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A Silver Anniversary
La Salle has pioneered...
rsary for the Night School

ovy of the innovations that have added new
densions of respectability to evening education.
Anniversaries! Often they are tedious, unimaginative rituals celebrated simply to satisfy the tradition that calls for reminiscing over the past year, or decade, or century.

La Salle's Evening Division is celebrating an anniversary this year — its 25th — which should certainly be anything but tedious or unimaginative. Because, for the past quarter-century, La Salle has pioneered many of the innovations that have added new dimensions of respectability to evening education.

"We are in the best evening division anywhere in the United States," says Ray Regan, president of the Student Congress. "It's first class in every respect."

Although Regan's enthusiasm is, perhaps, not shared by all students, they certainly have much of which to be proud. Consider, for example, that:
—La Salle was the first college in Pennsylvania and only the third college in the U.S. to confer the baccalaureate degree for all work taken in evening hours.
—It was the first evening college to be approved by the Pennsylvania Department of Public Instruction.
—It was the first degree-granting evening school to be accredited by the Middle States Accrediting Association.

"I can still remember our first applicant for the fall term of 1946," says Dr. Joseph J. Sprissler, the college's vice president for business affairs and the founder and first dean of the evening division. "The tuition income from our 36 students in 1946-47 ($16,110 as nine per credit-hour) was hardly enough to pay our electric bill. Last year, our tuition income (from 3000 students) was $1,672,000 at $38 per credit hour."

There were only six class sections during the first year and all of them were housed on the Olney avenue side of College Hall which was—are you ready nostalgia fans?—the only college building on campus at that time. Half of the six original faculty members were still teaching. They are full-timers Dr. Joseph F. Flubacher, professor of economics, and Ugo Domini, professor of history, and E. Francis Hanlon, a recently-retired Philadelphia newspaperman who teaches public speaking. Albert J. Crawford, Esq., '38, Nicholas R. Pensiero, '40, director of public affairs of RCA Defense Electronic Products, and C. Francis Sullivan, '39, current president of the Philadelphia chapter of the American Federation of Teachers—were the other pioneers.

"We were simply meeting the challenge of that time," says Brother Gregory Paul, F.S.C., who was president of the college when the evening division was founded and later became its dean. "Our primary incentive came from the overflow of (World War II) veterans, especially those who were not in the clear financially to attend day school."

Since then, the dramatic expansion of the evening division—both physically and academically—has exceeded the hopes of its most optimistic supporters. "The late Brother George Lewis once told me," says Sprissler, "'Joe, if your evening enrollment ever reaches 500 you should receive a medal.' It took only six years for enrollment to reach 1,000.

If there is one characteristic that distinguishes the Evening Division, though, it's a unique academic excellence. Over 94% of the undergraduates are enrolled in degree programs. The college, in fact, discourages students who are interested solely in a course or two. Entrance examinations are required of all applicants and students are placed according to the results of the English test.

"I've been concerned primarily about doing two things," says Dr. Thomas N. Coffee, who has been dean of the Evening Division since 1970, "to develop new programs..."
The college opens all facilities and services including the ultra-modern classroom facilities of Olney Hall (above) to evening students. It's faculty includes 68 full-time teachers and 140 part-time instructors such as Francis X. Donohoe, '55, (below) a former president of the college's alumni association.
that are needed to save some of today's problems and to maintain academic standards. I think that we are making progress in these areas. We try to keep current enough to realize that certain needs are developing."

Such innovations as the entrance exam requirement, the acceptance of the first coeds (1967) and a bachelor of arts curriculum surfaced during the term of Brother Emery Mollenhauer, F.S.C., Ph.D., who served as dean of the Evening Division from 1961 until 1969. Today he is the college's vice president for academic affairs. Brother Emery was instrumental in making part of the college's popular Concert & Lecture Series available at night with appearances by such speakers as Julian Bond and Rod MacLeish. Library hours and the Counseling Center services were expanded.

This practice of offering all facilities and services of the college to night students has paid handsome academic dividends.

David Blair, a Philadelphia policeman who graduated in 1970, gave La Salle the distinction of being the first Evening Division to produce a Danforth Foundation fellow. Vincent Kling, '68, had been the nation's second Woodrow Wilson Fellow produced by an Evening Division. Although such academic achievement is extremely unusual—especially among evening division students, there are many La Salle undergraduates who are convinced that they are receiving a better education than their daytime counterparts.

"Maybe it's because our faculty is more flexible," says Nancy Durkin, editor of the Evening Collegian.

"Most colleges have class sizes of fifty, sixty, or seventy students," adds Wilfred R. Bond, president of Cross Keys fraternity. "Our classes here have twenty or twenty-five students which allows the students to get more attention from his professor and spend more time getting to the meat of the subject."

"I feel that night students have the advantage over the day students," says Mrs. Ronnie Vogtlin, an evening division freshman, "because the instructors in the evening are working professionally in the world and they are right on top of everything."

"Evening Division students are more appreciative than their day counterparts," says Brother Emery. "They tend to be more practically oriented, and a significant number of evening students associate themselves with more personal pride."

A brief walk on campus on a weekday night demonstrates this "personal pride" held by many evening students who work all day but still find time to attend classes and participate in various extra-curricular activities.

Gerald T. Dees, '65, director of student activities, estimates that there are approximately 450 students who regularly participate in the dozen evening division organizations after class hours. This is an incredibly high percentage of participation anywhere—day or evening.

And, of course, there are some students who never leave.

"About once a year," recalls Brother Emery, "the evening telephone receptionist would refer to me a call, usually from a woman, that would entail leaving a message for a student supposedly in class that evening. While such calls were usually honored in terms of follow-through, these particular and occasional calls concerned students who actually had been graduated. It would seem that they wanted to take advantage of the possibility of two evenings away from home by not informing their wives that they had received their degree from the college."
Evening students are strongly encouraged to pursue a degree program. Since graduating its first student in 1951, the college has granted 3,091 bachelor's degrees to night students. A record 289 seniors graduated last year.
How does a college chaplain see today’s student?

A VIEW FROM THE LOWER LEVEL

by Rev. Raymond F. Halligan, O.P.

When La Salle opened its doors in September for its 109th scholastic year, students descended on the campus bringing with them old and new sets of questions. From past experience, I knew that I would be asked to respond to their powerful feelings of doubt, depression, and loneliness, and to act as a guide in their struggle to discover themselves and often the very meaning of life itself. A chaplain discovers early that he must be honest, authentic, open. However, probably the most important characteristic is that he must have unlimited availability.

Today’s students have difficulty not only in believing things not seen—the simple definition given in former generations for what faith is—but believing in things they can see. Answers which were accepted at face value in one period of their youthful existence no longer satisfy. Seemingly well built structures appear to be crumbling. Certainty is a most suspected attitude: the question mark is the respected symbol. There is, of course, nothing wrong with asking questions. Rather, it is a sign of health to witness students grappling with questions, seeking answers about the core values which give meaning to life. There is a fear that students who are not wrestling with such questions may indeed be in “troubled waters.” With his education today, the collegian risks becoming an unhappy genius—a man who knows everything except why he exists.

On the other hand, asking questions can be a fearful thing, since all too often the answer that one may be given is suspected or feared. “Do I have anything to hope for in my future?” “Is love a real human possibility; can it be attained?” “Is there anybody who really cares for anybody except himself?” This is the case when the thoughtful question is: “Is life itself worth living?”

Some would say that students should not worry over such things. Go to school and learn, they maintain. But aren’t these questions the very essence of the learning process? To say that “they should be seen and not heard”, is to rob them of the use of the intellect which is being trained to search for the truth. Would it not be wrong for them to “hide their light under a bushel basket”?

Surely, we must realize that some of the solutions which seemingly work in one generation may not be the solution today. Some of the problems students encounter have been presented to them by our generation. Only those struck with naivety think that students will find solutions to all questions and problems. Then there are those whose philosophy is to play the ostrich role. For them to find a solution is too difficult, so “stop the world I want to get off”. Regretfully, these people often drop out of society.

*The “Lower Level” refers to the Chaplain’s Office located adjacent to the chapel in College Hall in the lobby of what used to be the college auditorium.
Students no longer turn out for religious services in such large numbers as this Opening Mass held in the Wister Hall Gymnasium in the 1950's. "... Some students participate in the celebration of the Mass three or four times during the week, but will not worship on Sunday," says the author.
Too many of my generation feel that students will throw the baby out with the bathwater. Surely at the collegiate level students should be mature enough to recognize the good which has been presented to them. Possibly they might want to perfect that good in some way, but it would be rash to think that the baby will go. They might indeed get rid of some of the water; however, I am not sure they can get rid of all of it. Perhaps they may create some more for future generations. Maybe we are frightened by this because we are not able to admit that we drew some of the water for them.

More than a few students have deep and often painful questions related to the meaning of life. They want to express these questions which have brought about a certain anxiety in their lives. They are looking for some adult to listen when, today, they often feel that adults aren't listening. One difference that becomes evident is the difference between these young men and women and my own generation. We suffered, I suppose, from what I would term the taboo for asking questions. Since there were few, if any questions, then there was hardly a need for listeners. We may have unconsciously carried this taboo about this generation. "We had to find out for ourselves, so let them." "No one listened to us, so why should we find time to listen to them?" "They will learn." But will they, really?

The "New Generation" does not suffer from our taboo. Questions such as the rightness and wrongness of the American Way, morality of war, abortion, insecticides, air pollution; such heretofore sacrosanct topics as the divinity of Christ, the Trinity, infallibility of the Church, priestly celibacy all are topics openly discussed today. As a young priest I felt threatened by such questions. People today are identical in similar concerns. To listen to the young express opposing views will be tantamount to being unpatriotic or even heretical. This is nonsense. Would to God the world was populated with listeners among the older generations. Once a good listener, then an advisor.

Many shy away from listening to the question, doubts and anxieties of today's students because they have never grasped the truth and so fear the question. "I believe but I don't know why" is unacceptable to the present generation. They have to know not only what to believe but why they should believe it. Youth has taught us that we should know why we accept things. Those in the educational field have learned from students all too well that we have had to rethink so much of what we were taught.

Anxiety, then, is a real problem for the student today. Obviously, this leads to serious forms of depression. Three reasons come to mind. First, there is a lack of meaningful commitments. They experience evil, and conclude that this world has to be changed, but how? They see the threats of war, the inconveniences of one's own life in the fact of Holocausts or futility, the irrelevancy of certain educational structures, and the collapse of some metaphysical certainties. They search for models of commitment. More often than not, they find none. Who is doing anything? If they look to my generation, in general, they observe a lack of any real involvement. "Don't rock the boat." "Better to ride out the storm than fight it" is the inherent philosophy. Anxieties, then, begin to be inverted; moreover a feeling of deep-seated guilt often arises. "Why do I live?" turns into a castigating self-doubt "Is Life really worth living?"

Another factor is their classroom experience. Often it is good for students to be exposed to various schools of thought thereby guarding against being too narrow-minded. Similarly over-exposure can be just as dangerous as under-exposure. Many students can handle only so much adequately. If they are exposed to too much, often they get confused and doubt occur. Lacking experience, they cannot always obtain needed confidence. Once confused, they become frightened. This can create anxiety. Students are very sensitive. Unlike professional educators, most students lack self-discipline to proceed patiently in working toward solutions. Instant knowledge, instant answers is often their elation call.

Also, students create many of their own anxieties. This stems from inconsistencies in their own lives. Students tend to operate in a selective manner. Large issues are emphasized rather than those which would have an effect in personal, concrete way. Issues like the draft, going to war, affect them not only in the abstract but also on the concrete personal level. But with other specific issues, global concern co-exists with local indifference. For example, cleaner environment is called for, but students often fail on items like campus litter. Racism is decried, while the ethnic characteristics of individual peoples is ridiculed. Law is shunned as authoritarian, yet when there is an attempt to discipline, the same law is invoked as a retort. Freedom from censorship is demanded, while news policy is scandalously biased. Apparent contradictions are certain causes for anxiety.

In the face of these anxieties, typically, the chaplain is expected to give some hope and counsel. However, not even one will find an answer. There may not be a ready-made answer. The first demand of any question is not an answer, but rather it is the acceptance of the question. If, for example, the student has doubts about faith, it is likely that he has difficulty in plumbing the mystery of that faith. A probe about God indicates that He is a 'mystery'. When belief in unbelief, doubt and faith, hope and despair exist side by side there can be growth as one gropes toward the truth.

Similarly, not every anxious student who comes to the chaplain seeks encouragement or correction. Some need instruction, others seek understanding, while a few may want a smile. There are those who need a strong hand or support, while others are best left alone.

Many of today's students suffer from intense feelings of loneliness. Partly due to the highly demanding and competitive atmosphere generated by the colleges themselves, the students are extremely self-conscious, and sometimes conscious to the reactions of their teachers and peers. They are alert at detecting the achievement of good grades, letters of recommendation, grad schools and jobs. In far too many cases, this overemphasis causes difficulty while they are college as well as being detrimental to their future.

These tensions have resulted in the student losing his ability to be with himself and experience self-contentment. In this highly stress-filled atmosphere, intimacy for him becomes nearly impossible. During this searching time of his...
there is a heightened desire for warmth, tenderness, relaxation. Not achieving this, the effect on the students can be that his roommate remaining more of a stranger than a friend; his classmates becoming his rivals; his teachers looked upon as authorities rather than guides. The college has an obligation to create a community situation in which the student can experience some sense of belonging—an attribute of our College.

If I had to select one dominant impression experienced since my arrival at La Salle in 1961, it would have to be the sense of family atmosphere. Granted La Salle was considerably smaller then, but it still has not lost this esprit de corps. It is my firm hope that as the community eyes the future, providing more of the forum for free speech and responsibility—in the good sense of these terms—it does not forget its greatest strength, i.e., providing a forum for intimacy and togetherness.

Parents should provide this sense of togetherness in their own families. Some parents fear that they must keep the child ‘under their wing’ giving them little say in the working out of the family concerns. A parent must grow up with his child.

One thing that I have learned over the years in dealing and listening to students is the apparent contradictory statements which parents make. Parents sent their child to college in the hope that they will master the art of logic. Parents often call children that they have made tremendous sacrifices in order to provide a good education. Moreover, they do not allow them any real vehicle for communicating within the family circle. This situation borders on the sinful. Students simply want parents to communicate more, create a sense of togetherness in the family, and provide them with the opportunity of a sympathetic ear.

Finally, a word about the religious attitudes of our students today. Most parents are anxious that their offspring undergo one of the regimented religion and tough discipline that helped them mature. They may have an uneasy fear that they may have failed to pass on their deepest beliefs to their children. All too often they look to the college to succeed where they may not have. The college provides an opportunity for religious fulfillment. But neither the college nor the Chaplains in modify in four years or less what the home has brought out in early childhood and adolescence.

I would be at a loss to give parents any one reason for the withdrawal from the sacraments today. However, these factors could be considered: first, the general upheaval due to changes in the Church today; secondly, the exodus from a Priesthood, Brotherhood and Sisterhood; has helped to bring about in the young a sense of scandal; third, the constant attacks on the Church from within and outside the humility of believers; fourth, once they are outside the bit of parental control and they are no longer forced to through deadening Masses in their parish churches which any secretly resented, they feel new freedom in church attendance. Once free from the Mass, then the other sacraments suffer. On the other hand, some students participate the celebration of the Mass three or four times during the week, but will not worship on Sunday. They do this, because all too many attend on Sundays simply out of obligation and fear of consequences.

Unfortunately, meditation is lacking in the lives of many students. Many have never been exposed to such a form of prayer. They have been reared in a milieu of the hustle-bustle where all too often taking time out to think and prayerfully meditate is not part of the family routine. Then, too, meditative prayer can be a threatening experience. It is akin to giving up control over one’s actions and thoughts, and allowing something creative to happen not by us but to us. It can be exhausting to master ourselves, to find and, hopefully, to grasp the ultimate meaning of our existence, to struggle with one’s own identity.

If the Spirit of God is to work, He needs a place free from the cluttering of anxieties, fears, depressions and loneliness, which tend to crowd Him out. It is in mediative thought that He has the freedom to move in on us and move us. No one—student, teacher, parent, chaplain—will ever find God unless we find Him in ourselves first. Once found, we can begin to understand who are and what we are. Communication is impossible, and to live in community (UNION WITH OTHERS) is pointless, if we are turned in to ourselves. As long as this happens then there will be the anxious moments, the fears, depressions, and the horror of loneliness.

Our students are basically good people. True, they have their problems. We all did. Some of us still do. But I am impressed with their desire to solve them. Therefore, I hope that I am never guilty of selling this generation short. Listen to their ideas. Recognize their uncanny, Attempt to understand their methods. Viewing this generation of students from “THE LOWER LEVEL,” there is a new day a coming. And these students are helping to bring it about.

Rev. Raymond F. Halligan, O.P., has been a member of La Salle’s theology faculty since 1961 and its chaplain for the past three years. He is also part of another campus anniversary celebration—the 20th year of service to the college by the Dominican Fathers.
Student Government has lost much credibility.
"In Loco Parentis" is a legal question mark.

Are Colleges Sharing More POWER with Students?

by Thomas N. McCarthy, Ph.D.

Basic changes in relationships between students and colleges are underway on campuses all across the country, and La Salle is no exception. In the wake of the Berkeley, Columbia, and Cornell disasters, with their student claims that America's institutions of higher education exercise tyrannical rule over students' lives, we have been witnessing an intensive examination of student-institutional relationships. That examination continues but already a consensus has begun to emerge which I think correctly concludes that the power of institutional authority, even when exercised benignly, has been far greater than is necessary to achieve educational goals.

Students are now getting a transformation of power to correct asymmetrical relationships in which so much authority over things which pervasively affect their lives has been vested in faculty and administration and so little reserved to themselves. The faculty, for its own part, labors for a similar transformation in its relationships to administration.

While building burning has captured headlines in this transformation, the great majority of students have gone about the business of changing authority relationships by argument and confrontation tactics. One observer of the campus scene recently wrote that "the crisis of authority consists less in the rise of acts of disobedience than in the decline of the spirit of subordination." This seems to be the general situation.

There have been few pitched battles associated with the transformation at La Salle. The sit-in over compulsory R.O.T.C. in the Spring of 1969 is one outstanding exception. Although the rhetoric of that was often hot and at times irrational, there was never any disruption or violence. The issue, at least in retrospect, was clear: students would no longer tolerate the College exercising power over their personal lives to the extent of requiring military training.

In winning their case through argument, confrontation, and peaceful resistance, students acted in the way that most institutional reform is being accomplished elsewhere. As a result they won strong support from faculty and administration for further changes in authority relationships. Those changes have given them a greater role in all policy formation and greater autonomy in regulating their lives outside of class.

Last fall a small group of resident students, demanding instantaneous 24-hour visiting rights between men and women in dormitories, tried to ignore newly established procedures for changing policies and in doing so threatened briefly to disrupt the gradual evolution of shared authority that is occurring on campus. Fortunately wiser heads among student leaders prevailed, and the new governing procedures were used.

While in the end there will be a liberalization of visitation hours, there were two additional outcomes which over the long run I think, will prove to be of greater importance. The first was acceptance of the principle that students, faculty, and administration all have a legitimate stake in the conduct of college affairs, and that one segment of the College, in this case resident students, cannot be isolated from total College welfare; and second, the demonstration that current College governance procedures, imperfect as they are, are responsive to student complaints.

Among other things, these procedures rely to a greater extent than previously on the much maligned but ubiquitous committee—now almost always with voting seats for students alongside faculty and administration. In the matter of visitation hours committees demonstrated their increasing importance on campus by serving as the focal point for thrashing out old issues, raising new ones, researching questions, preparing working papers, and distilling a set of recommendations for College Council, the final arbiter in advising the President on a course of action.

While the process of examining and shifting institutional relationships with students has had its share of adversities at La Salle, in the main it is going on with a sense of basic correctness that it is a necessary and worthwhile undertaking. The dynamics of these relationships are in such a state of flux everywhere that it is extraordinarily difficult to describe with much confidence what they are on any given campus, let along in any universal sense, or where they are heading. There is, however, a growing body of opinion about what the relationship ought not to be, at least in regard to in loco parentis. Even institutions that would prefer to continue acting in the role of parent can no longer do so with legal impunity, not to mention impunity from an aroused student body hell-bent on severing the silver cord.

What had been a long and gradual demise of in loco parentis was greatly accelerated by a series of court decisions during the 1960's. While courts traditionally had upheld the in loco parentis doctrine in support of a college's right to discipline and dismiss students, recent decisions have attacked the doctrine on the ground that it violates the 14th Amendment's due process and equal protection clauses. The net effect of these decisions has been to undermine college authority for setting and enforcing rules in a broad range of student life matters that once were thought to be within its proper domain when acting in the place of parents. For a while these decisions were interpreted to apply only to state supported schools, thus leaving private colleges free to go on regulating student conduct as they saw fit; however, courts have since extended these interpretations to privately controlled schools as well.

People with strong interests in colleges like La Salle have deeply mixed feelings about any retrenchment in a college's regulatory role over student conduct, and in many cases the posture taken by sizable numbers of parents, students, professors, and administrators run counter to legal opinion and recommendation of professional commissions.

A recent survey of 4000 parents of incoming students at Michigan indicated that a large proportion of parents wanted the university to enforce rules, especially about sex and liquor that they themselves were not enforcing at home, thus putting the university in the impossible position of standing in loco
parents where parents themselves had long since abdicated their own regulatory responsibilities.

Three years ago a survey at Boston College offering students four relationship choices between themselves and their college: scholar-apprentice, in loco parentis, contractual and citizen-community—resulted in a split between in loco parentis and citizen-community as the ideal.

Faculty, too, are far from sanguine about relinquishing regulatory authority and about being urged instead to relate to the students as colleagues in the educational enterprise. It is not uncommon for faculty to view students as people presenting themselves to gain knowledge from those who have it, like patients going to a doctor—an analogy that raises hackles on the backs of students' necks because of its implications of student inferiority.

Some professors, on the other hand, are willing to make limited concessions to the demise of in loco parentis in things like student discipline, living arrangements, student publications, and social affairs while insisting that students lack sufficient experience and knowledge to have a voice in course content, curriculum, and admission requirements.

Juxtaposed against this view are the recommendations of the prestigious 1968 Hazen Report on the Student in Higher Education which urged student representation in educational policy making, rule making and enforcement to involve students with administration and faculty as partners in the whole academic enterprise.

The varying views represented in these three samples are present as well at La Salle. The demand for greater student autonomy in setting visiting hour regulations in the residence halls, for example, met with a full range of faculty and admin-

istration reactions, from adamant opposition to adamant support. The eventual decision to relax parietal regulations last Spring and to simultaneously establish a system for more extensive student participation in making and enforcing both policies and rules in the residence halls continues to rankle some while pleasing others.

Yet for better or worse, La Salle is well down the road toward a citizen-community type of relationship with students. Provision is now made for voting student representation at the highest governance level, short of the Board of Trustees, i.e. on College Council, and on all major standing and ad hoc committees. Student representation extends as well to department boards. In the latter instance, the nature and extent of student participation on major questions such as curriculum, tenure, and advancement in rank still varies from department to department.

How far this transformation at La Salle will go, the problems attendant to it, and its long term effects are enormously difficult to assess. Undoubtedly the movement here is a part of the worldwide zeitgeist, as reflected in the court decisions referred to earlier, and of the general anti-institution, pro-individual milieu of contemporary society. A specific catalyst at La Salle was the set of guidelines developed in 1969-70 by a college-wide committee under the chairmanship of Brother Emery Mollenhauer, F.S.C. recommending how policies and major decisions governing college life should be made in the future. Those recommendations, which have now become part of college government, took an unequivocal stand in support of the principle that parties who would be most influenced by decisions must have a voice in making them.
The machinery for implementing these recommendations is still far from satisfactory, as far as student participation is concerned, however. While the Faculty Senate, as a constitutionally organized and conducted body, represents the faculty in policy and decision making matters, students at present are only beginning to develop such a body.

Student government at La Salle, as elsewhere, has virtually lost its credibility to students. About three years ago at the height of the anti-institution movement that was sweeping across campuses, La Salle's student leaders chose to ignore their own constitution by failing to convene officers to conduct business, and for a while ceased to have any formal claim to representing the student body. Ironically this act of political suicide left the student body without a viable form of self-government just at the time when their insistence on having a genuine voice in the councils that govern their lives had been granted. When their time had come to La Salle, the student body as a political entity turned out to be ill-prepared in any structural, governmental sense to assume an institutional leadership role. This is not to say that individual student leaders were without governing skills.

Last Spring, under strong pressure from the administrative staff, students reestablished a constitutional form of government that attends to non-curricular aspects of student life. Paralleling the new Student Government Association is an Academic Affairs Commission comprised of students from the boards of each of the academic departments. The two groups have no formal relationships to each other, and it is problematic as to this time whether either group has the clout that only strong and extensive student body support can provide.

Despite this situation, a surprising amount of progress has been made in broadening the base of authority to include the student body. In part this has been accomplished by a handful of students who have been willing to work with imperfect structures, and in part by an administration which did not demand that students set their own house in order before occupying places on College Council and on the various committees that assist in making policy, reviewing current programs, and recommending new directions. While to a large extent, it is still a benign administration philosophically committed to the course of shared power that continues to preserve the reality of student influence at La Salle, one hopes for a more solid footing than that—a foundation firmly anchored in a representative student government that has credibility to students, faculty, and administration alike.

In the meantime, as student government goes about the business of re-establishing itself, student influence is being felt, and with student-made appointments to critical committees, the base of authority broadened. In the Student Affairs area alone students during the past year and a half have been extended voting positions on all committees. Out of those committees have come a new faculty-student judiciary, new procedures governing the residence halls, a student publications board which exercises authority over the Collegian and Explorer, a college policy governing drug abuse, policy guidelines governing uses of Hayman Hall, approval of a new design for the college ring, a new program for international students, and a full review of the college's athletic program.

La Salle's experience in sharing power with students is, of course, still limited, but predictably it is already apparent that neither Nirvana nor Armageddon will be the end result. One finds that students, when they suspect they have bogus authority, are neither more nor less derisive than faculty and administrators in similar circumstances, and when their power is genuine are neither more nor less responsible in exercising it.

It is also evident that all the parties involved—students, faculty, and administration—are finding that sharing power makes enormous demands on one's time. I am confident that no matter what the political and philosophical climate on campus the limits of available time for governance matters will have a strong restraining influence on further transformation of power and that we will continue to have an administration with substantial powers reserved to itself. That being the case, students can be expected to press for an increasingly decisive voice in the appointment of administrators, a press that is already well advanced on the part of the faculty.

Inevitably misgivings and questions will abound in something as open-ended, dynamic, and threatening as changes in power relationships. This is the situation at La Salle now. But the deepest concern of many on campus is not over sharing power with students. Most accept student claims in that direction as having been generally legitimate. What troubles many of us is that so much energy and time are being invested in political relationships between the College and students, hardly the main arena in which educators want or are best prepared to engage them, that there is real danger to our teaching and learning relationships.

I think it is the urgency of this concern, felt by so many of us, coupled with the accomplished fact of student influence on the management of College affairs, that will now swing the pendulum away from authority concerns and toward mutual interest in improving the quality of life at La Salle. But whatever else the future may hold, there is not likely to be a reversal in the inclusion of students in decision making. Their time is at hand, and the College will continue to do all it can to help them use the opportunity well.

Dr. Thomas N. McCarthy has been La Salle's vice president for student affairs since 1970. A former director of the college's Counseling Center and a member of the La Salle staff since 1952, he holds bachelor's and master's degrees from the Catholic University and a doctorate from the University of Ottawa.
LA SALLE COLLEGE
FINANCIAL REPORT
1970-71

To the President and Trustees of La Salle College:

We are pleased to submit the annual Financial Report of La Salle College for the Fiscal Year ended June 30, 1971. The report contains the Accountants’ Opinion of Robert A. O’Connell & Company, Certified Public Accountants, on the financial statements of the College. It also statistically and graphically illustrates some of the important areas of increasing costs, continuing development, and growth.

The accounts of the College are maintained and its reports are presented in accordance with the standards recommended by the American Council on Education. The accounts and financial statements clearly separate the assets and liabilities of each major fund grouping as reflected in the Comparative Statement of Financial Conditions—Form I.

CURRENT FUNDS—

Current Funds represent the operating accounts of the College, including not only those related to the educational and general activities, but also to those that record the operating results of the Auxiliary Enterprises—residence halls, food services, campus store, and College Union.

The total College current fund operations for the Fiscal Year ended June 30, 1971, resulted in an excess of revenues over expenditures, and appropriations to other funds, of $26,042.50 (see form 2). This amount of excess revenue compares with the projected amount of excess revenue of $22,260.00 (see page 3 of 1969-70 report) and the excess revenue of 1969-70, of $152,682.14.

CURRENT REVENUES—

Total current revenues increased 22% over 1969-70, from $8,895,141.15 in 1969-70 to $10,907,792.23 in 1970-71.

This increase in current revenues again reflects the continuing growth of La Salle College. It was due primarily to the largest increase in tuition in the history of the College, plus an increase in enrollment, and to a record breaking $1,170,758.94 in Gifts and Grants.

Following a bi-annual consideration of tuition increases, full-time tuition was increased from $1,350 and $1,450 to $1,600 and $1,700, and part-time tuition from $30 per credit hour to $38 per credit hour. This increase in tuition, plus an increase in enrollment, produced an additional $1,496,854.99 in tuition and fees over that of 1969-70 (see form 2).

Total current revenue for 1971-72 is projected at $10,837,000 as compared with $10,907,792.23 for 1970-71. This projection decrease of $70,792.23 is based on an increase in tuition and fees of $492,000, due to an increase in enrollment of about 300, offset by a decrease in Gifts and Grants (capital giving) resulting from a conservative projection excluding the 1970-71 HEW classroom building construction grant of $494,000 which will not be repeated in 1971-72.

CURRENT EXPENDITURES—

La Salle College, like most other colleges, has found itself confronted with ever mounting financial challenges. Costs continue to rise in all areas, academic and non-academic. Salary and wage increases and the acquisition of additional personnel make up a substantial portion of these increased costs.

Total salary and wage costs for 1970-71 were 18% over those of 1969-70, from $4,516,992.06 in 1969-70 to $5,317,148.50 in 1970-71. This increase was due to the adoption of a new Faculty Salary Scale averaging an increase of 11% to 14%, and an equivalent increase to administrators and staff. The remaining percent of increase was largely due to increase in personnel.

<table>
<thead>
<tr>
<th>SALARIES AND WAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970-71 .................. $5,317,148.50</td>
</tr>
<tr>
<td>1968-69 .................. 4,195,112.83</td>
</tr>
<tr>
<td>1966-67 .................. 3,396,644.57</td>
</tr>
<tr>
<td>1964-65 .................. 2,680,033.79</td>
</tr>
<tr>
<td>1962-63 .................. 2,076,585.46</td>
</tr>
</tbody>
</table>

Increased instructional costs, other than salaries and wages, skyrocketing insurance premiums, inflationary interest rates, continuously rising cost of hospital insurance climbing utility rates, and the accumulated maintenance needs of the physical plant have been major contributin factors to increased operating costs.

Total instruction costs, including salaries and wages, increased 16% over 1969-70, from $3,040,437.20 in 1969-70 to $3,535,737.77 in 1970-71. It is expected that these costs will increase an additional 7% in 1971-72.

The cost of Staff Benefits increased 31% over 1969-70 from $295,955.75 in 1969-70 to $386,658.49 in 1970-71. The principal cause of the increase was the introduction of the Christian Brothers to the TIAA-CREF Retirement and Life Insurance Programs, and another increase in hospital insurance.

Because of another increase in hospital insurance, a other increase in Social Security rates and maximum basis and because of our initiation into Unemployment Coi
pensation Insurance, it is expected that Staff Benefits will increase an additional 30% in 1971-72.

<table>
<thead>
<tr>
<th>STAFF BENEFITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970-71</td>
</tr>
<tr>
<td>1968-69</td>
</tr>
<tr>
<td>1966-67</td>
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<td>1964-65</td>
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<tr>
<td>1962-63</td>
</tr>
</tbody>
</table>

Regarding the maintenance of our physical plant, we are faced with the problem of obsolescence considering the fact that three of our principal buildings are forty years old and that several of our lesser buildings are considerably older. Moreover, we are just now completing facilities, Olney Hall and Hayman Hall, that equal the square footage of about one-half of the balance of the campus. We are certain that these additional 200,000 square feet and the operational complexities accompanying the buildings will require a substantial increase in the structural and personnel requirements of the Physical Plant Department.

The 1970-71 operation and maintenance cost increased 16% over that of 1969-70, from $570,810.59 in 1969-70 to $660,547.63 in 1970-71. It is expected that 1971-72 costs will increase 20% over 1970-71, made up of additional custodian, mechanics, and supervisory personnel, and about a $20,000 pump in the cost of heat, light, and water.

<table>
<thead>
<tr>
<th>OPERATION AND MAINTENANCE OF PLANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970-71</td>
</tr>
<tr>
<td>1968-69</td>
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<tr>
<td>1966-67</td>
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<tr>
<td>1964-65</td>
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<tr>
<td>1962-63</td>
</tr>
</tbody>
</table>

SECURITY—

Security costs in 1970-71 increased 42% over 1969-70, from $117,225.66 in 1969-70 to $166,256.93 in 1970-71. The principal cause of this increase was the introduction of co-education and the need for establishing three additional 24 hour posts in the areas of the residence halls.
STUDENT AID OUT OF CURRENT FUNDS—

The increase in Student Aid, out of current funds, has generally followed the percentage of increase in tuition. Both student aid out of current funds and tuition increased 19% over 1969-70, from $543,368.49 in 1969-70 to $649,262.98 in 1970-71. The 1971-72 projection shows an additional increase of 11% caused by greater participation rather than by a tuition adjustment.

APPROPRIATIONS—

Financially, the excess of current revenues over current expenditures is the life blood of our structure. The appropriation of these funds to the needs of other funds builds our buildings, buys our equipment, pays the principal on our long-term indebtedness and increases our assurance of continued existence through increased endowment funds.

APPROPRIATIONS

<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>$2,239,221.11</td>
<td>1,077,443.03</td>
<td>657,684.26</td>
<td>699,429.87</td>
<td>573,379.80</td>
</tr>
</tbody>
</table>

Appropriations for 1970-71 were 86% higher than those for 1969-70, from $1,202,885.48 in 1969-70 to the 1970-71 amount of $2,239,221.11. For detailed application see Form 3.

The appropriations projections for 1971-72 indicate a sharp reduction of one million dollars to a total available of $1,216,185.

In considering Debt Service, all interest is recorded as Current Expenditure, not as an appropriation. The interest expense for the 1970-71 debt service was $249,761.55.

In summary—

Current Revenues

| 1970-71 | $10,907,792.95 |

SECURITY

<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>$166,256.93</td>
<td>86,601.34</td>
<td>61,199.29</td>
<td>48,353.84</td>
<td>26,616.60</td>
</tr>
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</table>

CURRENT EXPENDITURES

<table>
<thead>
<tr>
<th>1970-71</th>
<th>$8,668,571.12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1968-69</td>
<td>7,171,189.30</td>
</tr>
<tr>
<td>1966-67</td>
<td>5,738,507.19</td>
</tr>
<tr>
<td>1964-65</td>
<td>4,549,452.76</td>
</tr>
<tr>
<td>1962-63</td>
<td>3,694,183.16</td>
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STUDENT AID (Out of Current Funds)

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<tbody>
<tr>
<td></td>
<td>$649,262.09</td>
<td>569,106.49</td>
<td>411,759.58</td>
<td>319,257.48</td>
<td>251,524.88</td>
</tr>
</tbody>
</table>

It might be well to point out that the Food Service Department has recorded a gain of $10,152.58 as compared with the loss of $76,365.26 for 1969-70. This was accomplished through management economies rather than through an increase in menu prices. Also, we point out that the Campus Store has recorded another annual gain as compared with the $63,979.04 loss of 1968-69. The gain for 1970-71 is $6,135.71. According to national surveys these are excellent adjustments.

Unfortunately, in spite of a rather substantial increase in room rent ($100), low occupancy again did not produce sufficient residence halls revenue over expenditures to cover the total amount of principal due on the residence halls bonds. The shortage amounted to $32,655 out of a required $64,227.59. However, the projections for 1971-72 are most encouraging. There is an indication that occupancy will be close to capacity.
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Expenditures 1970-71</td>
<td>8,668,571.12</td>
</tr>
<tr>
<td>Excess of Current Revenue over Current Expenditures</td>
<td>2,239,221.11</td>
</tr>
<tr>
<td>Appropriated to Endowments, Plant Funds, Debt Service, and Agency funds</td>
<td>2,213,178.51</td>
</tr>
<tr>
<td>Amount remaining in Current Funds</td>
<td>$ 26,042.60</td>
</tr>
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</table>

October 12, 1971

Vice President for Business Affairs
# Summary of Changes in Fund Balances

## For the Year Ended June 30, 1971

**Form 3**

<table>
<thead>
<tr>
<th>Unallocated Current Funds</th>
<th>Student Loan Funds</th>
<th>Endowment Restricted Funds</th>
</tr>
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<tbody>
<tr>
<td>$</td>
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### Fund Balances—June 30, 1970

Additions (Deductions):

- **Current Fund Revenues**: 10,907,792.23
- **Current Fund Expenditures**: (8,668,571.12)
- **Adjustments for Transactions of Prior Fiscal Year**: 16,495.95
- **Advanced by U.S. Government**: •
- **Advanced by La Salle College**: •
- **Interest on Student Loans Collected**: •
- **Student Loan Principal and Interest Cancelled Due to Teaching, Death, and Bankruptcy**: •
- **Student Loan Collection and Administrative Costs**: •
- **Gifts and Earnings (not including HEW and Capital Gifts)**: (213,611.60)
- **Endowment Principal Transferred to Current Funds**: 124,410.27
- **Intra-Fund Adjustments**: •
- **Debt Service Funds Deposited with Trustee**: (134,248.08)
- **Principal on Residence Halls and College Union Bonds**: •
- **Principal on Mortgage Obligations**: (169,297.13)
- **Principal on Short-Term Bank Loans**: (400,000.00)
- **Educational and General Equipment**: (190,083.50)
- **General Plant Equipment**: (90,111.31)
- **Buildings and Major Improvements**: (1,068,392.22)
- **Improvements Other than Buildings**: (33,313.67)
- **Supplemental Retirement Funds Deposited with Trustees**: (54,527.22)

### Fund Balances—June 30, 1971

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<thead>
<tr>
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<tbody>
<tr>
<td>335,130.62</td>
<td>3,159,406.02</td>
<td>285,146.85</td>
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<tr>
<td>dowments</td>
<td>Retirement of Indebtedness Funds</td>
<td>Net Investment in Plant</td>
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<td>707,012.33</td>
<td>684,402.42</td>
<td>12,631,217.36</td>
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<tr>
<td>16,868.01</td>
<td>(531.93)</td>
<td>(25,153.96)</td>
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<td>42,073.68</td>
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<tr>
<td>4,785.90</td>
<td>726,118.57</td>
<td>14,649,761.23</td>
</tr>
</tbody>
</table>

FINANCIAL REPORT 1971

E, Fall 1971

19
### ASSETS

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>CURRENT FUNDS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and Short-Term Investments</td>
<td>460,167.63</td>
<td>596,506.16</td>
<td>198,959.34</td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>501,600.83</td>
<td>256,065.57</td>
<td>179,115.29</td>
</tr>
<tr>
<td>Inventories</td>
<td>165,554.40</td>
<td>177,096.37</td>
<td>108,225.80</td>
</tr>
<tr>
<td>Deferred Charges</td>
<td>67,663.36</td>
<td>137,084.87</td>
<td>44,845.25</td>
</tr>
<tr>
<td>Due from Student Loan Funds</td>
<td>317,343.80</td>
<td>279,481.56</td>
<td>22,312.88</td>
</tr>
<tr>
<td>Due from Other Funds</td>
<td>24,248.81</td>
<td>34,094.01</td>
<td>18,516.51</td>
</tr>
<tr>
<td><strong>Total Current Funds</strong></td>
<td>1,536,578.83</td>
<td>1,480,328.54</td>
<td>571,975.05</td>
</tr>
<tr>
<td><strong>STUDENT LOAN FUNDS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>121,552.67</td>
<td>125,422.03</td>
<td>72,179.87</td>
</tr>
<tr>
<td>Notes Receivable</td>
<td>3,037,853.35</td>
<td>2,648,325.03</td>
<td>226,640.00</td>
</tr>
<tr>
<td><strong>Total Student Loan Funds</strong></td>
<td>3,159,406.02</td>
<td>2,773,747.06</td>
<td>298,819.87</td>
</tr>
<tr>
<td><strong>FUNDS FUNCTIONING AS ENDOWMENTS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bonds, Stock, Mortgages, Trusts, Objects of Art, and Other Investments</td>
<td>3,199,931.55</td>
<td>3,111,180.22</td>
<td>1,434,700.22</td>
</tr>
<tr>
<td><strong>Total Funds Functioning as Endowments</strong></td>
<td>3,199,931.55</td>
<td>3,111,180.22</td>
<td>1,434,700.22</td>
</tr>
<tr>
<td><strong>PLANT FUNDS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retirement of indebtedness Funds on Deposit with Trustees</td>
<td>726,118.57</td>
<td>684,402.42</td>
<td>182,729.07</td>
</tr>
<tr>
<td>Due from Current Funds</td>
<td>197,649.85</td>
<td>100,000.00</td>
<td>107,925.96</td>
</tr>
<tr>
<td>Investment—Long-Term Receivable</td>
<td>15,589,359.01</td>
<td>15,439,968.86</td>
<td>9,222,300.57</td>
</tr>
<tr>
<td>Buildings and Grounds</td>
<td>5,999,581.97</td>
<td>2,434,365.89</td>
<td>2,450,907.58</td>
</tr>
<tr>
<td>Buildings Under Construction</td>
<td>653,157.04</td>
<td>617,736.37</td>
<td>142,955.23</td>
</tr>
<tr>
<td>Improvements Other than Buildings</td>
<td>3,392,868.68</td>
<td>3,140,648.84</td>
<td>1,340,677.37</td>
</tr>
<tr>
<td>Apparatus, Furniture, and Libraries</td>
<td>26,558,735.12</td>
<td>22,625,116.34</td>
<td>13,339,569.84</td>
</tr>
<tr>
<td><strong>Total Plant Funds</strong></td>
<td>3,199,931.55</td>
<td>3,111,180.22</td>
<td>1,434,700.22</td>
</tr>
<tr>
<td><strong>AGENCY FUNDS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and Investments</td>
<td>137,469.09</td>
<td>82,152.65</td>
<td>12,506.15</td>
</tr>
<tr>
<td>Due from Employees and Others</td>
<td>12,486.31</td>
<td>21,531.51</td>
<td>7,071.53</td>
</tr>
<tr>
<td>Due from Current Funds</td>
<td>134,673.67</td>
<td>139,134.97</td>
<td>56,774.83</td>
</tr>
<tr>
<td><strong>Total Agency Funds</strong></td>
<td>284,629.07</td>
<td>242,819.13</td>
<td>76,352.44</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td>34,739,280.59</td>
<td>30,233,191.29</td>
<td>15,721,417.46</td>
</tr>
</tbody>
</table>
## LIABILITIES

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts Payable</td>
<td>114,096.12</td>
<td>128,531.28</td>
<td>55,050.02</td>
</tr>
<tr>
<td>Salaries, Interest, and Other Accruals</td>
<td>328,336.78</td>
<td>311,910.36</td>
<td>97,596.18</td>
</tr>
<tr>
<td>Deferred Income</td>
<td>581,574.39</td>
<td>453,214.70</td>
<td>205,916.49</td>
</tr>
<tr>
<td>Due to Other Funds</td>
<td>135,046.91</td>
<td>238,275.47</td>
<td>56,834.84</td>
</tr>
<tr>
<td>Current Funds Allocated to Commitments</td>
<td>42,394.01</td>
<td>39,308.71</td>
<td>1,859.27</td>
</tr>
<tr>
<td>Current Fund Balance—Unallocated</td>
<td>335,130.62</td>
<td>309,088.02</td>
<td>154,718.25</td>
</tr>
<tr>
<td><strong>Total Current Funds</strong></td>
<td><strong>1,536,578.83</strong></td>
<td><strong>1,480,328.54</strong></td>
<td><strong>571,975.05</strong></td>
</tr>
</tbody>
</table>

## STUDENT LOAN FUNDS:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Capital Contribution—U.S. Government</td>
<td>2,814,826.47</td>
<td>2,475,312.15</td>
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<tr>
<td>Capital Contribution—La Salle College</td>
<td>344,579.55</td>
<td>298,434.91</td>
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<td><strong>Total Student Loan Funds</strong></td>
<td><strong>3,159,406.02</strong></td>
<td><strong>2,773,747.06</strong></td>
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## FUNDS FUNCTIONING AS ENDOWMENTS:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal of Funds—</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restricted</td>
<td>285,145.65</td>
<td>421,035.90</td>
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<tr>
<td>Unrestricted</td>
<td>2,914,785.90</td>
<td>2,690,144.32</td>
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<td><strong>Total Funds Functioning as Endowments</strong></td>
<td><strong>3,199,931.55</strong></td>
<td><strong>3,111,180.22</strong></td>
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## ANT FUNDS:

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<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Housing, Dining, College Union</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systems Bonds Payable</td>
<td>3,264,000.00</td>
<td>3,356,000.00</td>
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<tr>
<td>Mortgage Obligations</td>
<td>3,320,855.32</td>
<td>3,501,496.56</td>
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<tr>
<td>Short-Term Construction Loans</td>
<td>4,598,000.00</td>
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<tr>
<td>Other Short-Term Loans</td>
<td>500,000.00</td>
<td>—</td>
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<tr>
<td><strong>Total Bonds, Mortgages, and Short-Term Loans Payable</strong></td>
<td><strong>11,182,855.32</strong></td>
<td><strong>9,309,496.56</strong></td>
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<tr>
<td>Net Investment in Plant</td>
<td>15,375,879.80</td>
<td>13,315,619.78</td>
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<tr>
<td><strong>Total Plant Funds</strong></td>
<td><strong>26,558,735.12</strong></td>
<td><strong>22,625,116.34</strong></td>
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## ENCY FUNDS:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Supplemental Retirement Funds on Deposit with Trustee</td>
<td>116,750.00</td>
<td>62,222.78</td>
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<tr>
<td>Work-Study and E. O. C. Funds</td>
<td>3,613.25</td>
<td>9,603.41</td>
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<td>Other Agency Funds</td>
<td>164,265.82</td>
<td>170,992.94</td>
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<td><strong>Total Agency Funds</strong></td>
<td><strong>284,629.07</strong></td>
<td><strong>242,819.13</strong></td>
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<td><strong>GRAND TOTAL</strong></td>
<td><strong>34,739,280.59</strong></td>
<td><strong>30,233,191.29</strong></td>
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La Salle, Fall 1971
FORECAST FOR 1972 AND COMPARATIVE STATEMENT OF CURRENT FUND
REVENUE, EXPENDITURES, AND APPROPRIATIONS TO OTHER FUNDS

For the years ended June 30, 1971, 1970, and 1961

Form 2

<table>
<thead>
<tr>
<th>Current Revenue</th>
<th>Forecast Year Ending June 30, 1972</th>
<th>%</th>
<th>Statement Year Ended June 30, 1971</th>
</tr>
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<tbody>
<tr>
<td>Educational and General—</td>
<td>8,043,000.00</td>
<td>74.22</td>
<td>7,551,428.77</td>
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<td>Tuition and Fees</td>
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<td>05.68</td>
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<td>Gifts and Grants</td>
<td>104,000.00</td>
<td>02.96</td>
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<td>Activities Related to Instruction Departments</td>
<td>308,000.00</td>
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<td>306,638.58</td>
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<td>Income from Investments</td>
<td>60,000.00</td>
<td>00.55</td>
<td>58,175.29</td>
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<td>Athletics</td>
<td>95,000.00</td>
<td>00.88</td>
<td>136,449.88</td>
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<td>General Administrative Revenues</td>
<td>9,225,000.00</td>
<td>85.13</td>
<td>9,332,077.01</td>
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<td>Auxiliary Enterprises</td>
<td>1,612,000.00</td>
<td>14.87</td>
<td>1,575,715.22</td>
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<td>Total Current Revenue</td>
<td>10,837,000.00</td>
<td>100.00</td>
<td>10,907,792.23</td>
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</table>

<table>
<thead>
<tr>
<th>Current Expenditures</th>
<th>Forecast Year Ending June 30, 1972</th>
<th>%</th>
<th>Statement Year Ended June 30, 1971</th>
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<tbody>
<tr>
<td>Educational and General—</td>
<td>3,700,182.00</td>
<td>34.14</td>
<td>3,497,518.18</td>
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<td>Instruction</td>
<td>322,651.00</td>
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<td>296,819.98</td>
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<td>Libraries</td>
<td>85,580.00</td>
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<td>150,174.38</td>
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<td>Activities Related to Instruction Departments</td>
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<td>Student Services</td>
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<tr>
<td>Student Activities</td>
<td>266,673.00</td>
<td>02.46</td>
<td>209,603.18</td>
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<td>Athletics</td>
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<td>02.62</td>
<td>266,376.78</td>
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<tr>
<td>Alumni, Development, News Bureau, and Placement</td>
<td>972,649.00</td>
<td>08.98</td>
<td>555,235.34</td>
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<tr>
<td>General Institutional Expenses</td>
<td>505,347.00</td>
<td>04.66</td>
<td>386,658.49</td>
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<td>Staff Benefits</td>
<td>301,616.00</td>
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<td>General Administration</td>
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<td>07.17</td>
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<td>Operation and Maintenance of Physical Plant</td>
<td>7,555,674.00</td>
<td>69.72</td>
<td>6,671,352.47</td>
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<tr>
<td>Total Educational and General</td>
<td>7,29,141.00</td>
<td>06.73</td>
<td>649,262.98</td>
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<td>Student Aid</td>
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<td>14.30</td>
<td>1,538,039.17</td>
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<tr>
<td>Auxiliary Enterprises</td>
<td>9,834,815.00</td>
<td>90.75</td>
<td>8,858,654.62</td>
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<tr>
<td>Total Current Expenditures</td>
<td>10,837,000.00</td>
<td>100.00</td>
<td>10,907,792.23</td>
</tr>
<tr>
<td>Less: Capital Items Includes Above</td>
<td>(214,000.00)</td>
<td>(01.97)</td>
<td>(190,083.50)</td>
</tr>
<tr>
<td>Net Appropriations to Other Funds</td>
<td>9,620,815.00</td>
<td>88.87</td>
<td>8,668,571.12</td>
</tr>
<tr>
<td>Net Increase in Current Funds</td>
<td>1,195,000.00</td>
<td>11.03</td>
<td>2,213,178.51</td>
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<td>Total Current Expenditures</td>
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<td>00.19</td>
<td>26,042.60</td>
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<tr>
<td>Total Current Expenditures</td>
<td>10,837,000.00</td>
<td>100.00</td>
<td>10,907,792.23</td>
</tr>
</tbody>
</table>
INDEPENDENT AUDITOR'S REPORT

ROBERT A. O'CONNELL & CO.
CERTIFIED PUBLIC ACCOUNTANTS
1320 WESTERN SAVINGS FUND BUILDING
PHILADELPHIA, PA. 19107

October 6, 1971

Reverend Brother Daniel Burke, F.S.C., President
La Salle College in the City of Philadelphia
20th Street and Olney Avenue
Philadelphia, Pennsylvania 19141

We have made an examination of the balance sheet of La Salle College in the City of Philadelphia as of June 30, 1971 and the related statements of income and accumulated funds for the fiscal year then ended, and have reviewed the accounting procedures of the College and the system of internal control. Our examination was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered applicable in the circumstances.

In our opinion, the annexed balance sheet and the related statements of revenue and expenses and accumulated funds present fairly the financial position of La Salle College in the City of Philadelphia at June 30, 1971 and the results of its operations for the fiscal year in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

CERTIFIED PUBLIC ACCOUNTANTS

La Salle, Fall 1971
La Salle's sociology department has been taking a different approach to the explosive "Law and Order" issue by offering a bachelor of arts program in criminal justice in both its day and evening divisions.

The course is available to both "in service" (police, court, and correction officers, etc.) and "pre-service" men and women. Criminal Justice has been offered on numerous campuses since the Omnibus Crime Control and Safe Streets Act was passed in 1968 to provide federal funding for students interested in criminal justice careers.

Unlike other colleges, however, La Salle's program does not emphasize the "Dick Tracy" approach by offering courses on crime detection techniques and investigative methods.

"Our program is rather unique," explains Finn Hornum, an assistant professor of sociology who has been one of the prime movers behind the college's criminal justice operation.

"We do not attempt to teach such techniques as traffic patterns or riot control. Our objective is to provide a broad behavioral and social science preparation. The policeman of the future will be a social worker. He must be trained how to cope with the drunk...how to handle the domestic quarrels."

Officially known as the "Law Enforcement Education Program (LEEP)," it will lend up to $1,800 annually to students for up to four years of study. After graduation, if a recipient of a loan decided not to pursue a career in criminal justice he simply repays the loan with interest. If he does enter the field professionally, his loan is "forgiven" at the rate of 25% for each year of service.

Hornum estimates that over 100 "pre-service" day school students—have obtained A.B. degrees in sociology-criminal justice, and that approximately 50 evening division (most "in service") students are currently going through the program.

"Many of our majors have transferred from other institutions because they realize that there is a real need for our approach to the problem (of criminal justice)," says Hornum who has emerged as one of the area's foremost experts in the correctional field.

Has the program been successful so far?

"At this point," says Dr. Thomas M. Coffee, evening division dean, "it's success probably can be measured by (its) acceptance. There is a greater demand on the part of students for the program than the funds available. Some students have been turned away by a lack of funds."

The U.S. Justice Department has granted the college $75,935 to cover expenses for 1971-72. "We will spend a little more than that for the year, though," says Coffee.

To be eligible for a LEEP loan, a student must take courses directly related to the criminal justice field. Thus, his roster would include such courses as juvenile delinquency, social deviancy, and social disorganization, criminology, penology, urban sociology, minority groups, criminal justice counseling and administration.

Both Coffee and Hornum point out that the college's criminal justice faculty is probably as diversified and competent as can be found anywhere. For example, the Rev. Van Bird, a black Episcopal minister, teaches a course in minority groups. Sister Mary Charity Kohl, a Good Shepard nun, teaches delinquency.

Since most of the evening division criminal justice majors already have professional experience in the field, the night sessions are "quite different" than the day classes covering the same material.

"Because of their (student's) experience, I will purposely emphasize controversial areas," says Hornum. "There's a lot of feedback."

During one class a few years ago, most of the students were highly critical of the police.

"We had this one big highway patrolman, very intelligent, who listened for a while," recalls Hornum. "Then he patiently explained that, 'Yes, there are inequities, but you must remember that we are trying to do a job.' He explained many of the problems that police face during their daily routine and got the other students thinking. Exchanges like this occur quite often in class.

"Students learn that you must be just as sympathetic to a (prison) guard, who has his own problems, as to the prisoner, and vice versa. They learn that if you are going to change the system, you must do it within the system. If a student has..."
learned to cope with the system, he learns that you can manipulate bureaucracy to get things done."

"The program has really broadened my scope of understanding," says Mrs. Ruth Wells, a Philadelphia policewoman attached to the Community Relations Bureau. "We see how they're doing things in other cities, not just Philadelphia. And we learn how people in other fields view the police."

Beside benefiting from the experience of such police officers are Mrs. Wells—a 16-year veteran on the force—to supplement the "textbook version," students have found field trips extremely beneficial.

"They spend one day a week for a year getting practical experience at the Parole Board, Gratersford Prison, the Youth Study Center, or the Probation Center," says Hornum. "Their reactions (to such experience) is most interesting.

"They learn that the 'system' is basically imperfect and that it doesn't measure up to their ideals. But with experience and proper insights, they can make it better."

Commonwealth Officials Attend Campus Seminars

Some 15 prominent Commonwealth of Pennsylvania officials—including the State Police Commissioner and executive director of the Liquor Control Board—recently attended classes at La Salle College.

They participated in the second labor-management relations seminar and workshop, "An Analysis and Interpretation of the Pennsylvania Public Employees Relations Act," which was held from Oct. 3 through Oct. 7 in the College Union on campus.

The program which featured labor-management negotiation workshops for all participants was sponsored by the Pennsylvania Department of Health and directed by Robert J. Courtney, Ph.D., '71, professor of political science and president of the college's faculty Senate. Charles A. J. Halpin, Esq., '43, professor of industrial relations at La Salle, was curriculum coordinator.

"The purpose of the workshop was to alert top state officials about the complexities of labor-management problems which may arise incident to implementation of Act 195," said Dr. Courtney.

Participants at the workshop included: Rocco P. Urella, State Police Commissioner; David E. Kerr, executive director, Liquor Control Board, and John R. Clark, D.D.S., first deputy secretary of health.


Also featured were John M. Felice, director of employee relations and assistant professor, industrial relations at Indiana State (Pa.) University ("Analysis of the Public Employee Relations Act"); Gerald McEntee, international union area director, A.F. of State, County and Municipal Employees, AFL-CIO ("The Goals of Unionism"), and Donald Hammer, labor relations specialist, U.S. Navy regional office ("Collective Bargaining").

J. Charles Short, Esq., labor attorney, mediator and arbitrator joined Dr. Courtney and Professor Halpin in conducting seminar sessions on "The Grievance Process." Halpin also discussed "Industrial Relations—Meaning and Importance," R. E. Wright, former regional director, bureau of mediation department of labor and industry for the commonwealth, conducted a seminar covering "Resource Sources Available."

Seminar participants were divided into three negotiating teams with each team comprised of two professional negotiators and one para-professional negotiator. Each team negotiated opposite another team with all sessions recorded on videotape for later review and analysis.

A similar workshop for 15 other commonwealth executives was held at La Salle from July 11-15. Participants at that workshop included J. Finton Speller, M.D., Secretary of Health, and Charles L. Leedham, M.D., director, Bureau of Educational Activities.

Conducting seminar sessions at the earlier workshop were C. Francis Sullivan, '39, president of the American Fed.
Courses Offered For Minority Businessmen

La Salle’s Evening Division has initiated an “Inner City Business Program,” specifically designed to develop the managerial skills of the minority businessman. It was announced by Paul N. Wilson, chairman of the college’s management department.

Believed to be the first program of its kind ever offered by a Philadelphia area college, it consists of two courses and is being offered with the assistance of the Greater Philadelphia Community Development Corporation and its executive vice president, Garfield B. Harris.

“A program of this type for minority businessmen is desperately needed in the Philadelphia area,” said Wilson, who is also president of Fidelco Associates, Inc., management consultants.

“Banks often lose money on their loans because minority businessmen have not been given the opportunity for any formal training that could help them explore some of the problems they face with inner-city businesses. They also need some background in such fundamental management techniques available in such areas as marketing, production, accounting, finance, and personnel.”

The first course, “Problems of Business in the Inner City,” a four credit course, is being taught by Ragan Henry, prominent local attorney. It explores the external problems faced by minority entrepreneurs.

“Fundamentals of Management for the Inner City Businessman,” exploring the internal problems faced by a businessman, will be offered in the spring semester.

Wilson, who has been encouraging banks and civic organizations to help sponsor students for the program, said that the training for minority businessmen will extend beyond the classroom.

“We hope to help improve their skills after the formal phase at La Salle through technical assistance and ‘one-to-one’ counseling through the Greater Philadelphia Community Development Corporation,” he explained.

Westhead Gets Taste of Puerto Rican Basketball

Explorer basketball boss Paul Westhead followed the footsteps of some rather elite coaches this past summer when he coached the Santurce team of San Juan’s business district to a first place finish in the “Superior” bocce-ball circuit of Puerto Rico.

The Philadelphia 76er’s Jack Ramsay, the New York Knicks’ Red Holtzman, and Ken Loefler, the winningest coach ever at La Salle (145-30, .829), all spent time coaching in that tiny country.

“The closest parallel in the states to the Puerto Rican league,” says Westhead, “would be the old AAU league teams, such as the Philips Oilers. The best players in Puerto Rico, whether athletes from high school or collegiate ranks, or from individual daytime professions, participate year after year and maintain their amateur status.

“In addition, the NCAA allows any United States amateur athlete with at least one parent of Puerto Rican ancestry to play in the league with no threat to his eligibility for collegiate competition.”

The “Superior” league had twelve privately sponsored teams, three (including Santurce) from San Juan, each playing a 28 game schedule. Two six-team divisions engaged in intersectional play. The highly competitive games received first class billing in the press, and received television coverage at least twice a week.

“Most of my players were bilingual, so I really had no language barrier,” said Westhead, “but United States’ referees frequently faced the problem of trying to determine whether a player rambling in Spanish deserved a technical.”

Westhead said that games were played in both outdoor and indoor arenas, ranging from “caged-in” tartan courts to elevated wooden floors built in the center of stadiums. Santurce’s home contests were played on a portable floor in the San Juan stadium ‘Bithorn,’ where his team averaged about 5000 spectators, and once drew 16,000 fans.

“The Puerto Rican is an avid, involved basketball viewer, extremely active and emotional,” added Westhead. “Everywhere we played, there was plenty of spirit and vocal support by a team’s followers. In Quebradillas, a small village which was the home of the 1970 defending champion club, every game drew 5000+, the maximum capacity.

“But let me hasten to add that midnight bus rides back to San Juan through curvy, narrow roads following road games sometimes outdid the games in excitement.”

Westhead’s squad captured their regular season division title with a 16-10 log, despite the loss of 6-8 Tao Cruz, a 31 year old, three-time Olympian, to the Pan American games, which resulted in four late season losses.

“Every team had its 6-7 or 6-8 center and a couple of 6-4 forwards,” said Westhead, whose first place finishers were eventually ousted in the final game of a playoff series by one point.

Under international rules, strategic fouling can become a basic part of the game since what the U.S. player knows as a one shot foul generally results only in his getting possession out of bounds. Therefore, the three point play is non-existent.

“I still believe the United States has the best basketball talent in the world,” West head said, “but it definitely takes more than a few weeks for the U.S. collegians to adjust to international rules.” He warned the Puerto Rican National team preparing for the Pan American games totally disrupting the touring United States’ Development squad’s patterns an plays by continual clever fouling, which resulted in no penalty shots and a loss of tempo by the U.S. It’s not an easy thin to adjust to, especially after you’ve been playing differently all your life.”
College Opens 109th Year With Twice as Many Coeds

Students enrolled at La Salle College this year will have the opportunity to take a physics course entitled "Games Physicists Play:" or study "Fundamental Theatre Practices," or "Marx and Marxism," or "Business Ethics," or enroll in an interdisciplinary course co-sponsored by the English and earth science departments entitled, "Man and His Environment."

These are some of the 21 new courses which were offered for the first time when evening sessions of the college began on Sept. 7, and day classes commenced the following morning.

La Salle welcomed some 6,500 students—3,400 in the day sessions and 3,100 at night for its 109th academic year. Included were 500 women in the day school—about twice as many as last year when the college became completely coeducational, and another 500 coeds in evening classes.

Students taking liberal arts courses were the first to occupy La Salle's new $4.2 million "Olney Hall" classroom building which includes, among other ultra-modern features, a planetarium, an amphitheater, 39 classrooms, 15 student seminar and study rooms, and 107 faculty office areas.

Much of College Hall, the campus landmark, has been refurbished to house La Salle's School of Business. Science students remain in the Dr. Roland Holroyd Science Center, named after the professor of biology who is starting his 52nd year at La Salle.

Another new building scheduled to open during the 1971-72 academic year is the $4.0 million Hayman Hall physical activities building which will include an 1,800 seat swimming pool and other athletic facilities.

Other new courses being offered in La Salle's day division include: International Economics, Military History, Selected Topics in (Mathematics) Control Theory, and Psychology; Theory in Personality, Business Managerial Economics, Advanced Corporation Finance, Seminar in Management, and Quantitative Analysis: Operations Research Models.


Explorers to Compete at Cornhusker Classic

The 1971-72 edition of La Salle College basketball will feature twenty-five rugged contests, including participation in the Cornhusker Classic at Lincoln, Nebraska (December 17 and 18) and the Quaker City Tournament at Philadelphia (December 27, 28 and 30), it was announced by John J. Conboy, athletic director.

Second year coach Paul Westhead's Explorer five will highlight their road show with contests against Western Kentucky at Bowling Green, Ky. (January 13), Loyola of the South at New Orleans (January 15), and Duquesne University at Pittsburgh (February 20).

The La Salle basketballers will appear in Madison Square Garden December 4 against Hofstra University, travel to Miami for a first-ever meeting with Biscayne College (February 15), and renew acquaintances with Holy Cross College at Worcester, Mass. (February 12). Opponents for the Husker are Baylor, Idaho and Nebraska Universities.

On the home front, the Explorers will confront Notre Dame University (February 5) in the initial meeting between the two schools. Other colorful Palestra opponents include: Niagara University (December 8); Tulsa University (December 11), and Syracuse University (February 23).

Quaker City Tourney entries in addition to the Explorers are Boston College, Fairfield, Manhattan, Massachusetts, South Carolina, Tennessee, and Villanova.

The 1971-72 Schedule:

DECEMBER—1. Lehigh; 4. Hofstra*; (Madison Square Garden); 8. Niagara; 11, Tulsa; 13, at West Chester*; 17 and 18, at Cornhusker Classic; 27, 28 and 30, Quaker City Tournament.

JANUARY—5, St. Joseph's*; 8, Lafayette; 13, at Western Kentucky; 15, at Loyola (N.O.); 20, American*; 26, Pennsylvania; 29, at Canisius.

FEBRUARY—2, Temple*; 5, Notre Dame; 7, at Drexel*; 12, at Holy Cross; 15, at Biscayne; 20, at Duquesne; 23, Syracuse; 26, Villanova. *Middle Atlantic Conference University Eastern Section Game.

200,000th Patron Visits Summer MUSIC THEATRE

"Sometime during the first week of September," says Dan Rodden, founder and managing director of La Salle's MUSIC THEATRE, "we reached a very significant milestone — our 200,000th patron.

"I can't be quite sure exactly when it happened," adds Rodden, "because we are a little hazy about statistics for the first couple of seasons."

The tenth season of MUSIC THEATRE in 1971 was not a record-breaker although 20,000 patrons—about 85% of capacity—attended performances of 'Knickerbocker Holiday' and Rodgers' and Hammerstein's 'Allegro.'

"We are not likely ever again to touch last year's record attendance for 'Man of La Mancha' (107% of capacity),' says Rodden. "But considering that doing 'Knickerbocker Holiday' and 'Allegro' isn't exactly playing it anywhere in the immediate vicinity of the vest, I'm well-satisfied."

The policy of doing great musicals of the past, the off-beat, and possibly, original musicals is the implied policy of MUSIC THEATRE, according to Rodden.

La Salle, Fall 1971
Attending a MUSIC THEATRE production of Rodgers' and Hammerstein's "Allegro" along with managing director Dan Rodden, '41, (second from right) were (from left): Jerome White, stage manager of the original production of "Allegro;" William Hammerstein, son of the famed playwright; Dr. Josephine M. Callan, director of the verse chorus in the original production of "Allegro," and the Rev. Gilbert V. Hartke, O.P., chairman of the speech and drama department at the Catholic U.

Brother Daniel Bernian, F.S.C., Ph.D., president emeritus, has been elected director of the college's Community of Christian Brothers. He had previously served as director from 1960 to 1968 and as college president from 1958 to 1969.

La Salle backs Bill Kahmar (with ball) and Vince Gallagher (second from right) thwart Philadelphia Textile offensive thrust during first night soccer game ever played by Explorers at Pete Leanness Tourney, at Temple Stadium, Sept. 14. La Salle dropped 2-1 heartbreaker to nationally-ranked Rams and battled Temple to 0-0 tie in consolation.

Brother David S. Ryan, F.S.C. (left) has been appointed assistant to the president at La Salle. Barbara Jean Arthur has been named the college's first woman admissions counselor.
35
Deceased: Henry J. Joseph, Jr.

37
Edward A. Conner retired U.S. Dept. of Agriculture Labs, Wyndmoor, where he had been assistant to the director for management.

38
John P. Leonard has been named director of Grantee Management Improvement, a new division of the U.S. Department of Health, Education and Welfare.

39
Ernest A. Polin has been appointed assistant director, patent operations, for Allied Chemical Corp.

41
Robert L. Dean

Robert L. Dean has been named vice president, regulatory and government affairs, U.S. pharmaceutical products, of Smith Kline & French Laboratories. Deceased: Charles D. Heavey.

48
Chester S. Kwoka, D.O. has joined the Lebanon, Pa. Veterans Administration Hospital as staff psychiatrist. John L. McCloskey vice president of Public Affairs at La Salle, has been named a member of a subcommittee to develop a master plan for post-high school education in the Greater Philadelphia area. This committee was formed by Charles G. Simpson, chairman of the Phila. Commission on Higher Education. James L. J. Pie, Esq. is national president of Citizens for Educational Freedom. George C. Thompson has been promoted to manager of machine sales at the Pa. Crusher Corporation, Broomall.

49

Vincent J. Folen

William F. X. Coffey, M.D. has been named eastern reinsurance medical director for Occidental Life of California. Vincent J. Folen a research physicist in solid state, has been awarded the 1971 Pure Science Award from the Naval Research Laboratory branch of the Research Society of America. Daniel A. Morris was promoted to senior vice president of Continental Bank, Phila.

50
John J. Burns president and general manager of Atronics Division of Lear Siegler, Inc. was graduated from the advanced management program of Harvard University Graduate School of Business Administration. John Helwig, M.D., chief of the cardio-vascular section of Germantown Hospital, has been elected president of the Heart Association of Southeastern Pennsylvania. Theodore C. Kutzer has been promoted to vice president in charge of John Wanamaker's suburban stores. Robert E. Lodes started a new firm: Fire-Chem Manufacturing Co. to make fire and other safety equipment. Samuel J. Pinizzotto and Harry Quinn received their doctorates in education from Temple University. Joseph T. Waugh has been named senior vice president of Melvin Richman Inc., Bala-Cynwyd, MARRIAGE: David W. Morgan to Mary Louise Anne Fitzsimmons.

51

John J. Bradfield

John J. Bradfield has been named manager of sales and marketing at the Pennsylvania Crusher Corp. Broomall. MARRIAGE: Eugene M. DeLaurentis to Barbara A. Sinkler.

52
Leonard F. Gumien has received his master's degree in education from Western Maryland College. George W. Rose has been appointed vice president, Trust Division, of Industrial Valley Bank and Trust Co.

53

Thomas Timmins

Francis X. Dennehy was admitted to the partnership of Haskins and Sells and transferred to their Las Vegas office. Thomas Timmins has been promoted to assistant vice president of the First Pennsylvania Banking and Trust Co. in the investment management department.

54
Joseph A. Dawson has been promoted to chief of Quality Assurance at the Defense Supply Agency, Phila. John E. Hughes received his doctorate in education from Temple University in May. George L. Mason, III, C.L.U. has become Director of Communications for the Fidelity Mutual Life Insurance Company. Joseph E. Quinn was appointed principal of the Hawthorne Park School in Willingboro, N.J. BIRTHS: To John McElhinney and wife Anne, a daughter, Kathleen; to Ted McGrath and wife Helen, a son, Anthony; to Earle Wood and wife Pat, a daughter, Lujean.

55
Albert Cantello, Navy cross country and assistant track coach, was manager of a contingent of American athletes who competed in national meets at Paris and Athens. Gerald J. Dawson has been elected Chairman of the Board of the Fox Chase Bridge, a rehabilitation cen-
The last annual alumni stag was held in the College Union on Oct. 1 and was highlighted by the first (annual?) appearance of such former campus coeds as Amy Wohl, ’71, chatting with classmates.

Norman E. Oelschlegel received his master’s degree in accounting at Temple University. Anthony A. Torel has been named accounting manager for the Lumite Division of the Chicopee Manufacturing Co., in New Brunswick, N.J. MARRIAGE: Samuel J. Watt to Carol Anne Kurtz.

James J. Canavan, Jr. has been appointed vice president of Isaac Roach & Co. Inc., Philadelphia Insurance Brokers. Ronald J. Chrzanowski has been appointed to the pension department of Reliance Standard Life Insurance Co. Robert R. Davis is an area representative for continuing education for Pennsylvania State University in Delaware County. Thomas J. Monczewski received his master’s degree in education at Temple University. Ercole J. Oristaglio was awarded a master’s degree in social work by Temple University. Joseph J. M. Zgro has been named director of development at Gallaudet College, Washington D.C. Joseph J. Young has been promoted to a finance staff position at Philco-Ford Aerospace & Defense Headquarters and transferred to Newport Beach, Cal.

John L. (Les) Burke, a former Abington High School assistant basketball coach, has been named Spring Garden College’s head basketball coach. John P. Finnegan received a master’s degree in education at Temple University. Maj. Richard M. Schickern, M.D. has received the U.S. Army commendation medal at Walter Reed Hospital where he is chief of pediatrics, cardiology. Daniel A. Tumolo an

John F. Udniki have received master’s degrees in business administration from Drexel University. John J. Ward has been named vice president for finance and administration at the Atlantic Container Line, N.Y.

Desmond X. Butler received a master’s degree in history at Temple University.

Rev. Leo P. McGann was ordained to the priesthood at St. Peter’s Cathedral, Wilmington. Deceased: Donald O. Olompo.

John J. Berner has been promoted to Lieutenant Colonel in the U.S. Army. Walter J. Eckroth has been named manager of data services at the Chicopee Manufacturing Company. Joseph T. Flaherty received a master’s degree in industrial relations at Temple University. Robert Kraner will spend the 1971-72 academic year at the Rutherford Laboratory, Harwell, England, where he will be associate professor of Physics. Maj. James P. McWilliams, USMC has been promoted to Lieutenant. Colonel. Russell C. Middleton received his master’s degree in accounting at Temple University. Robert A. Romano received his master’s degree in education at Temple University. John Snyder received his Ph.D. in English at St. John’s University (N.Y.) and is now an assistant professor of English at Staten Island Community College.

Norman Bernstein, Ph.D. has been appointed an associate professor of history and philosophy of education at Mt. St. Mary’s College. Dr. Donald R. Chipley has been appointed associate professor of Education at Pennsylvania State University. James F. Franz vice president of the First Pennsylvania Banking and Trust Company, Bala-Cynwyd, Pa., has been named assistant to the president, elected a director of the Virgin Islands National Bank. Joseph Gindhart, Esq. was elected vice president of the college’s Alumni Association at a special election of the Alumni Board of Directors. Patrick F. Kennedy has been appointed manager, engineering projects & financial administration of RCA. Vincent N. Mancini has recently been promoted to associate professor of political science at Delaware County Community College. Joseph McGuinness received his master’s degree in education at Temple University.

James E. Franz

John W. Kreider

Joseph P. Braig, Esq. was elected a member of the Board of Directors of the Fox Chase Bridge, a rehabilitation center for former drug dependent or addicted teenagers. Thomas T. Deegan has been named vice president of finance for the Frankford Supply Co. John W. Kreider, M.D., a faculty member at the Milton S. Hershey Medical Center has been promoted to associate professor of Pathology.

John J. Berner

'56

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'57

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'58

'59

'60

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Desmond X. Butler received a master’s degree in history at Temple University.
If there's one thing that John C. Noonan, '59, must do as promotion manager for the New York edition of Triangle's best-selling *TV Guide* magazine, it's make quick, "propitious" decisions.

"Unlike many magazines, *TV Guide* has a short 'shelf life,'" explains the one-time *Seventeen* magazine columnist/promotion director. "Other weeklies last on the newsstands longer, but *TV Guide* is good only from Tuesday morning until Friday night."

Being responsible for spur-of-the-moment advertising decisions keeps Noonan's head spinning demographically around all kinds of readership audits and television-viewing surveys. It also keeps his home phone ringing.

"Television (advertising) time frequently becomes available at the last minute," explains Noonan. "Often I'll get a call at 6:30 P.M. from one of the New York stations advising that there's a $4,000 spot available at 7:00 P.M. You don't have too much time to make up your mind."

Noonan has been with Triangle Publications continuously since graduation except for one year (1966) when he became southern advertising manager for P. Bal-lantine & Sons, in Washington, D.C.

"Our ads won all kinds of awards but they didn't sell any cases of beer," he recalls.

After a three-year stint at *Seventeen* where he learned the magazine business and wrote a column called "Clipboard" about theatre and films, Noonan went to Miami as promotion manager of *TV Guide*’s Florida edition. He sold a lot of magazines, wrote a few articles, and found himself invited to appear on a local television show hosted by one Waldo Norris.

"She threw me off the show right on the air," says John. "Apparently she didn't like something that I wrote."

Noonan's tour in Miami lasted until 1964 when he was transferred to *TV Guide*'s Washington, D.C. office. He had been in New York since 1967 where he also promotes *Seventeen* and the Ziff-Davis Publications.

A bachelor, John has done graduate work in English-literature at N.Y.U. He's also active in the Academy of TV Arts & Sciences, the International Radio & Television Society, and National Press Club.
education at Temple University. Francis J. Read has been added to the sales staff of William J. Cook's real estate office. Richard W. Serfass received a master's degree in education at Temple University. James J. Sloan has joined the staff of Weighman Inc., Phila., as a media buyer. Deceased: Vincent De Paul Fitzgerald.

Richard L. Bernhardt has been named assistant supervisor in the group claim department at the Philadelphia office of Aetna Life & Casualty. Carl J. Bowden received a master's degree in science from Drexel University. Roger G. Bues, M.D., has been appointed as assistant professor of anesthesiaology at the Milton S. Hershey Medical Center of the Pennsylvania State University. Anthony J. D'Errico, D.O., completed two years of his residency in internal medicine at Memorial Osteopathic Hospital, York, Pa. He will enter a two year fellowship program in Oncology at Nassau Hospital, Mineola, Long Island, N.Y. Peter J. Hopkins has received a master's degree in economics from Trinity College. Richard D. Hoppenbauer received a master's degree in Spanish from Adelphi University. James P. Larkin received his master's degree in marketing at Temple University. Joseph McCarthy is a weapons systems officer at Tan Son Nhut AB. John J. Rette has received his master's degree in business administration from Drexel University. John S. Tagye has been named credit office manager at the Dallas service center of Joseph T. Ryerson & Son, Inc. Donald J. Walheim passed his bar exam and is now practicing law in San Antonio, Texas. William T. Walker, III, has been promoted from instructor to assistant professor of History at Clemson University. MARRIAGE: John J. McGroarty, Jr. to Jane Louise Stigliz.

1965

Joseph M. Borzilleri received a master's degree in education from Temple University. Francis J. Breslin was awarded a master's degree in German at Temple University. J. Donald Damer has received his master's degree in business administration from Drexel University. Robert H. Dager has received a master's degree in education from Villanova. William Di Meo received a master's degree in accounting at Temple University. James J. Flannery has been appointed assistant district director of the National Association of Securities Dealers Inc. William I. Garberina received a master's degree in education at Temple University. John E. Geraghty has been appointed director of food services by the Haverford Pa. School Board. Gene A. Iannette has been awarded a master's degree in education by Rutgers University. Rev. Francis J. Le Fevre has been ordained for the archdiocese of Baltimore, where he is presently stationed at St. Anthony's Parish. William H. Marshall received a master's degree in engineering at Pennsylvania State University. George T. Munyan received a master's degree in history at Temple University. J. Montgomery Quinberry received a master's degree in political science at Temple University. Thomas J. Stinson received a master's degree in business administration from Drexel University. Francis J. Taylor has received a master's degree in business administration from the University of Delaware. Charles A. Wagner was named supervisor of Simons Recreation Center, in Phila. MARRIAGE: Cedric J. McKeever to Julianna Kopolo.

1966

Richard H. Alberston received a master's degree in education at Temple University. Roy J. Barry has received a master's degree in business administration from Drexel University. Edward T. Creagan, M.D., is now a staff associate in the National Cancer Institute at the National Institutes of Health. He recently completed internship at the University Hospital, University of Michigan. John A. Keane has been promoted to district sales manager of the Atlanta, Ga. distribution center at Oscar Mayer & Co. Edward M. Laska, M.D., has completed his internship at Lankenau Hospital and was commissioned a 1st Lieutenant in the U.S. Army Reserve, Medical Corps. Gerald J. McDonough received a master's degree in sociology at Temple University. Anthony J. Nocella received his master's degree in business administration at Temple University. Capt. Raymond D. O'Brien, who received the Army's Charles H. Hiser Instructor of the Year Award, will enter Mt. St. Mary's Seminary, Emmitsburg, Md. to study for the Diocesan priesthood. James Tracey has been accepted into the professional organization of Certified Public Accountants. James Wilson received a master's degree in industrial management at Temple University. Stanley S. Zelenki has been assigned to Eglon AB, Fin. MARRIAGES: Alfonso Di Benedetto, III, to Kristine Owen; Michael E. Laska to Roberta Jane Price; John H. Speichert to Joyce Anne Garnick. BIRTH To JOSEPH DUVAL and his wife Maryann, a daughter, Monica.

1967

James Patrick Cain was awarded a doctor of medicine degree by Temple University School of Medicine. He will intern at Reading Hospital. Domenick J. De Angelo of South Jersey National Bank, has been promoted to assistant vice president. Joseph Del Collo has been appointed manager of environmental services at S. Francis Hospital, N.Y. Henry E. Rzemienicki has joined the law firm of Clancy and Clancy in Philadelphia. Lawrence J. Gryn has received a master's degree in accounting at Temple University. Robert J. Marbach received a Ph.D. in philosophy at Temple University. Thomas J. Marness has received a master's degree in business administration from Drexel University. John J. Maslowski received a master's degree in history at Temple University. Dennis M. Maziarz has been awarded
A Matter of Cultivation

As the new president of the college's Alumni Association, Robert J. (Bob) Schaefer, '54, expects to spend most of his time working with La Salle's 6,500 undergraduates.

"If we are going to have a strong (alumni) association," explains the one-time public information chief of the college, "we must start cultivating the students. Once they get interested, they usually maintain that interest. We have 15,000 alumni and most of them we don't see from the day they graduate until the day they die. We lost them during their four student years."

Schaefer, the director of public relations at Philadelphia's Hahnemann Medical College, says that two years he spent as La Salle's publicity director (1958-60) should help make him a more effective alumni president.

"I probably will have an advantage because I know so many people on campus," he says. "Working at the college has also given me a more vivid picture of some of the problems (college) administrators face."

Schaefer hopes to tighten the communication lines so that both the young and old alumni will share the benefits of the "vulnerable" institution that La Salle has become.

"There must be an intelligent exchange of ideas from all factions," he explains. "I would hate to see the institution becoming extremely liberal or extremely conservative."

Schaefer cringes whenever he hears a classmate complaining about the "permissiveness" of today's generation.

"It's all relative," he says. "The class of '34 thought that the class of '54 was getting away with murder. Some people of my era would be shocked if they walked on campus today. I ask them to take a look at their own children."

Schaefer recalls that most of his counterparts were "Roosevelt Democrats" who were also looking to change things, but within the system. If there's one big difference between today's college students and the young people of 20 years ago, it's the present generation's inability to laugh at themselves.

"Maybe some of us are losing our sense of humor. We should help them (the younger generation) find theirs instead of losing our temper," he says.

"People forget that there were (student) demonstrations in my time," Schaefer recalls. "One time the students threw up a picket line outside the (Leonard Hall) cafeteria because of the terrible food. The administration was receptive to their demands and brought in a better concessionaire. It was the most efficient student demonstration I've ever seen."

Despite his hopes of luring the younger alumni into the active fold, Schaefer has no intentions of ignoring the old grads. "I'd like them to become more aware of the tremendous changes on campus. And I want the administration to know how they feel about vital issues. Here's where we need good communication.

"Look, I never thought we (La Salle) had to take a back seat to anyone. Our faculty was first-rate when I went here and it's even better now. The new classroom building is super. We have a lot to offer."

Schaefer, 39, lives with his wife, Celeste, and four children, Mary, 6; Robert J., Jr., 5; Paul, 4, and John, 1, in suburban Maple Glen, Pa.
MOVING?

If your mailing address will change in the next 2-3 months, or if this issue is addressed to your son and he no longer maintains his permanent address, please help us keep our mailing addresses up-to-date.

1. PRINT your full name, class year and new address on the opposite form.

2. Attach the label from the back cover of this issue and mail to the Alumni Office, La Salle College, Phila., Penna. 19141.

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doctor of medicine (M.D.) degree from the College of Medicine and Dentistry of New Jersey at Newark. Dr. Maziarz was awarded honors in pediatrics and psychiatry, and received the Mosby Book Award for the highest rank in pediatrics. He will begin a pediatric internship at Maryland Hospital, Newark. William H. Orth received a master's degree in English at Temple University. Gerard M. Papp received a doctor of osteopathy degree at the Philadelphia College of Osteopathy. William Buckley Rathford has received the M.D. degree from Jefferson Medical College. Raymond A. Ricci, administrative assistant to the Dean of the Evening Division at the College, received a master's degree in education at Temple University. Robert J. Salonne received a master's degree in education at Temple University. Francis N. Szczerbenie received a master's degree in materials engineering from Drexel University. George D. Taylor has been awarded a master's degree in social work at Rutgers University. Timothy F. Urbaniski, M.D., was graduate from the Thomas Jefferson University School of Medicine. Michael J. Verga received his MD from Hahnemann Medical College Hospital. Philip J. Vitale has been awarded a doctor of medicine (M.D.) degree from the College of Medicine and Dentistry of New Jersey at Newark. MARRIED: Clifford R. Judge to Stephanie Ann Dziekonski; Joseph Rovinski to Lucille Marie Zuber.

Lawrence S. Gryn
George H. Bullwinkel has been awarded a master's degree in business administration from Rutgers University. Joseph F. Burke has received a master's degree in education from the University of Miami. John F. Caviston has received his master's degree in library science from Drexel University. Jeffrey Heberly has received a master's degree in applied mechanics from Drexel University. John V. Irrato received a master's degree in education at Temple University. Richard J. Junod received a master's degree in education at Temple University. John F. Kenney has received a master's degree in business administration from Drexel University. James M. Knepp received a master's degree in finance at Temple University. Robert J. McDermott received a master's degree in library science at Drexel University. William Travers has been promoted from backfield coach to head football coach at North Catholic High School, Phila. MARRIAGE: James Christopher Day, Jr. to Kathleen D. Grigeldich. BIRTHS: to Joseph Murphy and wife, a son, Joseph Shawn; to Eugene Stohrer and wife, Nancy, a son, Scott Eugene.

'69

Robert William Cote received a master's degree in education at Temple University. Charles Cronin has received a master's degree in English from Niagara University. James W. Degnan received a master's degree in psychology at Temple University. George Edwards received a master's degree in business administration from Harvard Business School. Gregory J. Giuliani received a master's degree in education at Temple University. Byron L. Goldstein received a master's degree in biology at Temple University. Leo J. Kulp received a master's degree in education at Temple University. Francis M. Milone and George J. Mirshak received master's degrees in history at Temple University. Robert M. Moore received a master's degree in education at Temple University. John Oldyski has received a master's degree in history from Kent State University. James J. O'Neill has been promoted to Army specialist five while serving with the Casualty Brigade in Vietnam. Michael J. Popadich was promoted to Army Captain while serving with the 3rd Armored Division in Germany. Rene Vander Vossen has been appointed assistant vice president of the Philadelphia National Bank. H. Thomas J. Witkowski is convalescing at Valley Forge Army Hospital from injuries received in Germany. Victor Loong Wong received a master's degree in biomedical engineering from Drexel University. Eugene P. Zaleski received a master's degree in finance at Temple University. MARRIAGES: Thomas F. Farling to Dixie Slade; Kenneth F. Klenk to Carol Ann Smulk; Robert D. Lowden to Jeanne Anne Looney; Deceased: John M. Feeny and Joseph Scesick.

'70

George A. Bennett, Jr. has been contracted to the Summit County Criminal Justice Commission (Akron, Ohio) by the Center for Urban Studies at the University of Akron as an adjudication research assistant for one year. Daniel J. Devlin has recently been promoted to the Group Insurance Dept. of Travelers Insurance Inc., Phila. John W. Eck will be a temporary replacement as librarian of the Worthington Scranton campus library of the Pennsylvania State University at Danmore. Joseph T. Fenton was commissioned an ensign in the Naval Reserve, at the Naval Aviation School Command, Naval Air Station, Pensacola, Fla. Robert Dennis Freedman has received a master's degree in library science at Drexel University. Thomas R. McManus is studying at the University of Miami's School of Law under a Harvey T. Reid scholarship. Gregory Steel is presently serving with the Signal Corps in Germany. Michael B. Steinmetz was graduated from recruit training at the Naval Training Center Great Lakes, Ill. Lt. Walter M. Urban, Jr. completed a nine-week air defense artillery officer basic course at the U.S. Army Air Defense School, Ft. Bliss, Texas. MARRIAGE: George Ashmore to Dorothy Lee Waterfield; Davis R. Hardican to Jean A. Groce; Paul W. Howard to June D. Hartman; John P. Inglis to Cathie M. Isma- man; George H. Lavesque, Jr. to Jeri Ann Christensen; Ronald F. O'Driscoll to Kathleen Marie Nugent; Robert J. Panne- packer to Dorothy Patricia Kelle; Michael J. Wilson to Barbara Ann Maurer.

'71

David Rudolfo has been admitted to Hahnemann Medical College. Joseph Drechsel has accepted a teaching assistantship at Lehigh University where he has begun work for a master's degree. He was recognized also for his scholastic achievement by the American Institute of Chemists. Philip Millh has become a broker with Chesley and Alloway. Arthur R. Sypek is presently attending Seton Hall Law School. Thomas E. Gregorio to Mary Anne Sargent; George T. Murphy to Michelle Kathleen McGlynn; Jose Ramirez to Patricia R. Ruth; William Walker to Nancy Ann Griffith.
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Europe January 1972
Ski and Travel
Germany and Austria
8 days—Jan. 9-16
You have four choices

1. Innsbruck and Flight $220.00
2. Kitzbuehel and Flight $220.00
3. Tour to Vienna and Munich including flight $250.00
4. Flight only $154.30—prorated as 144 seat charter, $3.00 U.S. Airport tax extra.

Deposit of $50.00 each reserves space—refundable in full before December 9. All prices based on 144 seat charter.

Space is limited—early reservations are suggested. Further information sent on request. Group meetings will be held before departure. Open to students, staff, faculty, alumni of L.S.C. and their immediate family.

Inclusive Features of Tour
1. Guaranteed direct Phila. departure to Munich via 707—Lufthansa—jet. Includes first class meals and open bar, inflight movies.
2. All land transportation via deluxe motorcoach. Pre-registration at hotels.
3. Good tourist hotels or pension with twin or triple bedded rooms. All with hot and cold running water.
4. Private rooms and private baths can be requested.
5. Meals (Breakfast and full dinner daily)
6. Porterage; Taxes; Tips including meals.
7. Six nites - seven days in Kitzbuehel or Innsbruck or 3 nites in Munich and 3 nites in Vienna.
8. Discounts on ski equipment and rentals; also on lifts and lessons.
9. In Innsbruck free transportation to ski areas.
10. Kitzbuehel and Innsbruck offer heated swimming pools, sauna baths, ice skating, theatres, discotheques.

Special Folder on this trip available—call VI-8-8300.

Additional LaSalle College Union Trips—1972
Proposed as of Oct. 15

Bahamas ’72
8 days—April 2-9
Phila. departure
Price—$169.00 includes Flight, hotels, some meals, tips, taxes, extras

Hawaii ’72
8 days—June or July
United Airlines—Ilikai Hotel—Phila. departure some meals, tours, tips, and taxes $299.00

Send your deposit or request further information now.

Enclosed is my deposit of $50.00 per person) for reservations for the LaSalle College Jan. ’72 Europe Trip (Ski and travel) leaving Phila. Jan. 9. I wish flight only ________; entire tour to Innsbruck ________; Kitzbuehel ________; or Vienna and Munich ________; Hawaii Trip ________; additional proposed trip ________;

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ADDRESS __________________________
CITY __________________________ STATE __________ ZIP __________
Looking west from the campus parking lot.
A Chaplain Takes a Look at Today's Students