOHN J. FLANNERY has been promoted to building supervisor in the production department at the Rohm and Haas Philadelphia Plant. BRIAN P. McNULTY, D.D.S., is serving with the Air Force at Yokota Air Base, Japan. Air Force Captain ROBERT T. PINIZZOTTO has been decorated with the Bronze Star Medal for meritorious service while engaged in military operations against Vietcong forces. JAMES P. REICH, D.M.D.,



Some 400 alumni attended the dinner-dance which highlighted 1967 Homecoming Weekend this fall.





Key alumni attended the kick-off luncheon which launched this year's \$100,000 annual fund drive.

is serving at the Air Defense Command at Duluth AFB, Minn. JOSEPH F. ZALESAK received a master of science degree from Lehigh University in physics.

#### '64

ROBERT HANDFORD has been promoted to shipping manager of the Washington, D.C., plant of Sealtest foods. DONALD J. McAVOY has been promoted to Metropolitan Insurance Consultant Manager in Baltimore, Md., area. JOHN FRANCIS PACZKOWSKI, Esq., received his "jurist doctor" degree from Villanova Law School in May and married Theodora Joan Kraus in June. *Birth:* to DONALD J. McAVOY and wife Kay, a son, Donald Joseph; to Lt. JOSEPH T. QUINN and wife Ruth, a son, Joseph David.

#### '65

ROBERT P. CAMPBELL was appointed as a general sales representative in the Baltimore area for the Philadelphia service center of Joseph T. Ryerson & Son, Inc. DANIEL J. DUGAN has been appointed to the field staff of the Pennsylvania division, American Cancer Society. He will work out of the division's Harrisburg headquarters and service Society Units throughout the state. First Lt. EDWARD G. GIBBONS has completed a Special Forces Officer course at the Army Special Warfare School, Ft. Bragg, N.C. HARRY JOSEPH KYLER received a master of science degree from Lehigh University in psychology. First Lt. RONALD R. TAMACIO received the Air Medal and the Vietnamese Cross of Gallantry with Silver Star in Vietnam for meritorious achievement in aerial flight while serving as a pilot with the 220th Aviation Company. *Birth:* to RICHARD FLANAGAN and wife, a son, Richard.

#### '66

THOMAS RICHARD BIELEN has been recently appointed as a graduate research assistant by the center for law enforcement and correction at Penn State University. Second Lt. MAX J. DOBLES recently completed a special forces officer course at the Army Special Warfare School, Ft. Bragg, N.C. Second Lt. RICHARD A. FORD, a training officer in the U.S. Army, was recently assigned to the 5th Training Brigade at Ft. Polk, La. WILLIAM P. FOX was commissioned an Army Second Lt. upon graduation from the Engineer Officer Candidate School at Ft. Belvoir, Va. Second Lt. JOSEPH F. HAUGHNEY recently graduated from the training course at Keesler AFB, Miss., for U.S. Air Force communications officers. He has been assigned to Lindsey Air Station, Germany. MARTIN J. MORAN was commissioned an Army Second Lt. on completion of the Ordnance Officer Candidate School at Aberdeen, Md. FRANCIS J. NOLAN was commissioned a Second Lt. upon graduation from the Officer Candidate School at the Army Artillery and Missile Center, Ft. Sill, Okla. First Lt. JOHN J. O'CONNELL, commanding officer of the 31st Artillery Brigade Headquarters Battery, was recently assigned to Oakdale, Pa. LAWRENCE D. PERSICK has been appointed auditor of the Community Bank and Trust Company in Paoli. Second Lt. PASQUALE ROSLE has graduated from the training course at Keesler AFB, Miss., for U.S. Air Force communications and has been assigned to Wright-Patterson AFB, Ohio. *Marriage:* ALAN S. GREEN to Anne Rachel Lieberman. *Birth:* to CHARLES GUSHUE and wife, a son, Daniel; to RONALD A. SAUNDERS and wife Gail, twins—a boy and a girl.

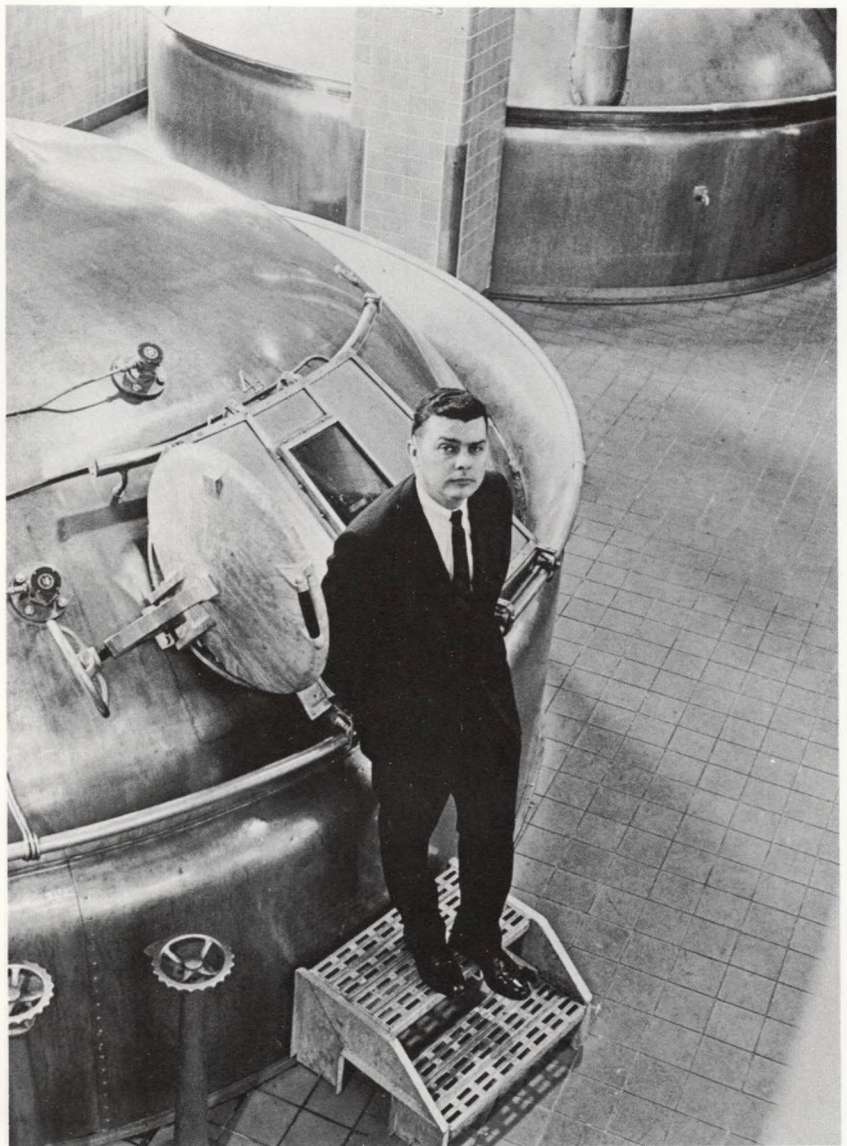
#### '67

EDWARD L. DINERMAN has been commissioned a Second Lt. in the U.S. Air Force upon graduation from Officer Training School at Lackland AFB, Tex., and has been assigned to Laredo AFB, Tex., for pilot training. MICHAEL F. GALLAGHER was commissioned a Second Lt. in the Army at ceremonies held at the College, and has been assigned to the Air Defense artillery at Ft. Bliss, Tex. JOHN GALLO, JR., was commissioned a Second Lt. in the U.S. Air Force upon graduation from Officer Training School at Lackland AFB, Tex., and has been assigned to Lowry AFB, Colo. JAMES F. GREGORY, after completing a 12-week course at the University of Utah, has left for two years of Peace Corps duty in Ethiopia, Africa. Second Lt. JOSEPH V. McFADDEN recently completed the air defense officer basic course at the Army Air Defense School, Ft. Bliss, Tex., and has been assigned to Korea. Second Lt. DAVID F. PATELLA recently completed the air defense officer basic course at the Army Air Defense School, Ft. Bliss, and has been assigned to Germany. MICHAEL J. RAGAN has been commissioned a Second Lt. in the U.S.A.F. upon graduation from Officer Training School at Lackland AFB, Tex. Second Lt. LOUIS D. SIMMERS recently received his Army Reserve commission through the Reserve Officers' Training Corps. LOUIS J. VIZI has been commissioned a Second Lt. in the U.S.A.F. upon graduation from Officer Training School at Lackland AFB, Tex., and has been assigned to Mather AFB, Calif. ERNEST P. WEBER, JR., was promoted to Army private two months earlier than usual as an outstanding trainee upon completion of basic combat training at Ft. Dix, N.J. *Marriage:* AUGUSTINE E. MOFFITT, JR., to Joanne A. Klatko.

# La Salle Vignettes

## Mike O'Hara / *having more than one*

There is a pungent odor peculiar to breweries—a combination of barley malt, hops and a fermenting agent—that makes one wonder how the Teutonic elixir ever became popular in the first place. But there is nothing better on a hot day, as the man said, than an ice cold brew. And many a 'cold one' has born the Schaefer label. **Michael B. O'Hara, '58**, is a good way from the malt tanks in his air conditioned office, but in his role as employee communications manager plays a part in every frosty keg, can and bottle. Mike joined the Schaefer staff last year after a varied career that included law school (N.Y.U.), radio announcing and teaching in New Jersey and communications positions with General Foods and West Virginia Pulp and Paper. The old brewmaster days of wooden kegs and horse-drawn wagons are gone forever at Schaefer, the eighth largest U.S. brewery with 3,700 employees and three plants. The last family-owned brewery, Schaefer's market extends from New England to Florida and west to Cleveland. Mike writes and edits several employee publications, among them a monthly magazine (titled "Foam" of course), in addition to a variety of employee relations tasks. He commutes to the Brooklyn plant from suburban New Jersey, where he, his wife, and their two children make their home.

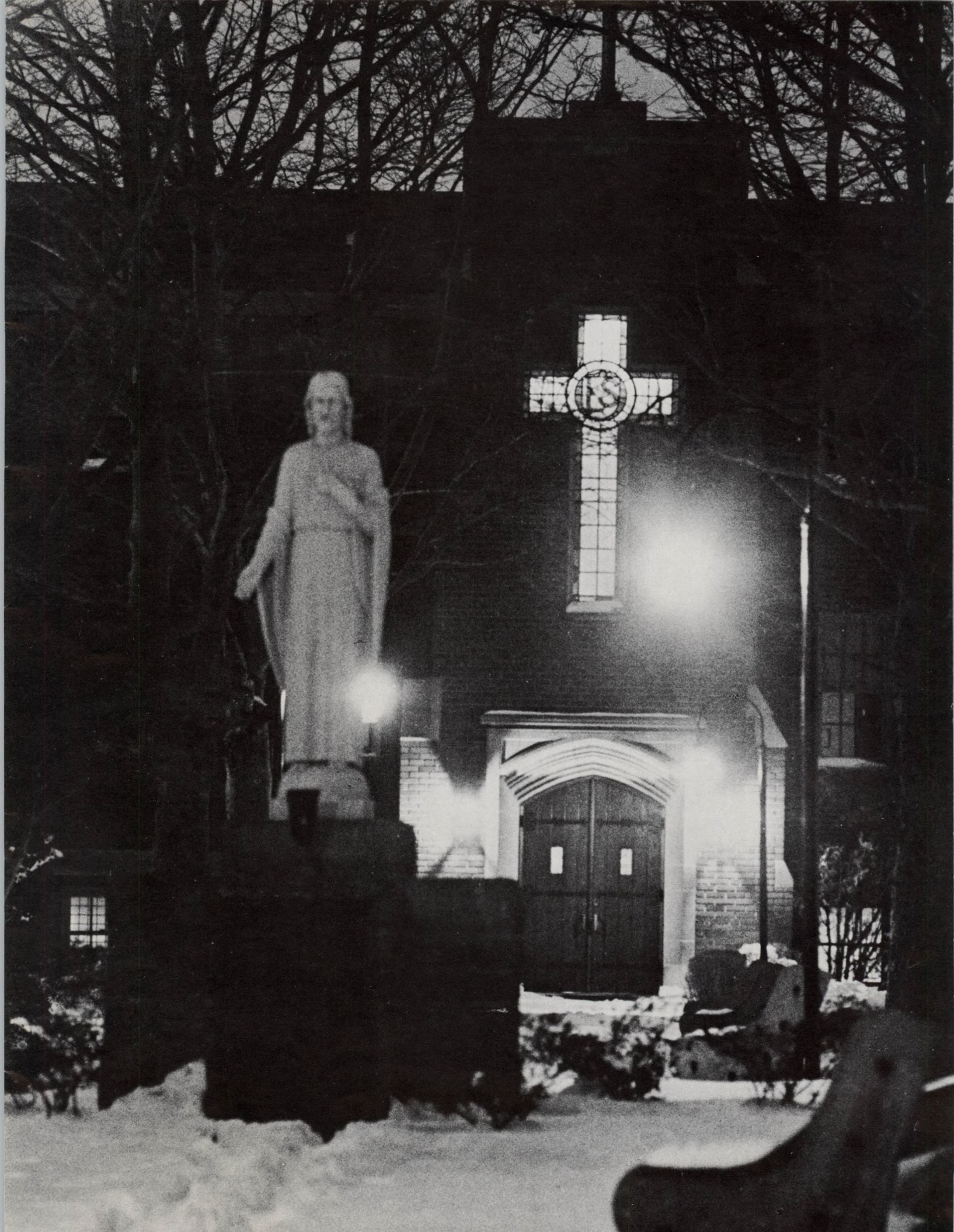




**Frank Barron**/*creative personality*

The artist holds no one in lower esteem than he who would coldly analyze the method of his art, Robert Louis Stevenson once said. **Dr. Frank Barron, '42**, a research psychologist at the Institute of Personality Assessment at the University of California (Berkeley), would surely be a target for R. L. S.'s disdain, for he is among the world's leaders in the study of artistic creativity and the Institute itself is unique in America as a center for the study of human behavior. Dr. Barron has been a member of the Institute staff since settling at Berkeley in 1947 after advanced studies at Cambridge in 1946 and earning a master's degree from Minnesota in 1948. He received his Ph.D. at Berkeley in 1950. He has also been a visiting lecturer at Harvard, Bryn Mawr and has conducted studies of creative persons in Ireland and, currently, under a

Giggenheim grant in Italy. Among the distinguished artists who have visited the center for three-days of tests and interviews are writers Norman Mailer, Truman Capote and Frank O'Connor, and architect Eero Saarinen. The Institute, a research division of the University that receives some \$2 million annually in outside support from foundations, industry and government, was founded in 1949 under a Rockefeller Foundation grant. Dr. Barron, the author of two books and numerous articles (among them that in this issue), says of the 'hippie' movement that ". . . some are just bums, some just high school conformists, but for many it has almost a religious character—a return to early Christianity." He calls his years at La Salle, ". . . the ideal education, especially so because of the involvement and participation possible in small classes."



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