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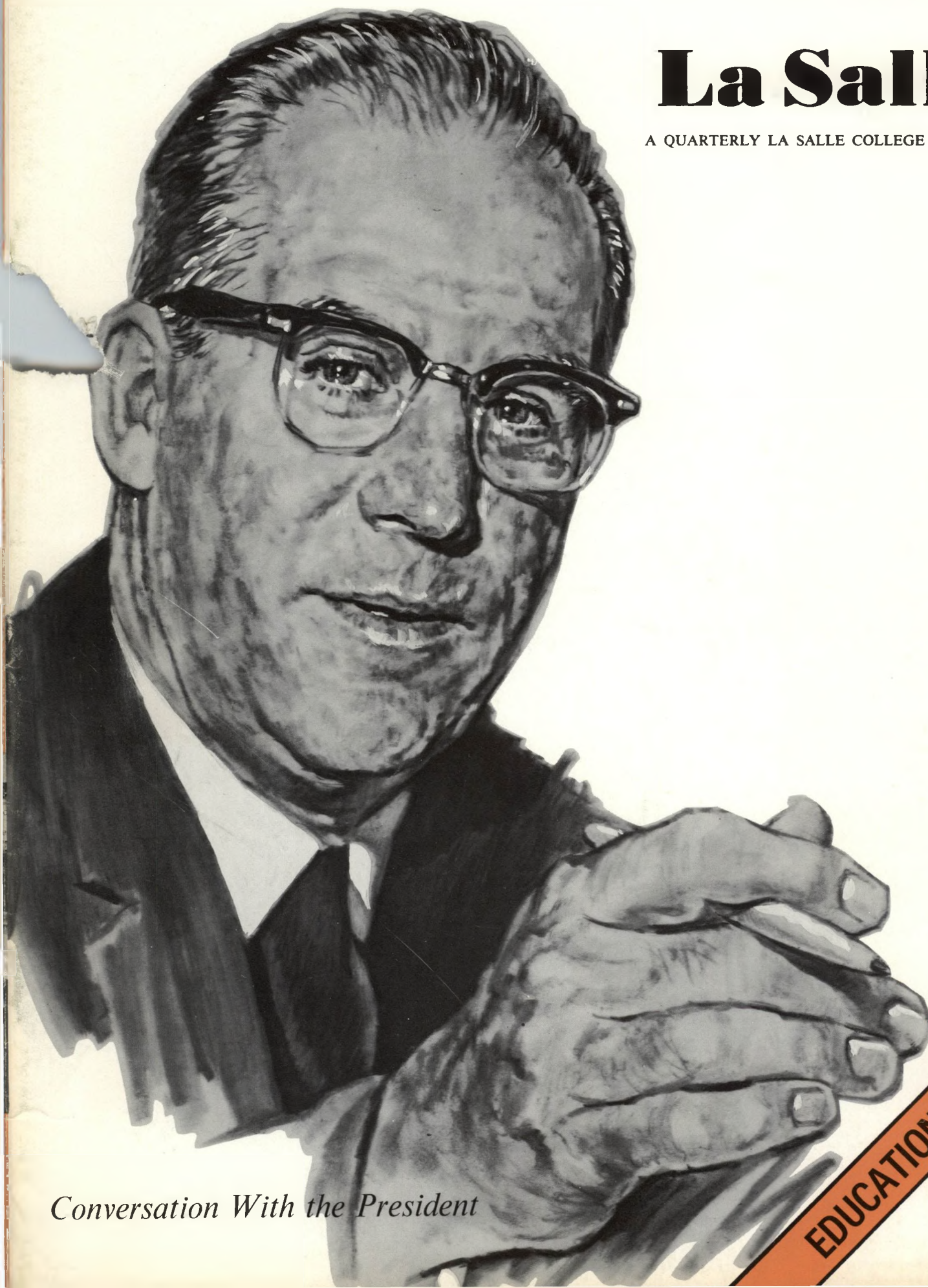
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Spring 1968

La Salle

A QUARTERLY LA SALLE COLLEGE MAGAZINE



Conversation With the President

EDUCATION ISSUE

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CREDITS—Cover illustration by James Ponter; pages 11, 15, 20, 21, 22, 24, 25 and 26 (left), 28, 29 by Charles Sibre; page 19 by Walter Holt; page 26 (right) by Rev. John Wrigley; page 31 by Ralph Howard; page 32, courtesy Philadelphia *Inquirer*; all others by Lawrence Kanevsky.

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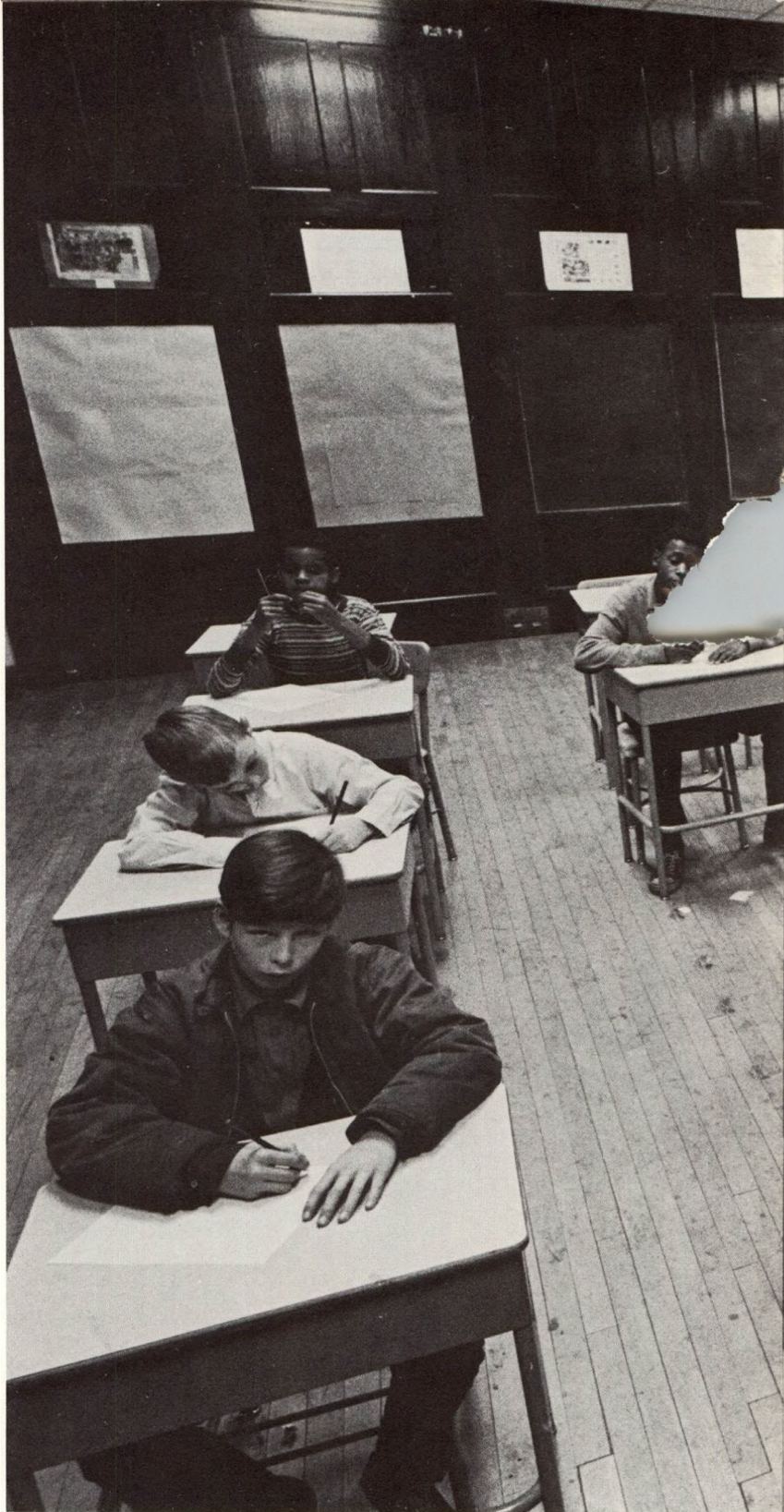
Number 2

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

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

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*Far far from gusty waves these children's faces.
Like rootless weeds, the hair torn round their pallor.
The tall girl with her weighed-down head. The paper-
seeming boy, with rat's eyes. The stunted, unlucky heir
Of twisted bones, reciting a father's gnarled disease,
His lesson from his desk. At back of the dim class
One unnoted, sweet and young. His eyes live in a dream
Of squirrel's game, in tree room, other than this.*

Stephen Spender



Produced by RALPH W. HOWARD, '60

Photographs by LAWRENCE KANEVSKY

A 'Special' School Principal

THE STORY of the Stephen A. Douglas School—and the heroic work being done by its teachers and staff—should be heralded from the rooftops of our city.

But few Philadelphians *want* to know about the students in the small school for slow-learning children located in the Kensington section of Philadelphia. Alumni President Daniel H. Kane, '49, principal, his dedicated staff, and top level school administrators including School Board President Richardson Dilworth, are all too painfully aware of public apathy toward remedial education, but their dedication and zeal is not diminished by a scarcity of dollars and even less public understanding. Lawrence Kanevsky's photographs depict much of the dedication at Douglas.

The Douglas School is not the most popular school in town, an 'image' Kane and his staff work day and night to correct. The stigma derives mainly from the fact that all Douglas students have a problem of some kind—in school, at home, in their community, or all three. Yet there is a waiting list to enter, because there are only four other such schools in the entire metropolitan area of six million souls!

continued

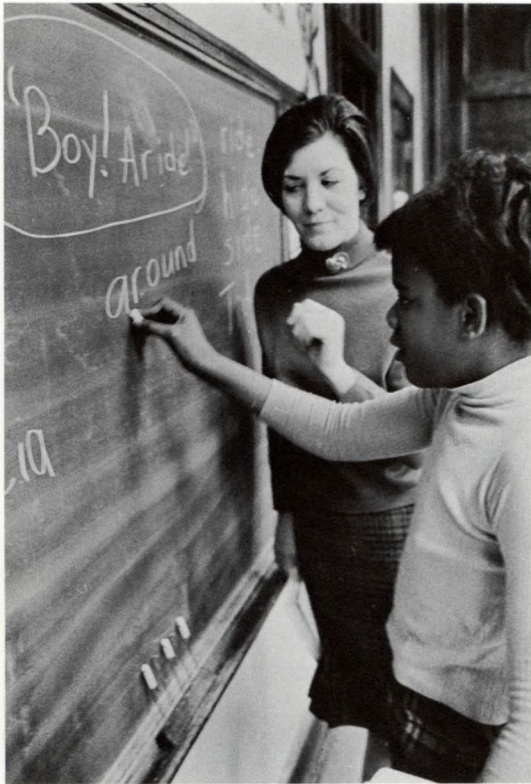


Kane discusses day's activities with Angelo Bruno, '49 (above), another La Salle graduate who served as his "principal intern" for three months, while Mrs. Patricia Kilbride (below), a Douglas teacher, counsels a pupil.









Mrs. Kilbride conducts an English class.

It is conservatively estimated that there is not classroom space for even one-half of the pupils who need special training in the Philadelphia area. The Douglas School alone serves a mammoth area bordered by Broad Street on the west, Girard Avenue on the south, Lehigh Avenue to the north, and the Delaware River on the east.

"Efforts by our faculty to improve the self-image of students are extremely important in the day-by-day classroom experiences," Kane contends. "We believe that the sum total of the accumulated positive experiences hopefully will bring about an improvement in the pupil's dignity and, consequently, a new outlook on the world and life in general.

"If the youngster who comes in our door thinking himself to be an inadequate, incomplete person with no future prospects of success, can leave our school with a positive attitude because of proven classroom experiences, we have done our share toward salvaging a worthy citizen," he continues.

continued



A sewing class taught by Mrs. Mildred Evans

James Cooper (center) offers instruction in carpentry.



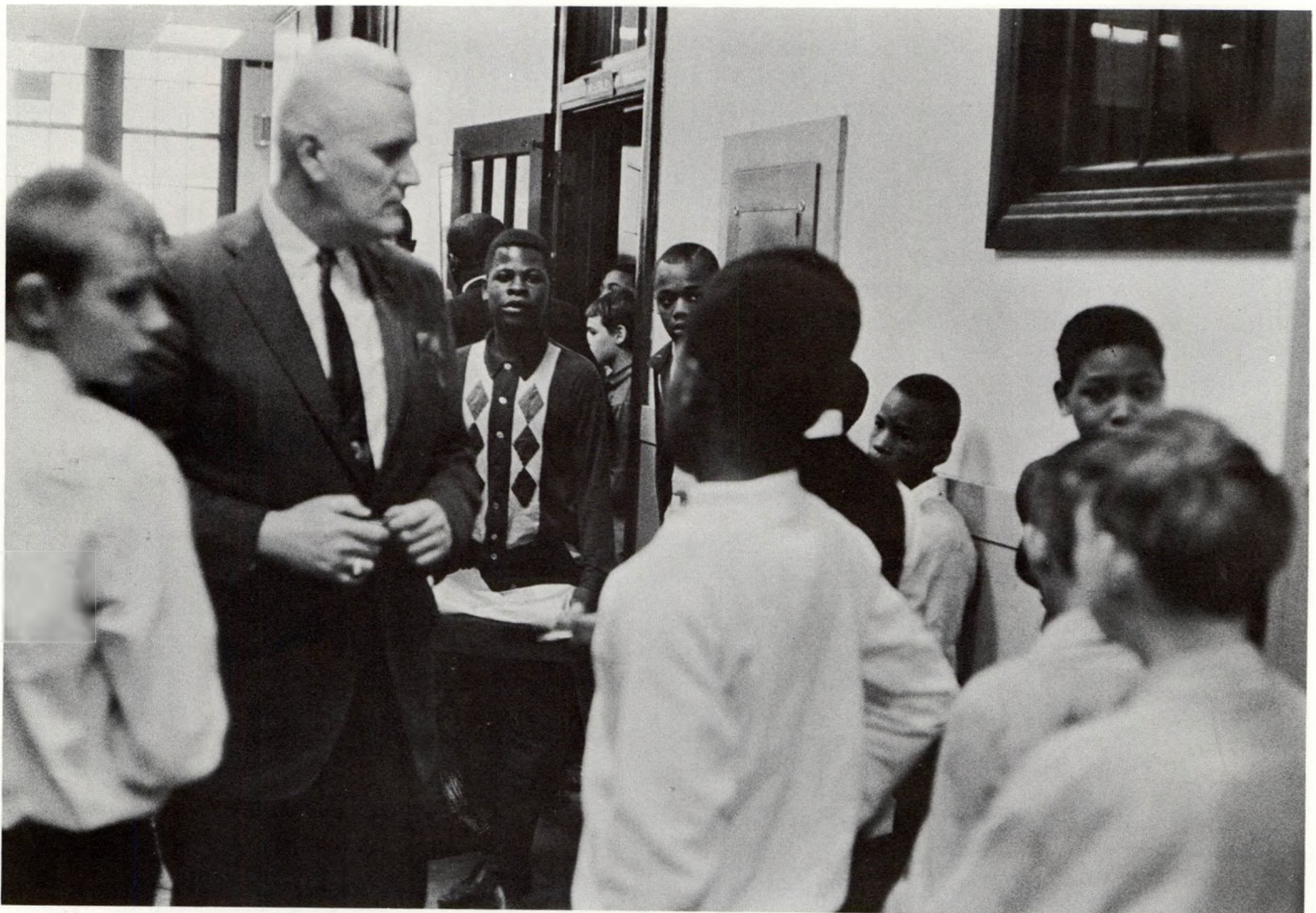
Kane admonishes three students in a Douglas corridor.

"Every pupil offers a challenge and must be dealt with just a little bit differently than the other pupils," Kane states. "Broken homes, large families, poor housing, cultural deprivation, lack of adult supervision and guidance; all of these negating factors have molded the child into his present image—an image that somehow must be changed by empathic, involved teachers who can sometimes bring about seeming miracles by doses of understanding, and affection, praise and stimulation, hope and motivation."

"It is here," he asserts, "that some children meet a teacher who will change their lives, who will breathe into their souls a whisper of hope, who will miraculously 'reach' them. Sometimes this kind, understanding adult is the only one in the child's present life who cares, who guides, who explains, who listens, who understands."

This person is perhaps typified by Mrs. Patricia Kilbride, a bright, attractive math and English teacher at Douglas, who was asked why she wouldn't rather be in a 'normal' and 'quiet' suburban school.

"Can't you see it?" she asked. "When we can reach these children it is an achievement—something really worthwhile. It is the best possible opportunity to shape the *whole* person!" ■



Kane encounters hostility (above) and is sought for advice (right) in the hallways of Douglas school.



*The superintendent of Philadelphia's
Archdiocesan Schools warns that parochial schools
will soon die without increased support*

The Catholic Schools: *Some Modest Proposals*

By
RT. REV. MSGR. EDWARD T. HUGHES, LL.D., '64,
SUPERINTENDENT OF SCHOOLS,
ARCHDIOCESE OF PHILADELPHIA

IT IS NOT much of an oversimplification to suggest that the basic problem facing Catholic education is to determine realistically its most effective role in today's and tomorrow's community. By community here I include, of course, the Christian community, but also the total community which Catholic education must always serve, and serve precisely because of its spirited convictions and commitment. Any attempted determination of the most effective course to follow, however, will almost always generate discussion and debate, controversy and possible conflict. Catholic education must expect and welcome such discussion and differing opinion, but the nature of the debate, its reasonableness or its lack of reason, its insight or its failure to penetrate the issues, its scope and breadth of vision or its narrowness and provincialism, will indicate how successful we will be in finding the most effective role for Catholic education. Then, of course, must come the hard consequence—the support of that role agreed on as most effective.

As does every superintendent of schools, I have a long list of priorities of problems and needs which I am happy to recite at the slightest opportunity. But a superintendent's listing of urgent needs is a long way from acceptance and action by the community itself. To give just one example, a number of us in Catholic education have been saying for some years that unless we receive substantial, additional financial support, we cannot survive. Until recently, no one really believed us, and even now, most Catholics still feel that somehow we can carry on as usual. Of course, this attitude is due in part to our failures, to poor communications and poor public relations on the part of the educational administrators, but it is due also to the failure of the Catholic people to consider seriously, intelligently and consistently the problems forced upon Catholic schools by the skyrocketing costs of modern education. Or to put it another way, our Catholic people have not been sufficiently involved to find, maintain and improve the effective role of Catholic education in today's community.

Assuming, then, that continuing and reasonable debate and discussion will help us to achieve a clearer vision of Catholic education's most effective role in our community, there still remains the problem of supporting and sustaining that role. My own conviction is that Catholic education's immediate

role, today, is to do more effectively what it already is attempting to do, while searching more strenuously for new techniques and structures that will add to our effectiveness and prepare the way for more sweeping changes in the face of Catholic education. I see these new techniques and structures developing from greater utilization of community educational and cultural resources, and from increased cooperative efforts with public education. The whole future of Catholic education, as is true of all education, is bound up with the community, its resources and its problems, its people and its talent.

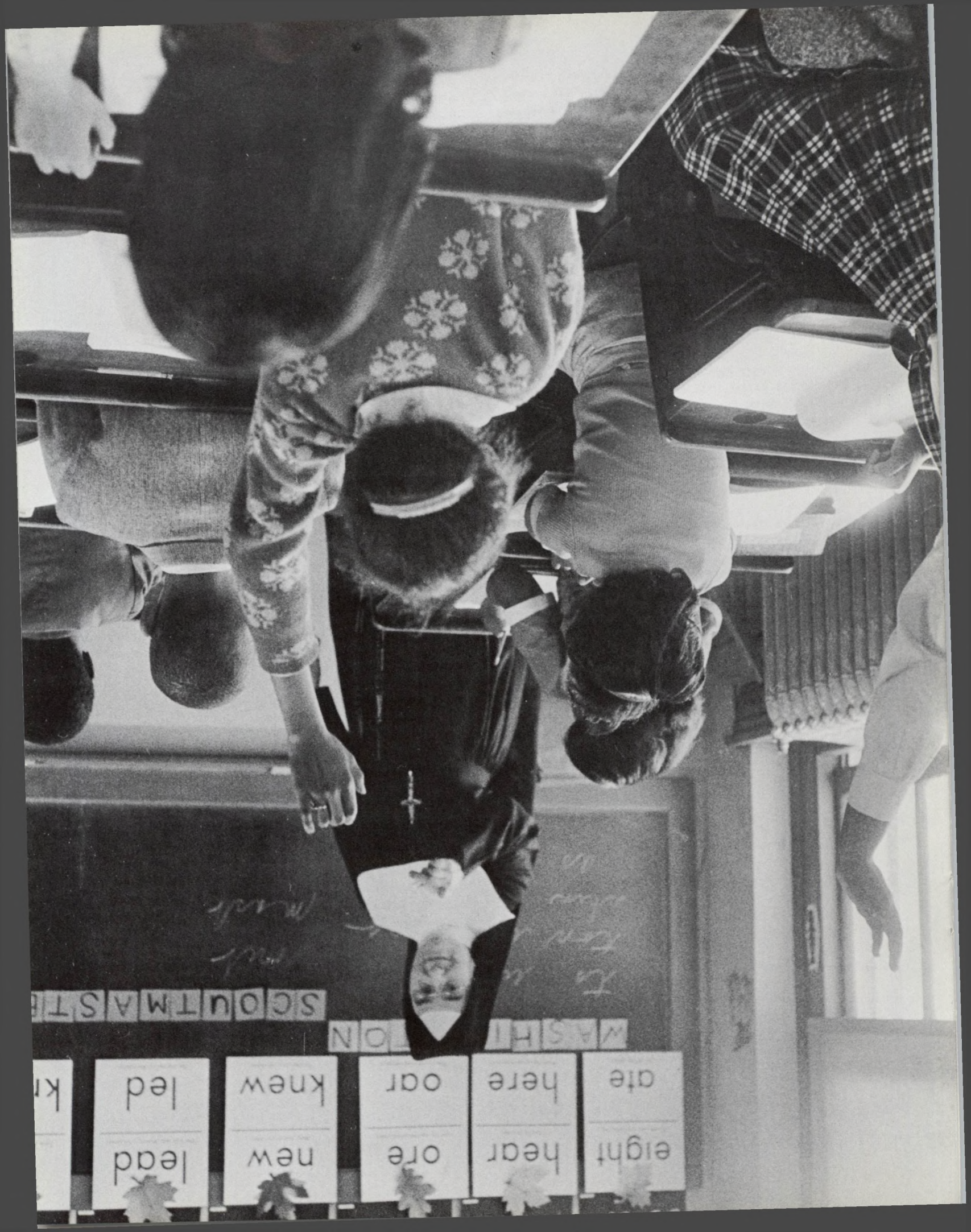
Whatever the structure of Catholic education, whatever its involvement in the community and with the public schools, it is quite obvious that its present and future effectiveness will require a continuing and expanding support. Here, of course, I come to the same plaintive appeal made by every superintendent—give us more money if you want better education. Much of the community is utterly sick and tired of this appeal and more and more the retort is to use more wisely the resources we already have. Well, this simply can't be done in our Catholic schools, because the resources are plainly inadequate. It is true that more money won't necessarily make for better education, that we can use less than wisely additional resources that might be made available. But it is also undeniably true that we cannot sustain and intensify our educational effort without substantial, additional funds. We are all convinced of the need for a creative, imaginative approach to the teaching and learning processes, for new and flexible techniques, for a tremendously expanded program in human relations, for innovation, research, experimentation and a host of other demands that must be part and parcel of modern education. But the simple fact is that Catholic education in the Archdiocese of Philadelphia, even with all the creative, imaginative and technical skills that we can muster, cannot survive unless we receive major additional funds, which will continue to expand to meet the expanding costs. Unless the people of the community become convinced of this fact, we will, with rather frightening speed, begin to curtail and reduce our numbers.

The great danger here, of course, both for us and for the community is that we will take the road of least financial difficulty. We will begin to educate only those who can

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afford it. Slowly and reluctantly at first, but then with ever growing rapidity, we will begin to increase fees and impose tuition; to pass on to the parents alone the burdens which properly belong to the whole community. Gradually, almost against our will, we will slide towards that selective and exclusive school system which in my judgment does not really merit the title Catholic. For the further we drift away from the total community, the further we move away from the poor and the Negro, the less Christian our school system becomes. We could easily become a refuge for the able and the affluent, for the rich and the talented, for the white, middle class child. This would be a disaster both for the school system and the community, but most of all it would be disastrous for the children. It would harm those children we are forced to exclude; and it would rob those whom we accept of the opportunity to know and love the neglected Negro child, the poor and oppressed of every neighborhood. Our children need to be, and to know that they are, part of a system which serves the poor as well as the rich, the slow child as well as the bright.

IN MY JUDGMENT, our financial problems can be solved, but only by a combination of consistent and persevering approaches to the total community in its varying aspects. I see four necessary channels of additional financial resources and every one of these is critically important.

First, we must look to the total Catholic community for greater sacrifice and greater revenues, and here I emphasize the total Catholic community. The parents neither can, nor should bear the entire cost of their children's Catholic education. Certainly our parents must assume greater financial responsibility for the education of their children; they must rate the religious education of their children as their highest priority of needs; not, as is often the case, pretty well down the line. But the democratic view is that education benefits the whole Catholic community, and must be the responsibility of the whole Catholic community. Our more affluent Catholics, those whose children are already educated, those with more resources and less family burdens—all these must assume direct responsibility for the religious education of all the Catholic children.

Our second approach must be to the educational resources of the community and the public schools. Modern education must be flexible and adaptable; it must send its students out to the community and bring the community to its classrooms. To date, the cultural riches of the art museums and science institutes, of the theatres and the orchestras, of the historical sites and the municipal governments have largely been fringe benefits; merely tangential to our educational process. They must now become central to that process. Till now, our cooperative ventures with the public schools have been mostly small gestures of good will. We need meaningful joint efforts in substantive areas; we need experiments in shared time and shared services in programs that help all our children. Together, public and non-public education must explore the community's total resources and turn these cultural riches into solid educational benefits for the children. Together, we must face the crucial social problems and find

common solutions. Catholic education is part of the total community, part of a joint effort to educate all the children. It fails in its duty when it does not demand the right to share in all the riches and resources of the larger community it serves.

The third and completely untapped source of aid for Catholic education in the Archdiocese is the business and industrial community of the Delaware Valley. If ever any group should have a well defined and developed guilt conscience, it should be the commercial interests of our area. For generations, the businesses of Philadelphia and the surrounding counties have drawn upon the talents and skills of our graduates. Literally, thousands of our students pass each year into the ranks of labor and management. There they become the bone and sinew of the economic life of the community. And what has industry and business, the world of commerce and finance done in return for our Catholic schools? The answer is a blunt and resounding nothing. Oh, there are evidences of goodwill, of concern. Our students are invited to seminars and demonstrations, to industry tours and laboratory visits. Occasionally even, if a firm is doing a billion dollar's worth of business in the area, it might make a munificent gift to a particular school of some piece of equipment which might exceed \$1,000. in value. (I think we have received about five such gifts in the last eight years.)

Realistically, we must now turn to business and industry and say we need help. We want to contribute to the economic well-being of the community; we want our graduates to join your factories and your firms; we want to help you make our economy flourish. But we can no longer afford to educate your future employees with no help from you. Help us, then, because we need it. Help us because if we are to help the community, we need your help. Help us because it is the right thing to do. But help us also because you need us. Without us, your problems will multiply. If we collapse, as well we might without your help, your taxes will skyrocket and your profits will tumble. Just think of the cost of replacing us and realize that you would bear much of that burden. And finally, if we collapse, reflect upon the loss of something most precious to you. Would not the loss of an alternative form of schooling, the destruction of practical freedom of choice in education be a tripling blow to the spirit of competition and willing cooperation so essential to the free enterprise system you cherish?

FINALLY, our fourth, and perhaps most important approach to additional aid is to resort to the democratic processes. By fits and starts, our Catholic people have turned, generally when directed, to our legislators in specific cases. But we have not manifested the lively and persistent interest in legislation that is essential both to our proper role as citizens and to the preservation of freedom of choice in education. For far too long we have shied away from political action as if it were somehow improper or unclean. The essence of our democracy is forceful presentation of views by the citizens. If we believe that our children are entitled in justice to governmental aid in secular subjects, if we believe that imaginative and creative programs can be devised to furnish that aid without violating constitutional pro-

the total Catholic community for greater sacrifice'

visions, why then don't we express our views effectively, persistently and in an organized manner.

Our Catholic people must become politically alert, alive and responsive. They must study the issues, know their legislators and the past positions of the legislators, and they must express themselves vigorously to the legislators on the matter of governmental aid for non-public school children. They must be willing to act personally and through their Home and School Associations, parish societies and organizations such as the Citizens For Educational Freedom.

IT MUST become clear to all of our people that unless some form of governmental aid is achieved, inevitably our schools will be forced to restrict and reduce until they become incapable of serving our children. Governmental aid will become increasingly necessary for our survival. This is the simple fact, but most Catholic people still seem to ignore it.

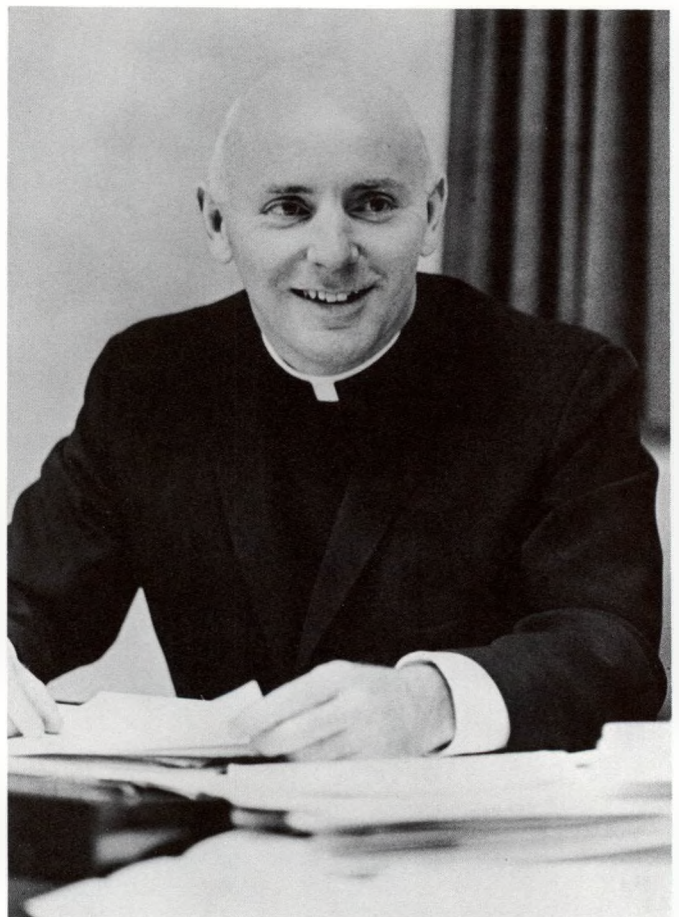
Basically, what I have been trying to suggest in this article is that the problems of Catholic education are not greater than its prospects. The thorny issues that lie ahead guarantee worry and anxiety for the most loyal devotee of Catholic education, but they are not impossible of solution. Certainly they will not be solved automatically, nor by the decision of administrators and pastors. The prospects of Catholic education really depend on the Catholic people—what they want for their children and what they are willing to sacrifice for their children. Till now, the people have not really believed that our schools are in financial crisis; that there is a strong possibility that our schools will begin to decline and disappear.

Now, as the magnitude of the crisis is gradually being forced upon the consciousness of our people, their reaction becomes the critical determinant for the future of Catholic schools. If they begin to shy away from the work and the sacrifice demanded, then the prospects are dim indeed. Then we will have taken, in my opinion, a disastrous and giant step towards state monopoly in education. We shall have moved towards the destruction of true freedom of choice in education, which in turn can help to narrow and delimit all freedom of choice in our democracy. If our people falter in their determination, then not only will the Church and the children suffer, but the total community will be weakened.

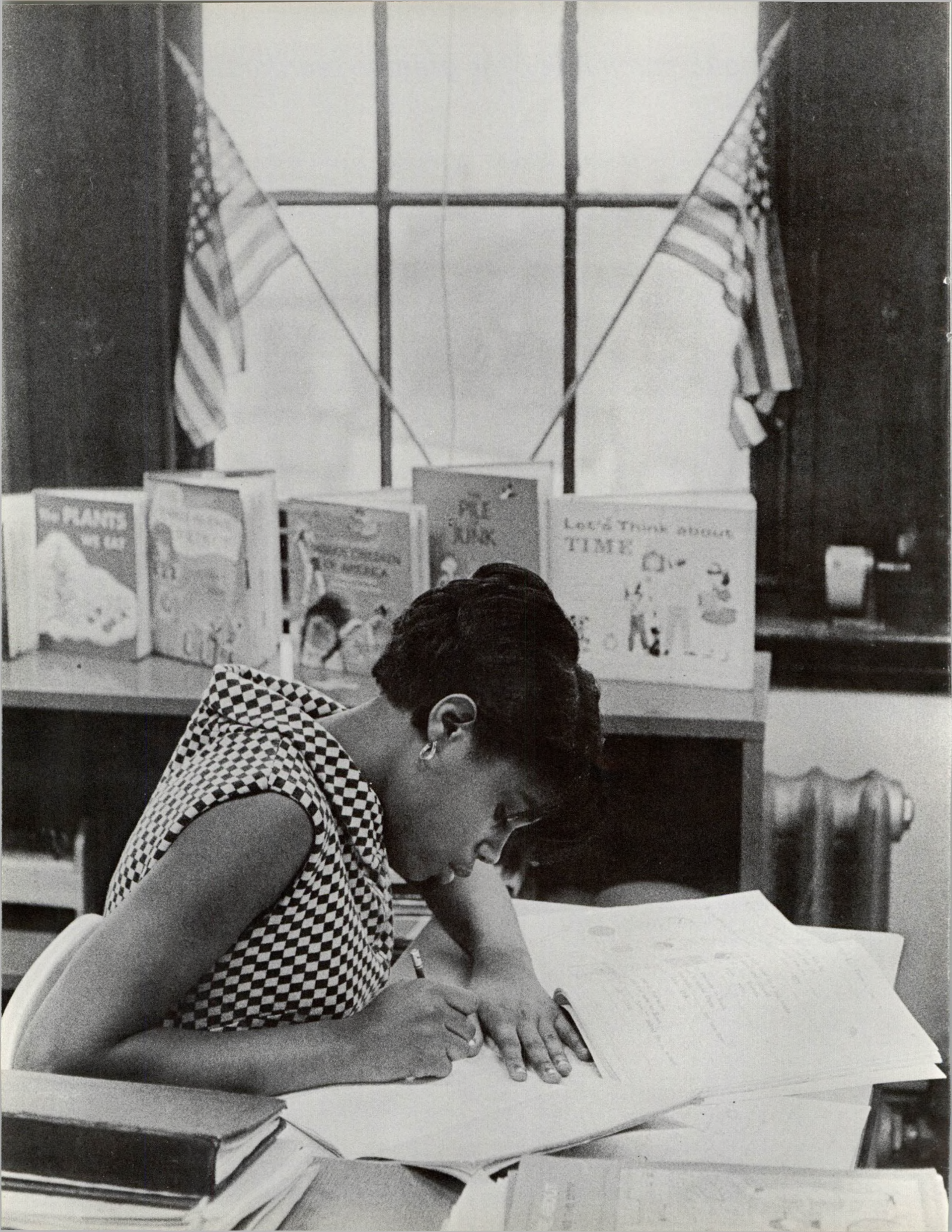
So often the defenders of Catholic education are labeled as resisters of change and barriers to progress. I am suggesting that the decline of Catholic schools would destroy American education's greater opportunity for diversity, flexibility, innovation and progress. A state monopoly in education is not the most productive climate for the ingenuity and creative genius that the needs of today's child demand in abundance. From a vigorous Catholic school system can come the competition and the cooperation that can stimulate the public schools and result in new approaches to the common problems. The defenders of Catholic schools are not dedicated to the *status quo*. They are trying to preserve a basis on which new structures can be built and from which new cooperative ventures can be launched. But the preservation of this basis for exciting new educational efforts depends upon the awareness and the response of the people.

The roads that lead to solutions are there. The resources are there. I have suggested four possible approaches to the solution of the most pressing financial problems, but perhaps there are other and better ways. The point is the Catholic people must search out the ways. They must convince their fellow Americans of the harsh judgment that will flow from a lack of justice for all the children.

Most of us in the work of Catholic education are convinced of the worth of such education for the children and the Church. But we are not convinced that we have yet achieved the ideal role for Catholic education in the community. Thus, the greatest of our prospects still lies ahead. Our Christian commitment to the community extends in practice as broadly and deeply as our people determine. It is my contention that the community needs the values and principles, the skills and the convictions that only a religious education can give. It is my suggestion that our greatest challenge is to find and support the proper place of Catholic education in the community. If this is so, it is a work not for bishops and priests and educators, but for all the people of God. How well this work is done depends finally upon how many do the work. ■



Msgr. Hughes was appointed superintendent of archdiocesan schools in 1960. He holds a master's degree in history from the University of Pennsylvania and received an honorary doctorate from La Salle in 1964.



*Big city public school systems merely reflect
the turmoil in our society today, according to
the head of Philadelphia's Federation of Teachers.*

Urban Public Schools: 'FRUSTRATION and FAILURE'

By
C. FRANK SULLIVAN, '39
PRESIDENT, PHILADELPHIA FEDERATION OF TEACHERS,
NATIONAL VICE PRESIDENT,
AMERICAN FEDERATION OF TEACHERS

IN EARLY MARCH, a newsphoto of a very dramatic scene appeared on the front pages of newspapers across the country. A husky white youth of rather mature appearance, knife in hand and in battle stance, was confronting a Negro classmate in a street crowded with milling high school students. The picture was intended to illustrate the ill effects of a teachers' strike in a big city school system. Many would conclude that no one has the right to turn such dangerous types loose on the defenseless public. An important point, easily missed, was that young graduates of our American colleges are expected to take employment in the schools, maintain control over their youthful inhabitants and never to worry about the hidden presence of lethal weapons.

The unfortunate fact is that attention is now being given to the big city school because it has in many cases become an arena in which the major disorders of our urban society erupt into open conflict often marked by violence and the destruction of property. But the most paradoxical aspect of this fact is that these urban schools, in which frustration and failure are the dominant notes, are required by the public to perform the task of turning out an educated product ready to enter college or the world of business or industry. And part of the paradox is that teachers, new or experienced, are expected to sit on a volcano of human energy, control the mood of violence, and teach the old values and the traditional body of knowledge in the long-accepted way—and with successful outcomes for every child.

The explosive atmosphere of the central areas our big cities has penetrated into the halls of the schools. The tensions

of our times, brought about by war, racial hostilities, endemic unemployment and persistent poverty in our affluent society confront school administrators and teachers alike with challenges that they are not really prepared to meet.

School administrators in the past have generally advanced on the promotional ladder because their professional conduct was safe and predictable and thus presented no particular hazards for the educational establishment. Moreover, they were generally insulated from community pressures by the cloak of respectability which surrounded their profession and their position. Their command over the school personnel under their direction was generally unquestioned inside or outside the system. Teachers were much more accustomed to the habit of resigned conformity than almost any other segment of the community.

In recent years, however, the winds of change have affected the schools as much as, or more than, other institutions in our society. Teachers have with comparative suddenness undertaken to collectivize their professional interests in order to improve their economic status and their conditions of employment, and to extend their opportunities to effect educational change. The teachers' unions, utilizing the direct action methods of their affiliates, have taken the lead in asserting their demands for professional parity with school administrators. This development is in itself an important aspect of the contemporary social revolution and has significance for the growing demand for bargaining rights for public employees of every type. But more significant is its impact on the educational establishment in which the unions

will assume and maintain a defensive and protective posture concerning teachers, but will, at the same time, effect changes intended to improve the educational effort and the educational product. If school administrators were less jealous about their own function and performance and maintained better relations with their staff, the teachers could concentrate on programs of educational improvement like the Educational Improvement Program schools in Philadelphia or the More Effective Schools in New York and other cities.

The success of militant teachers in shifting the center of power in the educational establishment of the big cities was achieved only briefly before the rise of a new kind of citizen power in the Negro areas of the urban centers. In the noisy disquiet of the huge racial ghettos where anger, frustration and hopelessness prevail, the anxious leadership of the minority among Negroes who have voiced their concerns, look to the schools for the means to escape the miseries of underemployment, inadequate incomes, slum housing, persistent poor health and the pervasive presence of violence and criminality.

The hope is not for the release of the adult generation, but for the creation of opportunities for their children to escape the culture of poverty.

Thus, the present demand on school administration, principals and teachers is for "accountability"—for better results, for higher achievement, fewer dropouts, more college candidates and more scholarships. The demands are reasonable enough. Everyone expects tangibly good results, but the sad fact is that pupil performance in the schools has not been good. Low achievement, reading retardation, downgraded course selections and a high rate of dropout are characteristic of the city schools and the great question is where to lay the blame.

THE FERMENTING NEGRO COMMUNITY, in rejecting defensive arguments and persuasive promises intended to assuage the corrosive tensions which have grown over the years, has laid the blame at the door of white racism. The community attributes racist attitudes to the city leadership, to school administrators and finally to the teachers themselves.

Teachers have come to accept the charge of racism only with great difficulty, if at all. They are aghast to learn that the vocabulary they use in English class is racist because of the 60 words relating *white* to what is bright and good, and the 47 words relating *black* to what is somber and evil. They are appalled when told that the simple patriotism they teach in social studies class is replete with surreptitious assumptions of white racial superiority and that they purposely omit the history of black men.

Although critics have demonstrated great impatience with the slow progress being made in overcoming the old blocks to racial understanding, the fact is that teachers have exhibited an avid interest in courses in Negro history and the sociology of the contemporary urban complex and its core of distress and deprivation. However, their good intentions are not about to satisfy the demands of leaders in the black community who insist that there is a subtle racism in the attitudes of teachers towards the ability of children and their expectations of pupil performance. Whether these low ex-

pectations and the consequent low level of performance in ghetto schools are part of a deliberate white racist conspiracy against Negroes—which is the claim of the black nationalist extremists—or are merely part of the subtle, pervasive racism which less extreme critics find in the schools, teachers feel uncomfortable with the charge of culpability on their part.

HOWEVER, despite the irresponsible nature of the charges being hurled about, everyone must face the fact that performance in the basics of education has been low among Negro pupils in the *de-facto* segregated schools. The statistical evidence also shows that the rate of retardation increases the longer the children are in school. How to solve this problem has become the great subject of debate and an army of university researchers with generous federal grants under their belts have fanned across the country seeking the answers, which up until now have eluded school administrators and boards of education.

The plight of the big city teacher is that he is at the very center of a maelstrom of official and community pressures for a more effective school program for every child. Typically, he expects very little help from central office administrators who spend their time constructing intricate questionnaires, which are accompanied by even more intricate directions (like those distributed in Philadelphia which assure him that step 3 in completing a form follows step 2 and precedes step 4). He also feels that the training he received in college has not prepared him for the kind of challenge he has to meet every day in the class room. He knows that parental support for teachers is often lacking. He discovers very early that his best support in the school will come from his fellow teachers—those who provide specialized professional services or who share the classroom with him or work down the hall. And he knows that, if his difficulties in carrying on instruction in the classroom or helping to maintain order in halls, locker rooms and lunchrooms get him into trouble with the principal or parents, his professional union will be the only means of protection.

Recruiting and holding teachers in the city school is a constant problem. The easy solution is extra compensation or "combat pay," but too many people, including teachers, find it morally offensive and ghetto residents resent the proposal bitterly. The solutions offered by the teacher unions have included such inducements as reduced class size, a realistic pupil-teacher ratio, more professional specialists, assistance in clerical duties, more preparation time and opportunities for meaningful staff development courses in the school setting or at the universities. The equation is stated thus: improved working conditions plus improved preparation equal improved teaching equal improved learning.

This was the approach proposed by the teachers' union in Philadelphia and adopted in the form of the Educational Improvement Program by the Board of Education and the school administration. The program required smaller classes, more paraprofessional support, the employment of specialist teachers in art, music and physical education and greater quantities of appropriate curriculum materials. Subsequent testing by a Temple University team showed positive gains in achievement levels for children in EIP schools, but inexplica-

is in the maelstrom of official and community pressures

bly the Coleman Report on *Equality of Educational Opportunity* reinterpreted test results to show that there was no appreciable improvement.

The conflict of claims concerning the effectiveness of special compensatory programs in ghetto schools is most noticeable with respect to the M.E.S. program in New York, where an army of consultants have studied the effects of special appropriations of school funds for programs to compensate for educational deficits arising from ghetto conditions. The importance of these studies is better appreciated if it is understood that the principal issue between the United Federation of Teachers and the Board of Education in New York, which brought about a 14-day strike in September, 1967, was a demand for an increase of \$10 million per year for the M.E.S. program and its extension to more schools. The studies show that teachers believe that the program is working well and on the basis of this belief they supported the union on this issue in its successful settlement of the strike.

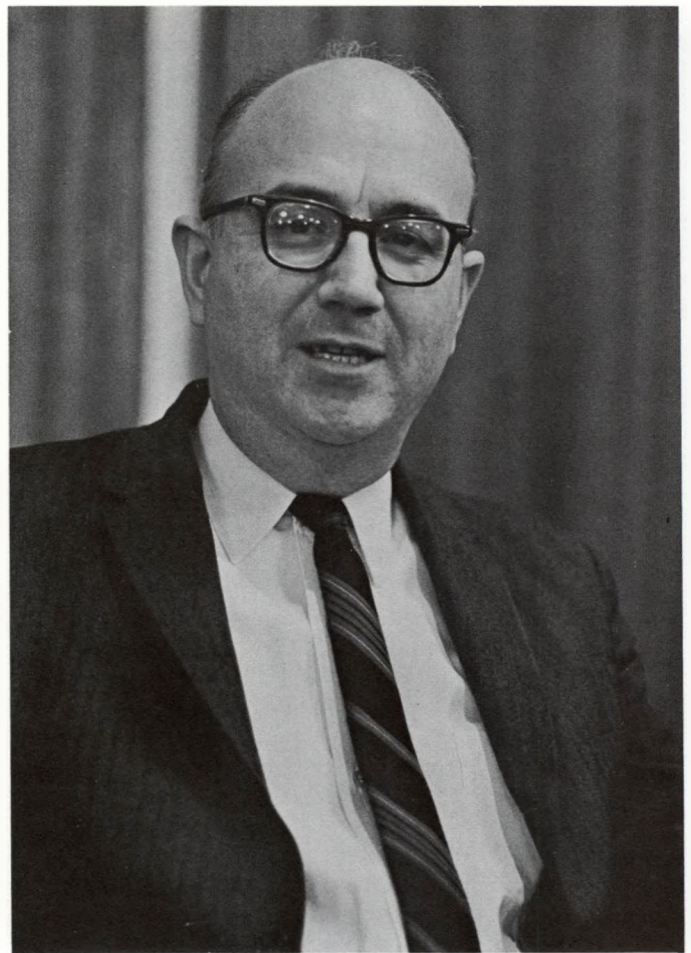
Unfortunately, citizens in the ghetto community do not agree with each other or with the teachers on the programs. One study shows that Negro pupils do not perceive that their school is doing a good job for them and we can conclude that their attitudes probably reflect those of their parents. This sense of failure among Negroes is heightened by the dismayed reaction of Negro leaders in consequence of their realization that the city schools are not going to be integrated in any foreseeable time. Because no one can as yet say definitively what the critical element is in the academic failure of the pupils, other than the collective character of the student body, the ghetto leaders are easily tempted to accept the theories of a white conspiracy or of mass indifference on the part of the white teacher to the plight of Negro children. Hence, come the hostility exhibited toward striking teachers and demands for black teachers and black leaders in the schools with the view of creating an image of Negro capability and self-sufficiency.

HENCE, ALSO, comes another disconcerting development for the big city teacher in the form of the increasing insistence on decentralization and local control of the schools. The intention of those demanding local control is to acquire the right to hire teachers and administrators, to gain access at will to the schools for the purpose of evaluating the work, and to take part in planning the curriculum. In New York, these demands have led to incessant controversy, in a few cases to acts of physical violence against school personnel and to the introduction of blatantly racist propaganda into school programs. Recruiting and holding an adequate teaching staff is difficult under circumstances such as these.

Controversy over the operation of the public schools has enormous political implications. Costs are bound to rise, especially if programs of compensatory education are to be fully implemented. However great the American commitment to education, the willingness of the majority to pay freely to redress the educational balance for the minority is one of the most urgent public questions now confronting government and citizens in general. If racial animosities are permitted to stand in the way of commitment to better

educational opportunities for city children, the prospect for continued urban decay and for continued urban unrest seems to be clear.

The most hopeful element in the situation is the willingness of the teaching force in big city systems to engage in the task of improving the educational output. They are coping with turbulent student bodies, inadequate parental support, and often inept and uncertain administrative leadership. The number of fully qualified teachers is actually on the increase, despite the poor reputations of many of the schools. However, the teachers will continue to demand evidence of public support. They will demand higher salaries, to be sure, but they will also insist upon more opportunities for their own intellectual growth and professional development, and more provision for ancillary professional and paraprofessional services. Better physical facilities and the opportunity for innovative and experimental programs will be needed to make the teaching job more attractive. The public must be prepared to meet these demands when they are presented. The teachers have found a voice in educational affairs and that voice must be heeded. ■



C. Frank Sullivan, '39, became president of the Philadelphia branch of the American Federation of Teachers early last year, succeeding another La Salle graduate, John A. Ryan, '51.

Conversation

*Brother Daniel
Education, offers his*

LA SALLE: Brother Bernian, what do you consider to be the College's major accomplishment(s) during your tenure as President?

BROTHER BERNIAN: La Salle's accomplishments have been both substantive and procedural. In terms of goals, the most fundamental mark of the institution, we have made a firm commitment to excellence as an undergraduate liberal arts college, not by any means monolithic in its offerings or personnel, but resisting the lure of diverse graduate offerings. This overall goal has been implemented by the gradual improvement of the student profile, in terms of their high school quintile standing and SAT scores, and more importantly in terms of their attainment of distinguished graduate fellowships. The excellent record of admission to professional schools established over many decades has now been matched in other areas of study.

A variety of specific programs have helped toward excellence academically: Project 74, the crash program to improve the library collection, is one. Others include establishment of the honors program, strengthening of the departmental chairmanship, augmentation of the counseling center staff, and prodigious expansion of physical facilities. Many of these developments arose during the course of the self-study; and they all witness to a firm effort to involve all members of the faculty in academic development. The past decade has seen La Salle take a leading position in the enrichment of the role of the layman in all aspects of the college's life and growth. Such obvious developments as the appointment of two laymen to vice-presidencies have been accompanied by gradual improvement of salaries, leaves, and grants. The faculty senate has further enhanced the layman's role.

The list of physical facilities added or in progress during the decade speaks for itself. They include the student union, science building, Wister Hall (purchased from La Salle High School when it moved to its new campus in 1960), five additional dormitories, the La Salle Hall apartments, the new student chapel, and the purchase of new property. These facilities, plus the classroom and recreation structures projected for the immediate future, form an indispensable substratum for academic progress.

To a very great degree, I believe, La Salle's progress has arisen from the delegation of authority and the organization of the "four estates" each under its appropriate vice president: academic affairs, student affairs, financial affairs, public relations.

I feel that such development of tracks in the college's organization keeps it in touch with the times, as does the

reorganization of the board of trustees to include a majority of laymen. Also timely has been the decision to retain—on the basis of one required year and three voluntary years—the Reserve Officers Training Corps, in an effort to profit by the experience of the college during World War II.

To give the greatest possible stability to the entire operation, a concerted effort has been made to build up endowment funds. We have a long way to go in this regard, because—even though the sum is in itself impressive—the endowment still does not equal half a year's operating budget of the institution. But, in a time of almost annual crisis in the finances of even affluent institutions, we had no choice but to begin.

LA SALLE: What matter(s) do you feel may have been overlooked, or given less emphasis than now might seem necessary? In short, what would you do differently, if given the opportunity?

BROTHER BERNIAN: I think I would have moved more quickly on the construction of the classroom and physical recreation buildings. Passing time only adds to their cost. Another area where I would act sooner, rather than differently, is in the expansion of democratic procedures, as in the case of the faculty senate and the board of trustees. Similarly, I would have encouraged more sharing with other institutions—facilities, faculty, and students.

In the matter of tuition, I am not sure that—if I had it to do again—I would strive so long and so earnestly to keep tuition down. This effort grew out of the philosophy of the Brothers, that the college should furnish an education for those financially unable to go elsewhere. But, frankly, it is not at all evident that the beneficiaries of that philosophy have been appreciative to this point in time, in terms of support for the college, or even continuing interest in it. There are not yet any statistics on alumni contributions, for example, from those who went through on grants of various kinds, but one has the feeling that such figures will not be inspiring. Needless to say, the present tuition levels are regrettable but necessary; but for many years the tuition was unrealistically low.

LA SALLE: You have been extremely active in Philadelphia education for the past few years. How do you feel about the City's progress in higher education over the past decade?

BROTHER BERNIAN: Practically all the recent developments in the city and state are still in a state of flux, so that anything like a final appraisal is not possible. Progress there has certainly been, in that the city's Community College meets a pressing need financially and academically. Temple's achievement of state-related status has made its excellent services

with the President

Bernian, F.S.C., La Salle's president for the past decade and chairman of the Mayor's Commission on Higher insights into La Salle's recent past and near future and on higher education in our city, state, and nation.

available at very low cost; though these costs may increase in proportion to legislative delay in annual appropriations.

Groups like the Commission on Higher Education are encouraging inter-institutional cooperation; and documents like the Master Plan—if implemented correctly—form a basis for growth. But the fact remains that city and state are still slow in aiding church-related colleges. Pennsylvania's outstanding history of private higher education is clear evidence that diversity is a positive good in American academic life. But the continuing and almost wrong-headed neglect of one important sector—the church related college—jeopardizes the continued progress of Pennsylvania's total effort. Even helpful outside groups like Citizens for Educational Freedom have failed to transmit the message that private colleges perform a public service, and at far less cost to the *public* than would be new public facilities.

LA SALLE: There have been many gloomy predictions for the future of private colleges—particularly church-related schools. How do you assess their position *vis-a-vis* the growth of state supported schools?

BROTHER BERNIAN: The most immediate danger from this situation, assuming continued lack of public support, is that the private church-related college might have to abandon the specific goals which give it its reason for existence. A college with a rapidly declining student profile and a come-one-come-all attitude would be one of declining morale and diminishing academic achievement. The goals of excellence and service built up over generations are fully appropriate to collegiate education in a Church setting, especially when a high degree of relevance to timely problems is also encouraged. But these goals cannot be achieved in a climate of financial desperation.

Certain basics are clear: tuition in church-related schools cannot go higher indefinitely. Yet the operating budget must be in the black. Thus, new sources of income must be found. With all its annual uncertainties, federal and state support must loom large among these sources.

If no major new sources of income can be found, the continuance of church-related colleges is genuinely problematic. It would be rash—and a bit sensational—to hazard a period of years during which most such colleges would phase out; but most young alumni would certainly live to see it happen. LA SALLE: In your opinion, Brother, can church-related colleges like La Salle survive the burden of future spiraling costs and subsequent higher tuition without giant doses of state funds?

BROTHER BERNIAN: I think my previous answers have largely covered this matter. We could not survive as a first-rate institution. We have to hope that, soon, a farsighted state legis-

lature and governor will have the imagination and courage—especially courage—to initiate aid and strengthen a balanced dual system of private (including church-related) colleges and public institutions. Until now, I am afraid we are in the grip of bias and fear.

LA SALLE: May we have your *personal* views on the best solution to the Commonwealth's long-range problems in higher education? Can the public and private institutions "co-exist" and equally prosper?

BROTHER BERNIAN: Yes, I believe that the public and private institutions can co-exist and prosper. However, much will depend on the implementation of a state Master Plan, and on the effect which constitutional revision may have on aid to church-related institutions.

We at La Salle are working very closely with our sister institutions to try to make our position clear on this matter. We seem to be up against a whole construct of doubts and fears, which can be dispelled only by a massive effort to communicate with our fellow Pennsylvanians. One component of our "message" certainly is that our colleges are fully academic, and that—as such—they perform the *public* service of educating citizens. We have come out of the strictly proselytizing period so completely as almost to alarm our older constituents, but that news has yet to spread where it can help. Why it is taking so long is one of life's really perplexing mysteries.

LA SALLE: What is the most vital role to be played by La Salle alumni in the years ahead?

BROTHER BERNIAN: The devoted alumnus today can almost name his brand of involvement. Not only financial support—though this dimension is not about to decrease in importance—but assistance in academic and other professional areas is greatly on the rise. Alumni now help in student recruitment, especially in the strictly academic area. Some are involved, especially from a professional viewpoint, in course planning and in guest lectures to the students. Financial consultantship by alumni can be expected to grow significantly.

The strictly monetary brand of alumni support is still vital in two ways, in itself and as the basis for other aid. An institution that cannot rally its own alumni to its financial assistance is in a poor position to ask aid from others. The old reasons: young alumni with growing families and high mortgages, will not last forever; and the passing of time is making them a little threadbare when the college approaches foundations and government agencies.

It is worth mentioning, in this connection, that every improvement in the college today and tomorrow, enhances every degree granted yesterday and yesteryear. I occasionally meet alumni from the days of rapid expansion who haven't

Today's students mirror the nation to a greater degree than

forgiven La Salle for one or two dull courses and a temporary building or two. Such men are cordially invited back to see that we haven't stood still, and that we still have much to accomplish.

LA SALLE: There is much being written and said of 'student activism' on the college campus today. Do you see it as a positive or negative development in higher education?

BROTHER BERNIAN: Students mirror the nation to a greater degree than they think. Just as young people everywhere are prone to writing off the older generation, in terms that imply universal untrustworthiness, pragmatism, and apathy in all of us, so are students ready to construct a self-contained, allegedly idealistic culture of their own.

A social phenomenon of this kind has troublesome aspects on campus. At the most basic level, demonstrations—even the most orderly—can be organized by selfless, dedicated students; but they are not capable of controlling their own constituents, some of whom inevitably are crowd-cowards of the old school, who opportunistically use their idealistic classmates. Secondly, the adults (I guess we should say *older* adults, since the students are of an age to die for us) resent the spurning of their traditional role as bringers of wisdom and perspective into campus life. Lord knows we worked hard enough to be able to make our contribution; and it is irksome to be considered irrelevant. But we can be fairly sure that the passage of time will vindicate our usefulness.

There is certainly a large kernel of truth in the students' vision of helpfulness to their fellow man. I do not think that many have pruned away everything negative and destructive from their vision, nor do I feel that all have thought their way through to the consequences of some sweeping statements. Recognition of responsibility has not kept pace with demand for rights. Still, the total picture is a hopeful one, for its main components are positive and admirable.

LA SALLE: How do you compare the La Salle student of 1968 with that of a decade ago, when you were a student affairs administrator?

BROTHER BERNIAN: Supplementing what I said in answer to the last question, I would mention that the student body insists that there is more to be developed in the human personality than the rational faculties, indeed that some redefinition of human personality is required. The student wants knowledge and skills that will help him transform social and institutional structures which he considers unjust and inadequate. He is fairly sure that he will be the first to try, since—so far as he is willing to see—elders have made little such effort. The student increasingly rejects authority, which he believes contributes little to the successful outcome of the learning adventure. He has broader interests than his counterpart of a decade ago, and—at least in some instances—he is more involved (or talks as if he will get around to being more involved). He is more candid, less circumspect. He is brighter and—though often in secret—more studious. There are rumors and alarms about his moral life and doctrinal adherence; but in the universal absence of data I do not presume to compare him in this realm to his predecessors. It is certainly true, however, that whatever he believes and observes,

he does so freely, and to please only Christ as personally known.

LA SALLE: How do you now feel about the decision some years ago to curtail enrollment, which (if increased) would be (or could be) another means of meeting increased costs?

BROTHER BERNIAN: I concurred in that policy at the time and I rejoice in it now. We did not actually "curtail" admissions in the sense of reducing them at any time; but we did control the growth rate in the interest of excellence. It is further noteworthy that growth in numbers does not automatically reduce costs. For every promising wave of technological improvement in education (which could conceivably reduce per-capita cost), a corresponding pressure to reduce faculty-student ratios is sure to follow. Our growth rate has allowed diversifying of offerings and organic structuring of departmental specialties, without putting us in a crash-hiring situation or causing the student profile to decline.

In this connection, by the way, it is well to note that our use of facilities in both day and evening divisions is close to 100% for many hours of the day. Thus, unchecked growth of the student body was never a practical possibility.

LA SALLE: La Salle's athletic program, particularly in basketball and soccer, has had its disappointments over the past few years. Do you foresee any lessening of effort toward excellence in these sports?

In the ideal situation, the players on a team should be able to disregard completely the won-lost record of the team. They should be coached or taught as well as possible, and should play their reasonable best. The sport should be for the moral and physical development of the players and should provide a wholesome diversion for spectators. Its recreational and educational values, in the deepest sense of those terms, should be its real values.

But we live in a real world, in this respect, as in so many others, far from the ideal. The fact of winning is important, and will continue to be so, both to participants and to spectators. The college student body identifies itself with the team, and desires victory. In this situation, frequent losses or a consistently poor team damage spirit and loyalty, which in the practical order, are elements in the academic life of a college which cannot be rationalized out of existence. The loyalty of the alumni is similarly affected, and the interest of a school's graduates in that school, regrettable as this may be, is definitely affected by a winning team. Whether or not a team should be so important a symbol of the college in the abstract order, in reality it is such a symbol at present. Satisfaction on the part of the college with mediocrity in athletics is often misconstrued as satisfaction with mediocrity in cultural and even academic matters. Thus, the dedication of the college to excellence, at the present time, must extend to the athletic program as well as to its others programs—though, of course, to nothing like the same extent. No college, or course, wants to be known as a "Basketball School" or a "Football School"; but, in our present very real world, no college can deny that there are real values, both to itself and its community, in a sense and wholesome program of intercollegiate athletic competition.

they think

There is, to be sure, some question whether today's students' on teams and in the general student body, can ever enjoy the attitude toward collegiate sports that marked simpler times. But the evidence of this trend is not yet conclusive enough to make me abandon the philosophy stated above, which has guided me during my years in student affairs and as president.

LA SALLE: In the near future, La Salle will reorganize its Board of Managers to include a majority of laymen. How do you feel this change will (or may) affect the future of the College?

BROTHER BERNIAN: I think the recently-voted expansion of the board of trustees will help that body to fulfill its function more effectively during the challenging years ahead. The board helps the college by bringing expertise and experience, gained in their various professions, to bear upon the long-range problems of the institution. One cannot observe very many short range effects of the board's decision in the daily life of the school. Rather, such long term benefits as a growing sense of its role in the community can be expected from the expansion of the board.

La Salle has always had a substantial proportion of its board composed of laymen. The present move—to a majority of eleven on a board of eighteen members—is not a radical departure from the college's traditions, but an organic development from long-standing policy.

LA SALLE: In summary, how do you evaluate La Salle's immediate future?

BROTHER BERNIAN: I think the idea of graduate programs has been rather fully dealt with in earlier portions of this dialogue. There are excellent institutions in our area which already meet this need; and we have moved into such work in the one area where the demand can clearly not be met elsewhere, religious education. The challenge of excellence on the undergraduate level is quite sufficient (think only of library resources, for a starter) for the foreseeable future.

The same concept of meeting needs governs our thinking about day school co-education. A wide variety of institutions now serve the young ladies of the area, so that there is real question whether *in the day school* we would be meeting a real need, or needlessly duplicating services. This is not a closed question, but I would not predict any radical change soon.

LA SALLE: What do you consider to be La Salle's greatest assets for the challenges that lie ahead?

BROTHER BERNIAN: Our greatest asset is undoubtedly the persons who have made a permanent commitment to the college, that solid core of the faculty whose academic career is closely identified with La Salle. How important this factor is can be seen when one considers that the general state of the academic profession is that of loyalty to a subject or discipline rather than to any one institution.

Within this general statement, it should be observed that the Baltimore District of the Christian Brothers has made a firm commitment to the academic and professional excellence of the men assigned here. In addition to the credentials of those now at La Salle, twelve additional men are now in



doctoral programs preparatory to eventual assignment to the college. Moreover, a spirit of unity exists among the Brothers, the religious and diocesan priests, and the lay men and women of the faculty. Firm commitment to the growth of La Salle is not by any means the monopoly of any one component group.

Another asset is certainly the courage to venture, in the academic realm and in all supportive areas of the college. Such venturing is done in the light of a honest self-study, and in the structure of a serious ten-year projection.

Like many individual persons today, the college is taken up a dual search: to become the "person" it wants to be, while at the same time seeking means to be faithful to its emerging sense of identity. This identity is now clearly four-fold: a Catholic college; a Christian Brothers' college; a city college; and a multi purpose college. These four aspects stimulate effort but not complacency; for not one of them is static, and in fact each of them poses more questions than it puts to rest. Thus, while we are not adrift, we are certainly not in drydock. ■

Around Campus

The Solid Gold Orchestra

ATTENDING Philadelphia Orchestra concerts for a music appreciation course is like taking driver training in a Rolls Royce on the Indianapolis Speedway.

La Salle, unaccustomed as it may be to a Rolls Royce, nevertheless has initiated a music appreciation course which has as its primary subject matter the concerts of the Philadelphia Orchestra.

Under the aegis of La Salle's Honors program, directed by Brother Patrick Ellis, F.S.C., Ph.D., the course was begun during the fall semester under a grant received from the Presser Foundation. The grant defrays costs of the weekly concerts, which are attended by each of the 15 students enrolled.

The course is conducted jointly by George K. Diehl, assistant professor of music at La Salle, and William Smith, assistant conductor of the orchestra. Each on alternate weeks gives lectures before and after the concert at the Academy of Music.

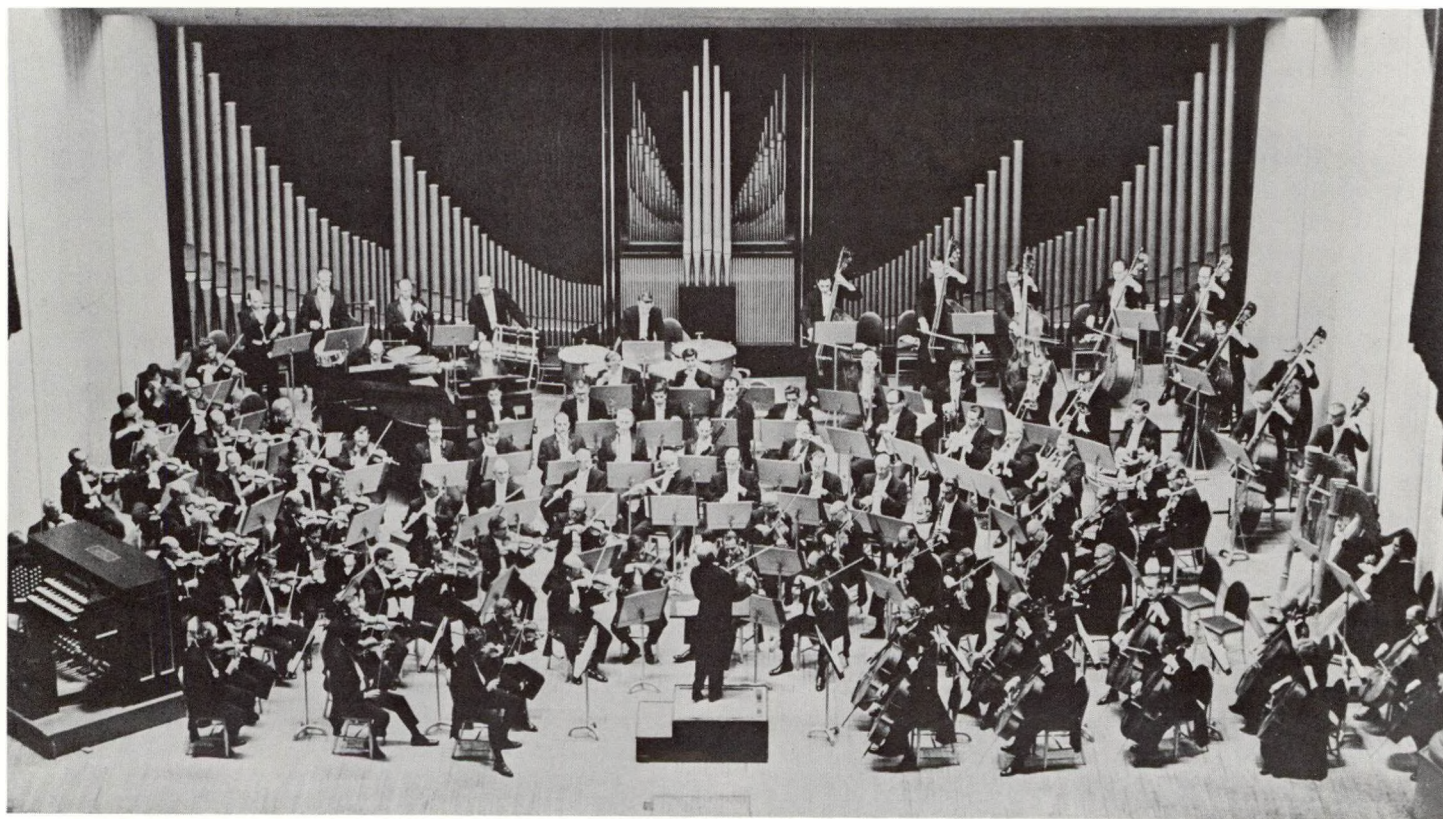
Actually, the course was conceived by Brother Patrick and several honors program students during the last spring semester. The students represent a variety of major areas of study.

The lectures that precede each concert include an historical and aesthetic evaluation of the pieces that are scheduled for that week's Friday afternoon concert. The discussions which follow each concert, however, range widely from technical

considerations of performance to allusions to the Beatles and psychedelic folk rock groups, and their relation (if any) to works by some modern composers.

At a recent post-concert lecture, which dealt with works by Eugene Zador and Bela Bartok, Assistant Conductor Smith on the one hand rejected the Festival Overture by the contemporary Zador as having "no right to be on the Philadelphia Orchestra program," and praised Bartok's Concerto No. 2 for Violin and Orchestra as a work "all young students of writing the concerto should study."

In response to student queries about new electronic music now produced in some quarters, Smith rejected the efforts



Like taking driver training in a Rolls Royce



Assistant Conductor Smith holds a post-concert discussion.

as "fringe music-experimentation at best. It is simply an exploratory gathering of auditory material. Unless you're privy to their secrets, the composers seem to be saying, simply 'to hell with you.'"

"I don't want my music from a computer," Smith added. "I'll take it from an instrument, with all of its inaccuracies. It must be ordered by a human being. The world of science discriminates between experimentation and solid work, but we in music seem to be all befuddled by the difference between experimentation and true art."

Smith called the Beatles' work "enjoyable but peripheral and too fleeting, because the fashions change too frequently. A man named Stan Kenton began what he called progressive jazz 15 years ago. How many know him today? He probably won't be remembered at all 10 years from now."

Smith and Diehl are enthusiastic about the course, and with Brother Patrick are hopeful that the program will be renewed

next year.

"The course is worthwhile just to make contact with the keen minds of these young men," Smith said. "Of course, I learn something too."

"We are very pleased with the course, particularly because we are able to use Philadelphia's cultural resources in a new and unique way," Brother Patrick stated. "A further dimension of the educational experience for the students is the nature of their 'homework.' Each is responsible for a searching term paper or a 'term tape,' exploring a topic chosen in consultation with the instructor. This use of electronically-aided follow-up allows a bit of experimentation without sacrificing solid academic values."

"In being made to think and talk about their musical experiences," Diehl remarks, "the students are gaining an awareness of artistic values which they could not acquire as directly and as immediately in any other way."

The students themselves also seem to be unequivocal in praise of the experiment.

"Just talking to Mr. Smith, I've learned many new ways to approach music," says senior Paul Thim. "It gives one insights he never had before. More courses should be taught this way."

Senior Thomas Smith, editor of La Salle's weekly student newspaper, contends that "the best part of the course is its immediacy to the primary material (the music). It's like reading *Faust* in German, rather than in English."

Or like driver training in a Rolls Royce?

Tuition Hike in '68

SPIRALING costs will cause the college to increase its tuition in 1968, it was announced by Brother Daniel Bernian, F.S.C., president.

Tuition will be raised to \$1350 for arts and business students and \$1450 for science program students in La Salle's day division. Current costs are \$1150 and \$1250, respectively. Evening college tuition, now at \$27 per credit hour, will be increased to \$30. All increases are effective in September, 1968. La Salle last raised day school tuition in September, 1967.

"It is unnecessary," Brother Daniel wrote in a letter to the college's 6,500 day and evening students, "to mention the daily fact of inflation to the typical American family. What may not be known is that an even more rapid spiral of increasing costs has now seriously begun to affect private institutions of higher learning like La Salle."

"La Salle is moving steadily forward to higher quality education," he continued. "Progress in the near future is going to mean a new classroom building to replace several buildings rapidly becoming obsolete; a physical education building; eventually, an extension of the library . . . Progress will also mean improved programs for faculty and students and, particularly, increased attention to personalized attention to the individual student."

"I can only add," Brother Daniel concluded, "that the college will continue its efforts to increase state scholarship funds for students (presently some 12% of our students receive such funds), and that the financial aid office will stand ready to devise plans for longer-range financing of tuition with whatever grants, loans and jobs that can be made available."

Fail Safe

LA SALLE HAS adopted a limited pass-fail course option for all La Salle students effective this September.

The experimental program will apply



Wilson Scholars, from left are (front row): Kling; Smith; Tiedeken; Kusick; (back row) Sullivan; Witt; Van Buskirk and Kosiol.

only to students enrolled in freely elective courses, according to Brother Daniel Burke, F.S.C., Ph.D., vice president for academic affairs.

There will be no restrictions placed upon participation and the option will be open to all students regardless of academic standing, Brother Burke said. Neither pass or fail grades will affect the student's academic record.

Similar plans, which are usually initiated to de-emphasize the importance of grades and diminish reluctance to take courses in unfamiliar subject areas, have recently been instituted at several colleges and universities, among them Yale, Brown, Lafayette and the City College of New York.

"While grades are intended as a measure rather than a goal," Brother Burke stated, "it is clear that often this system is counterproductive, with the pursuit of grades interfering with the pursuit of learning."

Professors will not necessarily know which students have chosen the option and will continue to mark on an A-D basis, Brother Burke said. The grades will then be altered to a pass-fail status by the registrar, he added.

Wilson Scholars

FIVE LA SALLE students, one from the evening college, were among the 1,124 seniors designated by the Woodrow Wilson Fellowship Foundation as "among the best college teacher prospects in the nation."

The designates, plus three seniors who received honorable mention, represent the largest number of La Salle students ever chosen for the honor.

In the Foundation's Region Four, which includes all colleges and universities in Pennsylvania and New Jersey, only Princeton, Swarthmore, Bryn Mawr and the University of Pennsylvania had as many or more winners than La Salle.

Selection of the evening division student, which the Foundation calls "rare, but not unheard of," is believed to be the first for a Philadelphia college or university. Vincent R. Kling, Jr., an English Major, is the evening student awardee.

Other La Salle winners and their major subjects are Thomas J. Smith, English; William M. Sullivan, philosophy; Richard Tiedeken, English, and Thomas P. Witt, history. Honorable mention recipients are: Robert V. Kosiol, English; William

R. Van Buskirk, English, and Harry F. Kusick, economics.

The Foundation this year began a new program through which graduate school deans are notified of the designates' names with the Foundation's recommendation that all "are worthy of financial support in graduate school." Previously, with funds from the Ford Foundation totaling some \$52 million, the Wilson Foundation made direct grants to some 1000 U.S. and Canadian students.

This year's recipients represent some 309 colleges and universities and were selected from among more than 11,682 students who had been nominated by their college professors.

Kling, 25, is an employee of the Xerox Corporation during the day. He is a 1960 graduate of Roman Catholic High School and an Army veteran (1961-63), who served in Germany. Upon completing his five year's of evening studies this summer, he plans graduate work at either Princeton or Hunter College.

Smith is a 1964 graduate of Northeast High School and plans graduate studies at Princeton or the University of Pennsylvania. Sullivan is a 1963 alumnus of La Salle High School and intends graduate

continued page 24

Jim Harding: Our Winter of Discontent (20-8)

A FUNNY THING happened to Jim Harding on his way to the best La Salle season record in basketball since 1955.

In his first year as coach of the court Explorers, Harding had the distinction of leading his team to a 20-8 log and its first NCAA tournament since the Golden Age of Gola.

Sadly, however, he also received the worst press of any basketball coach in La Salle history, the worst in Big Five annals—perhaps a new NCAA record for evoking the ire of sports scribes.

It would be grand if we could now smugly point to Harding's record on the court as delicious evidence that his journalistic (and other) critics were pre-mature, altogether too harsh, and otherwise ill advised.

Alas, however, such is not the case, for Philadelphia *Inquirer* sportswriter Frank Dolson and his critical colleagues—the *Inquirer's* Sandy Padwe and Bill Conlin of the *Daily News*, were not entirely wrong—albeit unjust in involving all La Salle people and even all Big Five coaches at one point, in their wrath against Harding's athletic philosophy, as inferred from his off-court statements.

Harding had neither the right nor the reason to threaten his players with revocation of scholarships if they failed to measure-up to his spartan standards of ability and effort on the court. And the ever-convenient excuse of statements made in anger and frustration after a loss cannot be invoked in this instance: two sportswriters at the Boston Garden when the statements were made last December gave Harding the chance to retract the statements; both were refused, although he told the players privately that his threats were only that.

La Salle ears burned while Harding fiddled his way toward a better record than any coach since Ken Loeffler. What is more important, however, is that apparently no one advised Harding in the interim that his public comments should not be contrary to college policy—although Athletic Director James J. Henry did tell Harding that revoking scholarships for poor performance was strictly forbidden.

The second act of the Jim Harding drama unfolded when it was learned that basketball player, Francis M. Scott, had his scholarship revoked after he quit the team to protest Harding's hard-nosed philosophy and what Scott called "abusive language" during practice sessions. The NCAA rule interpretation under which the scholarship was taken was issued only last year and even the NCAA admits it is vague, at best. The key segment reads as follows:

Constitution 3-2 (c). If, on his application, a student stated his intention to engage in intercollegiate athletics but then, without justifiable reason, he failed to report or engage in any activity associated with athletics, this would also be grounds for instituting the stated procedure (revocation of scholarship).

The key words here, as interpreted by the athletic committee, were "... failed to report or engage in ..." Moreover, the committee did not make the interpretation at the time Scott quit the team—as erroneously reported in the press—but last June, shortly after the NCAA released the interpretation.

Scott, a junior from Roebling, N.J., is a genuinely sensi-

tive lad and one has no reason to doubt the sincerity of his complaints. However, it is fair to ask why other members of the team were not similarly offended and, parenthetically, where is the coach who has not been known to turn a blue phrase in desperation?

Dolson, Padwe and Conlin have certainly visited enough locker rooms and practice sessions to know this, but their columns depicted Harding as a foul-mouthed ogre. They also knew that it was quite possible that La Salle honestly misinterpreted the NCAA rule under which Scott's scholarship was withdrawn, but in their columns they placed the stigma upon the college—in two instances calling La Salle an "outlaw" school for athletes. In addition, before the winter of discontent had ended, each of the writers knew that the college's athletic policy committee had screened the applicants for the coaching job and found Harding the possessor of high recommendations and most capable. But they wrote that La Salle's selection of Harding could only be indicative of a "win at any cost" philosophy.

But La Salle was certainly not without blame in the unsavory episode. Essentially, the athletic policy committee cannot be faulted in selecting Harding as coach, since they did tell him before the fact that La Salle gives only four-year grants and that Harding could only recommend the recipients. However, since the NCAA rule interpretation invoked for Scott was nebulous at best, it is now evident that it was a serious error not to have sought *prior* approval directly from the NCAA, rather than rely upon a vague statement from the ECAC and then learn from the NCAA that the scholarship had to be restored.

The third act of what now resembled a marathon Greek tragedy entailed Athletic Director Henry's invitation to the NCAA to visit the campus for a complete review of the athletic program and, later, the appointment by Brother Bernian, F.S.C., president, of a special faculty committee to assess the situation.

An NCAA representative visited the campus late in February and, although officially non-committal, he expressed concern about one aspect of the grant-in-aid program—failure to provide written statements of the conditions of grants prior to matriculation. Also, it can be presumed that the NCAA was obviously not pleased by revocation of Scott's scholarship.

Art Bergstrom, chairman of the NCAA's infractions committee, in late March told LA SALLE that he could not comment on the La Salle investigation, but added that "the inquiry will undergo the regular procedure for alleged infractions. No report can be made by the Committee on Infractions until the NCAA Council meets in October."

The special faculty committee, which was recommended to Brother Bernian by the standing athletic policy committee, held its initial meeting in March and called for a full review of all aspects of the athletic program.

In summary, one can only conclude that many facets of Harding's basketball philosophy in particular, and La Salle's athletic program, in general, have merited the concern of students, alumni, and faculty.

R.W.H.

work at Northwestern University. Tiedeken is a 1964 La Salle High graduate who plans graduate work at Harvard, Columbia or Cornell. Witt graduated from Pittsburgh's Central Catholic High and plans graduate work at Rutgers University.

Rites of Spring

THE COED enrollment at La Salle, an all-male college until its evening division admitted women last year, soared to some 10% of the evening student body this spring, according to Brother Emery Mollenhauer, F.S.C., Ph.D., evening dean.

La Salle's day college began spring semester classes with an enrollment of more than 3200 students.

The evening division, the first evening college to be accredited by the Commonwealth to grant degrees after its founding in 1946, expected some 250 new students to enlarge total enrollment to 3012 for the spring semester.

Several new courses were to be offered by both the day and evening schools. Among them are new evening courses in European History, 1100-1500; Child and Adolescent Psychology; Criminology, and a new in-service course in the Principles of Economics.

New day division course offerings are Galactic Structure; Meteorology; Music of the Classical Period; Contemporary Music; Soviet Russian Literature; Milton; Scientific German Prose; Non-Western Political Systems; Phenomenology and Existentialism, and Counseling Theories and Principles for Teachers.

La Salle's honors program, directed by Brother Patrick Ellis, F.S.C., Ph.D., offers several experimental programs. Among them are a course in graphics, which includes study of works in the Alverthorpe Collection of Dr. Lessing Rosenwald; two distinguished visiting professors, Dr. Samuel Hynes, of Swarthmore, and Benjamin Schleifer, of Chestnut Hill, who conduct an independent study course in the works of James Joyce, and "The City of God and the Secular City: Augustine to Harvey Cox," a course conducted by anthropologist John Mulloy.

Brother Robert Doran, F.S.C., dean of arts and sciences, announced that a second section had been added to a course for the spring semester in "The Development of Jewish Religious Thought," a course taught by Rabbi Bernard Frank of Beth Or Congregation in Mt. Airy, under the auspices of the Jewish Chataqua Society.

Brother Robert also announced that La Salle's cooperative program with Chestnut Hill College was to be enlarged during the spring semester. Last semester, several

La Salle students studied music at Chestnut Hill, while seven students from the girls' college took Russian Courses at La Salle.

Up, Up, and Away

A RECORD number of four tours will be sponsored this summer under the auspices of the Alumni Association and the College Union.

This year's odysseys will include trips to Hawaii (June 15-28), Scandinavia (July 11-29), Europe (July 2-29), and the Bahama Islands (Aug. 11-18).

The Hawaiian tour, which includes visits to San Francisco and Las Vegas, will include six days in Honolulu. Cost is \$599 per person. The Scandinavian trip includes visits to Bergen, Oslo, Stockholm and Copenhagen. Cost is \$890. The Bahaman tour entails seven days on the Island. Cost is \$230.

The European tour, at 19 days the longest of the summer, includes stops at Frankfurt, Heidelberg, Mannheim, Amsterdam, London, Paris, Rome, Vienna, Zurich and Lucerne. Cost is \$840.

All La Salle alumni, members of their immediate families, and members of the College Union are eligible for the tours. Prices in all cases include round-trip jet fare, hotel accommodations, continental breakfast and dinner at hotels, and sight-seeing and land transportation. Single room supplements (for those traveling alone) range from \$28 to \$102 per person. Interested persons should contact the office of the College Union Director (VI 8-8300, X281).

Mac Leod's 'Business'

THE MASQUE will present the Broadway hit, "How to Succeed in Business Without Really Trying," as its spring musical production opening April 26.

Directed by Sidney MacLeod, the show will continue each evening through May 5. Performances are at 8:30 P.M., except 7 P.M. Sunday, in the College Union Theatre on the campus.

Princeton Grants

THREE La Salle students have been selected for participation in Princeton University's summer work program in Germany for 1968.

The students are Frank DiGilio, a senior German major; Charles P. Lutcavage, a sophomore who plans to major in German, and Walter J. Tilger, a junior economics major.

This is the third year that La Salle has participated in the Princeton program, which each summer places U.S. college students in jobs for German industry and

residences with German families.

Seven La Salle students have previously taken part in the program, which is under the aegis of Dr. Konrad Schaum, of Princeton's department of Germanic languages.

Wake Up 'Whitey,' McKissick Warns

"THE PROBLEM of flaming cities and riots depends on whether the black man will ultimately be included as a participant in the Constitution of the country," a black power advocate told a La Salle audience this winter.

Floyd McKissick, national chairman of the Congress of Racial Equality (CORE), gave his remarks to an overflow audience of more than 400 La Salle students and faculty in the College Union Building on the campus. The talk was part of the College's continuing concert and lecture series held throughout each academic year.

"Black people are no longer going to be relegated to the depths of our society," McKissick said. "White people will have to wake-up and see the positive aspects of the black power movement. Black power is pretty much the last clear chance to solve our problems. This country is head-



McKissick at La Salle press conference.



Some 50 students demonstrated against a Dow Chemical visit to the campus earlier this year.

ing for genocide if the white man doesn't wake-up."

A question from the largely sympathetic audience asked if McKissick anticipated racial violence this summer. He replied by asking, "What has been done since last summer? If anything, conditions in the big cities are worse. White people seem to have decided they're just concerned with controlling black people, not helping them."

"The Mayor of Philadelphia, compared with your chief of police (Rizzo), is certainly trying to do something," he added. "But jobs and housing aren't the only answer, and neither is education. The real need is for education of white people. Black people need training for jobs, but it's the racists who need education. White people are trying to put band aids on dikes."

McKissick received several derisive calls from the audience when he referred to the Vietnam war as "an indication of moral decay in America. We're killing those little Vietnamese just because they don't think the way we do. We're afraid they'll become friends with China."

L.B.J.'s 'Unloveability'

The following analysis by Mr. Vanocur is presented as a possible insight into

President Johnson's recent decision not to seek renomination.

PRESIDENT JOHNSON'S biggest problem in winning the election, this fall "will probably be the problem of himself, as a person," a prominent TV news analyst told a La Salle audience this winter.

Sandor Vanocur, former NBC-TV Washington correspondent who now holds that post on the network's "Today" show, discussed the election and a wide range of

U.S. domestic problems before a capacity audience of students and faculty in the College Union Theatre.

"President Johnson is a captive and a child of the New Deal, which is no longer applicable to our present problems," Vanocur contended. "But the President's biggest problem will be the problem of himself, as a person."

"The American people have a way of giving a President the benefit of the doubt

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Vanocur: 'best GOP chance yet'

—even in blunders—but Lyndon Johnson's factor of what I call 'unloveability' will be his biggest problem," Vanocur asserted.

"President Johnson apparently fails to see a growing doubt that the affluence he cites has not brought the happiness we thought it would," Vanocur said. "There is a marked boredom of political clichés . . . the people are intensely skeptical. What politicians talk about doesn't square with what the people *know* is important."

"It could be," the news analyst stated, "That for the first time in 36 years the Democratic Party's candidate will be conservative, while the Republican—if it's Rockefeller—is liberal. But the odds now seem to favor Richard Nixon getting the G.O.P. nomination."

"Although a two-time loser, it isn't realistic to count Nixon out," he added. "But he may find his chief opposition comes from the backers of California Governor Ronald Reagan. You can't underestimate Reagan's influence; many people in California did and were sorry."

Vanocur added that "anybody who underestimates (former Alabama) Governor George Wallace is just a fool. He's not just some loud red neck—he's a charming man, a really remarkable man. And I'm not so sure he'll only hurt the Republican candidate in the South. Wallace appeals to many whites in northern areas affected by Negro militants with his appeals for law and order."

The speaker added that ". . . never will G.O.P. chances for victory be so good for many years to come."

'Fair Lady' for '68

LA SALLE's summer Music Theatre '68 will open its seventh season with the Lerner and Loewe Musical, "My Fair Lady," the all-time Broadway hit, on Friday, July 5.

The musical comedy classic will continue for 32 performances, followed by "Kiss Me Kate," Aug. 16 through Sept. 8. Performances in the air conditioned College Union Theatre are at 8:30 P.M. Tuesday through Friday, at 6 and 9:30 P.M. (two shows) Saturday, and at 7 P.M. Sunday. No performance is given Monday evening.

Last season, Music Theatre '67 received critical and audience plaudits as some 21,000 persons attended productions of "The Music Man" and "110 in the Shade." More than 110,000 patrons have attended La Salle productions since the unique theatre's inception in 1962.

Managing Director Dan Rodden's 1968

staff will include veteran staff members Sidney MacLeod, technical director; Gerard Leahy, who will design sets and costumes, and musical director Anthony Meccoli. Joining the company for their first season will be choreographers Mary Woods Kelly and Robert Wilson. Peter E. Doyle will be assistant managing director and Walter Rossi will be responsible for theatre parties and subscriptions.

Earlier this year, the Theatre received a \$2,500 grant from the Philadelphia Foundation, directed by Sidney N. Repplier.

The grant will be used to enlarge the theatre's program with handicapped and culturally deprived children, according to Rodden.

Some 1500 youngsters are expected to attend performances of the Music Theatre this year, Rodden said. Last year, La Salle performances were opened to more than 1000 children.

Ji Hu Mei Ren Dou Du . . .



CLASS NOTES

'20

JOHN J. DEVER died suddenly on December 22, 1967. He was a member of the Century Club, the father of John J. Dever, Jr., '57, and father-in-law of Gerald P. Ginley, Esq. '54.

'36

JOSEPH A. RIDER has been elected financial director of Alfred Teves of Frankford, Germany. The firm, which manufactures hydraulic brakes and hydraulic systems, was recently acquired by International Telephone and Telegraph Corp. Rider was vice president and comptroller of ITT's wire and cable division.

'38

Rev. WILLIAM C. FAUNCE, assistant pastor of St. Bernadette's Church, Drexel Hill, took part in a wedding ceremony at the Episcopal Church of St. Alban, Roxborough, this winter. It was one of three marriages between Protestant and Catholic partners in which Catholic priests took part that day.

'40

JOSEPH A. GRADY, popular radio and TV personality in the Philadelphia area, was recently appointed Heart Sunday Chairman.

'45

THOMAS C. BROWN, JR, received his doctor of education degree from Loyola University in December. Dr. LEO E. CONNOR has been named the superintendent of the Lexington School for the Deaf in Jackson Heights, N.Y.

'49

WALTER BROUGH, a Hollywood TV scriptwriter who this season wrote plots for CBS-TV's "Mannix" series, is working on scripts for a new western program, "The Outcasts,"

scheduled for debut this fall. CHARLES W. SCARPA has been appointed deputy chief of the office of contract compliance, Defense Contract Administration Services Region in Philadelphia.

'51

HAMILTON
W. MOOREHEAD



LAWRENCE J. BUR has been named marketing director of the W. B. Doner & Co., advertising agency. He had formerly held the same position with Van Sant, Dugdale & Co., Inc., HAMILTON W. MOOREHEAD has been named manager of private brand petroleum sales, B. F. Goodrich Tire Co., Akron, O.

'52

CHARLES (BUDDY) DONNELLY, former La Salle College basketball player, was recently named coach of the Wilmington Blue Bombers of the Eastern Basketball League. Major JOSEPH F. GOLIASH died early this year. Air Force Major JOSEPH MARTIN, navigator, took part in a 10,000-mile airlift of 101st Airborne Division units to Vietnam — the largest and longest aerial deployment in history. EDWARD J. VASOLI has announced the formation of a new electrical contracting firm, Vasoli Electric Co., Inc., Glenside, Pa.

'53

The 15th anniversary reunion of the Class of 1953 will be held on Saturday, May 4 in the College Union Ballroom. Cocktails will be served at 7:00 p.m. and dinner at 8:00 p.m. Tickets are \$20.00 per couple and may be secured by contacting the Alumni Office. Make checks payable to: JOSEPH F. FRICKER and send them to him to this address: 272 Westpark Lane, Clifton Hts., Pa.

'54

Brother WILLIAM QUAINANCE, F.S.C., recently received his doctor of education degree from Temple University. THOMAS G. SOTTILE, former assistant basketball coach at Niagara University, was elected to City Council in Niagara Falls, N.Y. ANTHONY E. VALERIO was awarded the professional designation of Chartered Life Underwriter by the American College of Life Underwriters. *Birth:* to ROBERT SCHAFER and wife, Celeste, their third child, Paul Damian.

'56

HARRY L. FRIEL



HARRY L. FRIEL has been named district sales manager at Hartford, Conn., by Hallmark Cards, Inc. Dr. JOSEPH P. O'GRADY, associate professor of history at La Salle, was editor of

The Immigrants' Influence On Wilson's Peace Policies, a book published by the University of Kentucky Press this winter. The book is a series of 11 essays on the topic. *Birth*: To JOHN J. LOMBARD, JR., and wife Barbara, a daughter.

'57

HENRY W. DE LUCA, JR., has been promoted to assistant vice president of Continental Bank & Trust Co., Norristown, Pr. JOHN R. GALLOWAY, Esq., has been named an assistant U. S. Attorney for the eastern Pa. district. DONALD A. MURRAY, formerly a senior personnel advisor, has been named to the newly created post of manager of professional recruitment in the Atlantic Division, Atlantic Richfield Co. in Philadelphia. *Birth*: To JOHN J. DEVER, JR. and wife, Patricia their third child, second son, Joseph Gregory.



DONALD A. MURRAY

'58

The 10th Anniversary Reunion of the Class of 1958 will be held on Saturday, May 11 in the College Union Ballroom. Cocktails will be served at 7 p.m. and dinner at 8 p.m. Chairman is ROBERT MORRO; treasurer, JOSEPH PANCHELLA, JOHN B. and EUGENE KELLY are co-chairmen of the arrangements committee and GERALD LOESCH is program chairman. FRANK A. DUNN has assumed duties as visiting assistant professor of management science in the college of business and economics at Lehigh University. WILLIAM J. WEBER was recently promoted to district sales manager for the Carolina Freight Carriers Corp. in Philadelphia. *Marriage*: ROBERT J. BRAY, JR., to Susan Jane Higley. *Birth*: To JOHN J. MULLEN and wife Florence, a son, Sean James; to ROBERT MORRO and wife, Peggy, a daughter, Margaret.

'59

FRANK J. FRITZ has been appointed an assistant vice president in the personnel department of the Maryland National Bank in Baltimore. He had been a member of the executive staff of the First Pennsylvania Banking and Trust Company in Philadelphia. Dr. GEORGE P. LIARAKOS, an obstetrician and gynecologist in private practice, was among the 47 persons who became American citizens at a naturalization ceremony in Wilmington last December. ROBERT MYERS, a professor at Rider College, is the author of two plays, *Robbin's Nest* and *Jungle*, recently produced by the Academy Theatre. The two plays were part of a trilogy of original plays launched in a premier effort in this area last month. *Marriage*: JAMES J. BINNS to Mary Elizabeth Sweeney.

'60

Dr. CHARLES W. PINDZIAK has been appointed assistant medical examiner for Camden County, N. J. *Marriage*: JOSEPH G. SCHNEID-

ER to Corinne Julia Kissane. *Birth*: To RALPH W. HOWARD and wife, Evelyn, their fourth child, Janice.



Dr. CHARLES W. PINDZIAK

'61

JAMES P. MEEHAN



MAURICE E. ABBOTT has joined the Washington, D. C., branch office of the Maryland Life Insurance Company as a brokerage consultant. FRANCIS X. BRADY, a sportswriter for the Philadelphia *Bulletin*, received first place and honorable mention awards from the U. S. Basketball Writers Assoc. for 1966-67. He received first place honors for his column on the late Globetrotter "Goose" Tatum and honorable mention for a feature story on the Boston Celtics. DR. EDWARD CERULLI has opened an office in Elizabethtown, N. J., to serve area residents in the practice of optometry. THOMAS GOETZ has received his Ph.D. degree from Syracuse University and is now teaching at State University College, Fredonia, N. Y. JOHN B. KELLY has joined the American Viscose Division of FMC Corporation as operations accountant for the industrial packaging department. JAMES P. MEEHAN, a sales representative in Los Angeles for John & Johnson's baby and proprietary division, was among outstanding sales-

men honored Dec. 4 at a division managers' meeting and planning seminar in Fort Lauderdale, Fla. He was presented with an "Ideas in Action" Award for creative selling techniques. *Birth*: To GERALD LAWRENCE and wife, Rita, a son.

'62

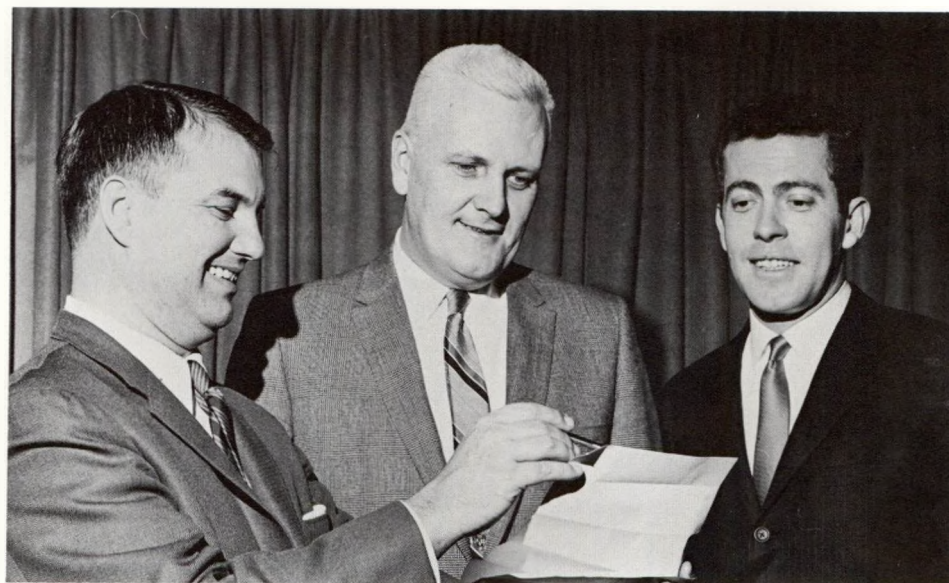
FRANCIS J. BILOVSKY, a sportswriter for the Philadelphia *Bulletin* received third place and honorable mention awards from the U. S. Basketball Writers Assoc. for 1966-67. He was cited as a third place winner for his story on a Penn-Princeton game and won honorable mention honors for a feature on Syracuse's Vaughn Harper. ROBERT F. FUMO has been awarded a master's degree in administration and supervision from New York University. JAMES J. PALLANTE has recently accepted a position as assistant coordinator of housing for Glassboro State College. Capt. FRANCIS X. GINDHART is now serving with U. S. Army Judge Advocate General's Corps in Qui Nhon, Vietnam.



JAMES J. PALLANTE

'63

ALFRED B. RUFF of the personnel department, Wyeth Company at Radnor, was promoted last month to the position of personnel research administrator. DONALD J. SLOWICKI has been promoted to manager of development and quality control at Uniroyal, Inc., Fairfield, N.J. He was formerly employed at the firm's Philadelphia plant. Capt. THOMAS M. SMITH, JR., has been awarded the German Army's 2nd armored Division Silver Medallion. *Birth*: To HOWARD G. BECKER and wife, Ginger, a daughter, Amy Christine.



1968 Alumni Fund progress is discussed by (from left) Fund Chairman Joseph Gallagher, Alumni President Daniel Kane and Phillip Fisher



Alumni Fund trophies for advance giving and class solicitation were presented by Fund Chairman Joseph Gallagher (left) to John H. Veen and John Conboy (right). Speakers at the event were Dr. Roland Holroyd (second from left) and State Rep. Thomas Gola.

'64

GERALD MAIER has recently been promoted to project coordinator of the redevelopment authority of Philadelphia. HAROLD J. BLISS, Jr., having passed the Arizona Bar Examination given this past July, is now practicing law in Phoenix. FRANCIS P. BRENNAN has been named employment supervisor at Owens-Corning Fiberglas Corp. in Barrington, N. J. Capt. ALAN L. BROWN has received the U. S. Air Force Commendation Medal at Niagara Falls, N.Y. Capt. Brown was decorated for meritorious service as a supply officer at Nakhon Phanom Royal Thai AFB, Thailand. CHARLES N. HUG, JR., is now associated with the firm of Francis I. Du Pont, investment brokers, as a registered representative. WILLIAM J. LAHR, III, has been named assistant controller of Al Paul Lefton Co., Inc. VINCENT J. PANCARI has joined the law firm of Halpin and Bailey, Philadelphia. E. DREW SIKORSKI has been promoted to assistant treasurer of the Wilmington Savings Fund Society. WILLIAM T. SLAVEN, III, an administrative officer in the 56th Medical Detachment, was promoted to Army captain during ceremonies near An Khe, Vietnam. *Marriage:* ANTHONY J. D'ERRICO to Anne Moschillo. *Birth:* To JOSEPH A. MC DONALD and wife, their first child, Matthew Joseph; to DENNIS L. METRICK and wife, Catharine Ann, a son, Brian Paul.

'65

ROBERT BECHER has been appointed an adjuster by the All-State Insurance Co., in N.J. JOHN M. HART is currently assigned as an overhead analyst for the controller's staff at the systems development division at Poughkeepsie, N.Y., for I.B.M. Corp. EUGENE M.

KRUPA was promoted to Army specialist five in Germany, where he is assigned to the Eighth Infantry Division. *Marriage:* JOHN M. HART to Ellen Claire Mahota.

'66

ROBERT C. BAXTER was promoted to Army specialist five while serving as a medical specialist in Headquarters Company, First Battalion of the 198th Light Infantry Brigade's 52nd Infantry near Chu Lai, Vietnam. THOMAS J. DVORAK is currently assigned to the laboratory controller's staff as a cost consultant at the systems development division laboratory of IBM at Poughkeepsie, N.Y. Airman First Class JAMES P. HOCKIN is a member of the Air Defense Command wing that recently completed the first long-range flight to include missile firings at radio-controlled drone targets and aerial refueling on the same mission. Lt. THOMAS D. MCGOVERN is serving with the First Cavalry Division in Vietnam. FRANCIS J. MELCORI was one of 45 trainees who were graduated recently from a VISTA training program at the policy management systems training center in Washington, D. C. PAUL J. MORROW has joined McBee Systems of Litton Industries as a systems sales representative at the company's Philadelphia office.

'67

RICHARD BEATTY, ROBERT T. BOWE, ROBERT A. CARAVELLI, KENNETH CONFALONE, RONALD R. GLITZER and EDWARD J. SHIELDS have been commissioned second lieutenants in the U. S. Air Force upon their graduation from Officer Training School at Lackland AFB, Tex. TERENCE M. CANNING and VINCENT P.

GIUNTA were assigned as assistant cargo checkers in the 105th Transportation Company at Ft. Eustis, Va. Second Lt. EDWARD DINERMAN has entered U. S. Air Force pilot training at Laredo AFB, Tex. Second Lt. JOHN R. DUNN completed a quartermaster officer basic course at the Army Quartermaster School, Ft. Lee, Va. Second Lt. THOMAS J. MATTHEWS was assigned with the backup

EDWARD W. LEWANDOWSKI



interceptor control, Fallon Naval Air Station, Fallon, Nev. EDWARD W. LEWANDOWSKI has been promoted from technical assistant to chemist in the Research Division of Rohm and Haas Company. He is assigned to the Spring House (Pa.) Laboratories, where he is concerned with development and formulation studies for acrylic emulsion coatings for use in factory prefinishing of building products. THOMAS J. MOONEY recently completed eight weeks of advanced infantry training at Ft. Dix, N.J. Second Lt. EUGENE Q. QUINDLEN completed a surgeon assistant course at Brooke Army Medical Center at Ft. Sam Houston, Tex. EDWARD E. STRANG is currently with the Philadelphia National Bank as a commercial loan officer trainee.

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JUNE 16-28, 1968

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JULY 11-29, 1968

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AUGUST 11-18, 1968

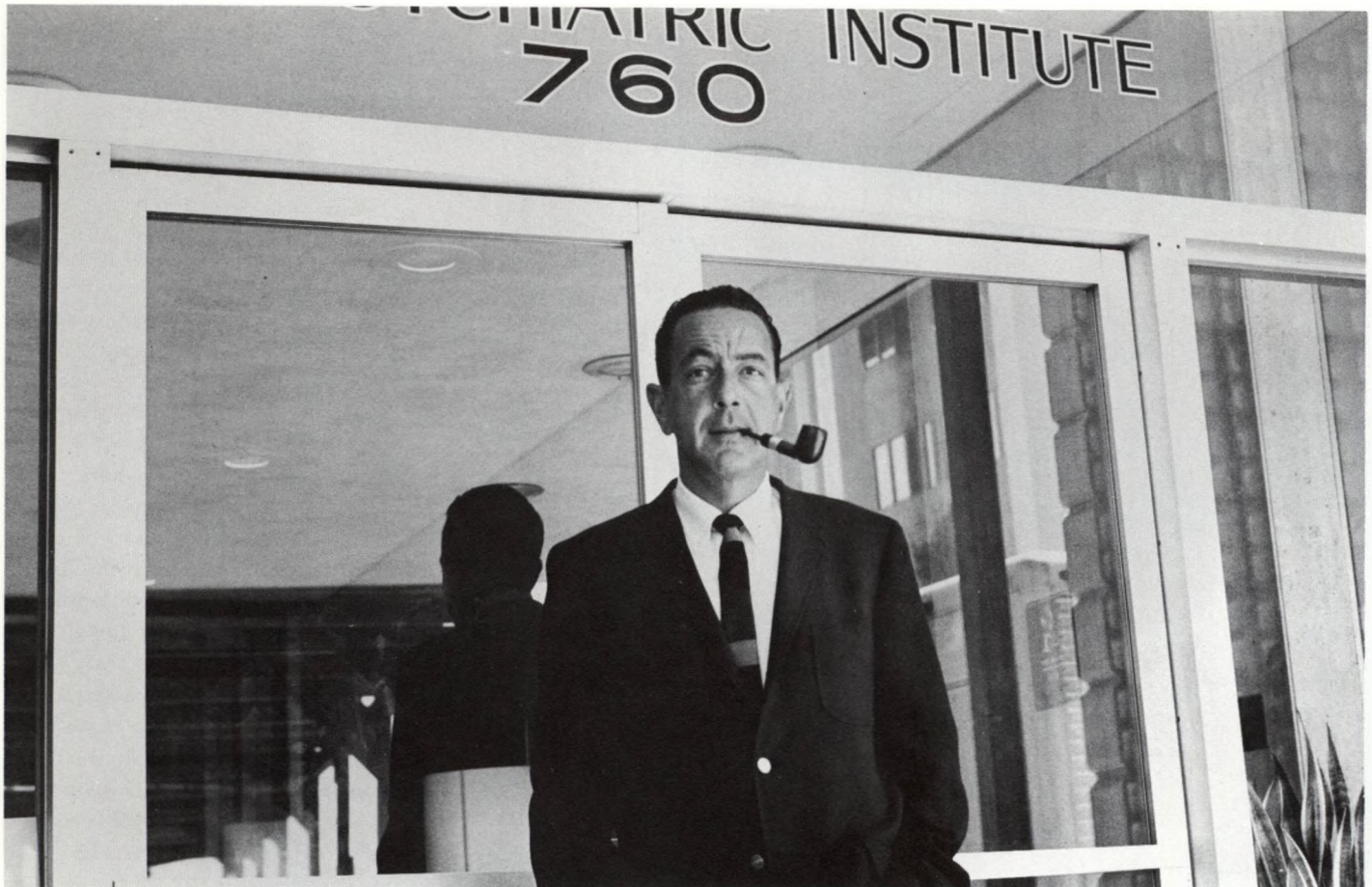
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INCLUSIVE TOUR PRICE—\$840.00

JULY 27-AUGUST 14, 1968

La Salle Vignettes



Henry Lesse / *research chief*

On a warm day (which is almost every day), the little outdoor cafes near the UCLA campus adjacent to Beverly Hills do a landoffice luncheon business. If you're lucky, you might catch **Henry Lesse, M.D., '44**, arriving in his 1948 Rolls-Royce convertible—but more often he's found in a laboratory at the UCLA Medical Center's Neuropsychiatric Institute, where he has been chief of research since 1959. In addition to his own research interests, which primarily involve the relationship between the brain's electrical activity and human behavior, Dr. Lesse also teaches graduate students in psychiatry and coordinates the research activities of the 470-employee staff of the Institute—which has as its basic function research and training in psychiatry. The Institute, a combined activity of UCLA and the California State Department of

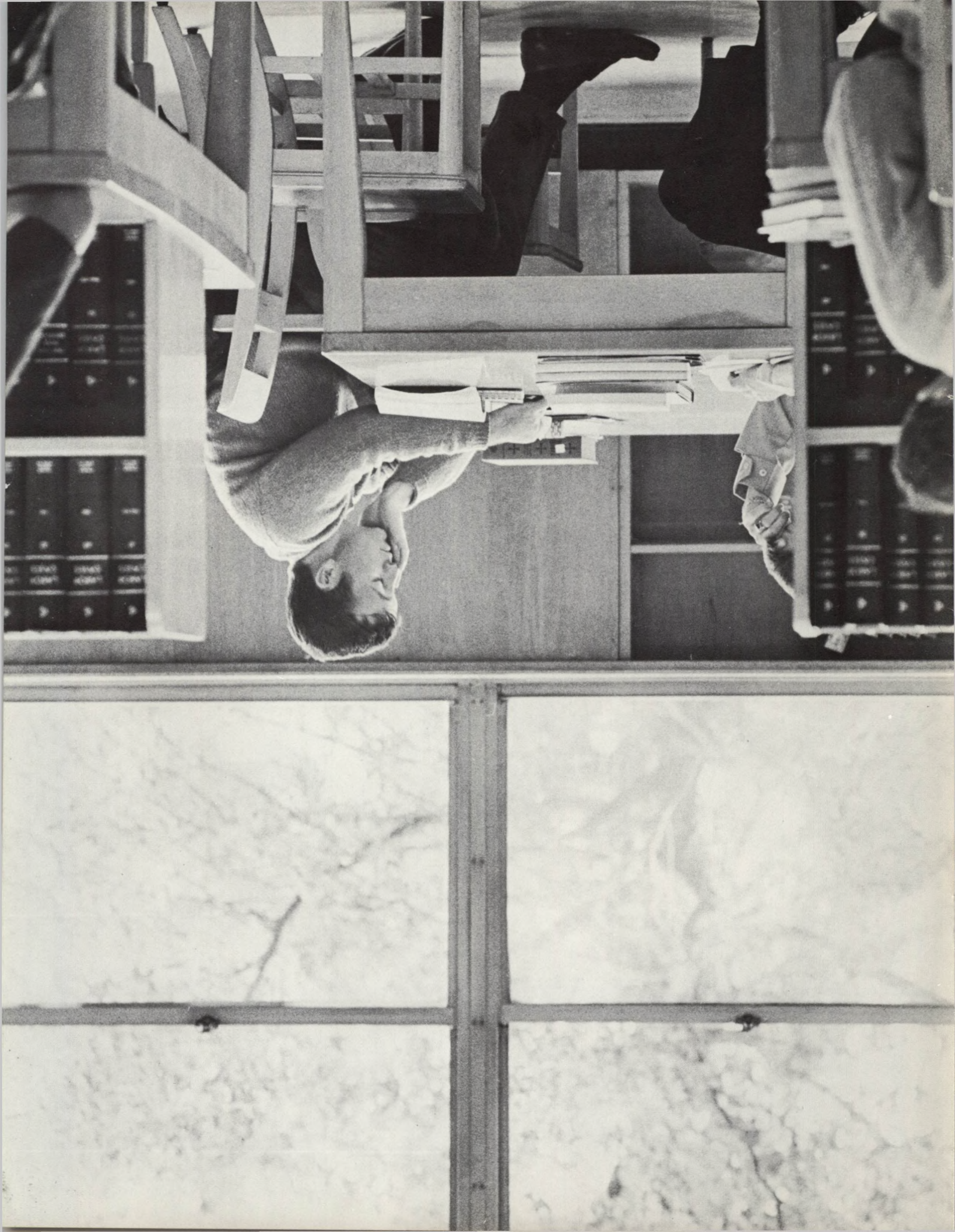
Medicine, has some 30 projects in clinical psychiatry and basic research supported by more than \$1 million in grants. Its research and operating costs are about \$5 million annually. A 1950 graduate of Jefferson Medical College, Dr. Lesse was a research assistant at Columbia University and Jefferson, then received a Five Year Award for his work at the Tulane University Department of Psychiatry, before joining the staff at UCLA in 1958. He is a consultant to the Los Angeles Veterans Administration Center, a member of the California Department of Mental Hygiene's research advisory committee, and is a diplomate of the American Board of Psychiatry and Neurology. He, his wife Barbara, and their son, Stephen, make their home in nearby Bel Air.

La Salle Vignettes —continued



Jim Kirschke/*hero's hero*

"Two legs are not too much to give in return for all that my country has given me," Marine Corps Captain **James J. Kirschke, '64**, wrote in an essay that recently won a George Washington Honor Medal given by the Freedoms Foundation of Valley Forge. Kirschke (shown here with former Secretary of State James F. Byrnes), who is now undergoing rehabilitation and training in the use of artificial legs at the Philadelphia Naval Hospital, lost both limbs in a land-mine explosion in Vietnam last year. His inspiring essay was judged among the 10 best among more than 30,000 entries. At La Salle, Kirschke was twice president and as many times vice president of his class, a member of student council for four years, was chief justice of the student court in his senior year, and a member of Lambda Iota Tau fraternity. He was commissioned on graduation day, attended officer's training school, and was sent to Vietnam in 1966. Kirschke was wounded January 9, 1967, and returned shortly thereafter with a host of medals, among them the Bronze Star. And his courage extends beyond the battlefield and the written word: Kirschke has recently begun graduate studies in English at Temple University, despite his adversity. "I thank God I can still enjoy my freedom along with all the other Americans who have labored so hard to bear our unique heritage, which is the continuing responsibility of all," he remarks.



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