Can We Save the INDIVIDUALITY of our Colleges?
Page 2 La Salle's President, Brother Daniel Burke, F.S.C., Ph.D., who still serves as an active member of the English faculty, begins this special report by explaining how La Salle still enjoys the sense of self-responsibility for its functioning, reputation, and future that many a public institution still longs for.

Page 6 "It is the people who make up La Salle who give the College its character," says John J. Keenan, '52. Typical of the personal involvement of the entire La Salle community is a MUSIC THEATRE production (right) where students, faculty, alumni, and outsiders work together.

Page 14 There is probably nothing more traditional to the La Salle graduate than College Hall (right). But freelance writer Joe Coogan, '49, recalls a few other traditional rites that helped contribute to the college's character back in the World War II days.

Page 18 After some 53 years as a living legend at La Salle, Dr. Roland Holroyd retired this spring. Brother Gregory Paul, F.S.C., Ph.D., (right) one of the many presidents of the college who served during Holroyd's half-century, joined other well-wishers at a special Board of Trustees' reception and luncheon for the "Good Doctor" in May.
Page 10 Such outdoor ceremonies as this Baccalaureate Mass in McCarthy Stadium (left) are now things of the past. But, says Brother Thomas Donaghy, F.S.C., Ph.D., in his historical look, “La Salle College’s past gives every indication that its unique identity has that quality which assures its future.”

Page 37 As this young lady (left) illustrates, La Salle’s students and faculty are participating in some exciting activities. And doing quite well.
The Delphic Sanction

By Brother Daniel Burke, F.S.C., Ph.D.

The road to Delphi in Greece winds through the bare foothills of the Pindus range and then ascends dramatically to the slope of Mount Parnassus. That mountain is not among the highest in the world. But it still inspires a certain awe, a sense of the transcendent. Here for centuries before Christ stood the temple of Apollo where the Greeks came to purify themselves of guilt, to question the entranced and often ambiguous oracle of the god, and to learn wisdom from the moral maxims of the priests. Among those maxims, none has touched the consciousness of the western world more deeply than the simple admonition, “Know thyself.”

To know oneself is a continuing and a difficult kind of work. For individuals—and institutions—change and grow. And the circumstances and situations affecting persons alter, too. But the need for self-knowledge is no less continuous and the penalty for inadequate answers to what we are and what we are about is illusion, misdirected action, and alienation. We may then suffer without profit one of the various identity crises described by psychologist Erik Erikson, when our own development becomes stagnant and we feel so out of joint with the operative norms and interests of our tradition and our changing society. Certainly, without institutional self-awareness we cannot cope with the questions raised in this issue about the individuality of our colleges and the pressures that tend to homogenize them all.

The institution that does have a settled sense of its past, a functional sense of its present work and its purposes, a lively sense of the values and goals it aspires to—has a convincing focus for its uniqueness. Yet, individuality and uniqueness are rather easy to come by; in an obvious sense one is what he is. The more difficult question is rather what is useful or valuable about the individuality that one thinks he may have or that one lays claim to and wants in some measure to preserve.

The most serious threat to American higher education, therefore, in recent years has not been the financial crunch or the leveling of enrollments; it has been a challenge to what education itself is all about. The challenge has been made largely in economic terms. The statistics which educators themselves have used perhaps too frequently about the enormous larger life-time earning power of college graduates have had their first serious test in a tightening job market. And so the media especially have been leaving many an impressionable young man or woman with the notion that a college education may not be worth the time, the effort, the money.

But that of course is to reduce colleges to a giant employment service, to narrow and homogenize them beyond recognition. La Salle, like any college worth the name, has many other functions than career preparation. And it has a character and ethos that go beyond function as such, a character that is distinct and that has traits and values that all of us who know it deeply want to see preserved and strengthened. It may not be amiss, though, to look briefly at some of its most general functional characteristics before essaying the more delicate specifics that come closest to uniqueness, uniqueness that will inevitably escape full definition.

I have been describing La Salle for some time now as a college which is multipurpose, private, urban, church-related. A college. The college is a basically American creation: European and other systems extend secondary education longer and begin strictly university training earlier. College here, though, is a post-secondary educational experience that combines much general education and the maturing of basic skills with the beginnings of specialized education; that sets all of this intellectual work in a social interaction of younger and older people, of counseling and activities which deepen the life of the young adult, hopefully broaden the range of his or her religious and humanistic values, and creates life-long ambition and purpose: that relates all this experience to the planning and the beginning of a career. The College’s statement of objectives puts all of this rather idealistically and abstractly, perhaps. But only as we move toward these goals do we give enduring meaning to our systematic efforts to learn and to grow as persons in a community which is not a parish, nor a business, nor simply a social organization, but is a college.

La Salle is a multipurpose institution. We are not a small single-program liberal arts college or a school of science and technology. Rather we serve a great variety of student groups, young and old, in a day-division, evening division, summer session, graduate program, in some thirty majors and a host of related programs (the inside back cover here suggests some of the variety), in a wide range of student services and activities. We feel that this diversity is basically healthy, that we are using it to attain more ultimate educational goals. We feel, too, that there is probably a specific constellation of strong and average programs here that may not be duplicated elsewhere. But we’re also aware, as I’ll mention again, that with our size and diversity, no student or teacher is in daily contact with more than a small set of the educational possibilities here—and we are concerned to build more shared experience in the community.

La Salle is a private college. The distinction between private and public is not simple, and it never has been. In the case of our college, a public agency (the state legislature) chartered a private group (of trustees) in 1863 to perform a generally public service and benefit (providing higher education) under the influence and auspices of a private religious group (the Christian Brothers) with private resources. So the College is without the public funding and control the state provides when it sets up schools directly. But over the last century.
and particularly in recent years, the provision of some public funds (especially federal loans and partial grants for buildings), the development of regulation over programs, and the full-scale annual reporting to one agency or another have served increasingly to disturb the original combination of private and public elements that we called "private." Nevertheless, the College still enjoys in large measure the sense of self-responsibility for its functioning, reputation, and future; the flexibility over budget and program; the autonomy in matters of admissions, growth, and character—that many a public institution still longs for.

We are an urban institution. We enjoy the liveliness and diversity of man's chief technological creation, the city. We draw on its cultural and educational resources in other schools, libraries, museums; we send on many graduates to its universities, medical and law schools, business and industry. We benefit from the variety of its ethical, social, and religious groups—old Philadelphia families and very recent immigrants; the rich, poor, and the mostly middle class: Roman and Eastern Rite Catholics, other Christians and Jews. But we also suffer and contend with the ups and downs of the city—its economic, social, and environmental problems. We take the good with the bad and strive to improve the balance.

Finally, we are a church-related college. We are not a church-controlled college, as a diocesan college, administered and financially supported by the Church, is. But we do attempt to relate our teaching and learning, our activity and counseling, to a Catholic tradition, to a body of ultimate assumptions. In doing this, we feel we simply attempt more explicitly and systematically what every educational enterprise does: set a body of autonomous academic disciplines
"The personalism of the life style here is still the characteristic most frequently remarked by students transferring from..."
the College has perhaps been more successful in developing institutional structures to meet the educational needs of adults or of disadvantaged students, of helping to clarify neighborhood aspiration and values or assisting minority businessmen than in persuading large numbers of its own community to higher levels of social concern and involvement. But there are brilliant exceptions: students, faculty, and alumni doing vital work in government, social agencies, criminal rehabilitation, specialized education for children; and there are others combining real concern for justice and charity with standard careers in business, industry, and the professions. We wish we had more frequent contact with them for that part of our education here.

The extracurricular also has its different levels of achievement. There is still much enthusiasm, of course, for basketball and several other intercollegiate sports for men and women. But the opening of Hayman Hall marked a rapid expansion of intramural sports and individual athletic activity. The daily count of users in the first year was over 100,000. On the other hand, some types of club activity are in the bags of apathy. Others are flourishing—a new poetry workshop and the student magazine, for example, which suggests a larger aesthetic component in the extracurriculars than previously. And student government shows symptoms of renewed vigor as some of the ad hoc causes of recent years become history.

As for the college community itself and its interactions, there has been much change in recent years. With growth in size, there has come growth in organizational structure (Yes, there is a committee on committees!) and some decentralization of authority with the emergence of a strong Faculty Senate and involved student groups. There may be at times administrative reluctance in the name of efficiency to share decision-making responsibility further, but there is also reluctance at times to accept delegated decisions which may not favor a particular individual or group. The level of participation and shared governance, however, is distinctly above the average. And for every passing disagreement, there seem to be two or three splendid occasions—a faculty-student reception, a convocation, a workshop—when the sense of community is very deep. As I mentioned earlier, sheer size has meant some decrease in the personal and individual approach which was the hallmark of our earlier traditions; there is some increase in the sense of separate areas, departments, subprograms. Yet the personalism of the life style here is still the characteristic most frequently remarked by students transferring from other institutions. We are anxious to have that precious value grow and thrive.

Personalism, too, was mentioned frequently by some Philadelphia leaders at a meeting on campus recently that touched on the problem of individuality. But also mentioned were commonsense—a resistance to the pretentious and unduly complicated in the educational endeavor and, more partic-

ularly, liveliness—a respectable level of dynamism in the program as a whole and an imaginative response to current needs in specific projects from year to year. But let me draw the line at these suggestions—for if we continue much longer we may be in danger of self-cannibalization or at least of supposing that we have a definitive analysis of the institution "pinned and wriggling on the wall." And I did begin these remarks with a title that was meant to suggest a modern mystery story.

For ultimately there is no total solution to the mystery of what an institution or an individual is—their complete life is too fully a mixture of past and present, of the subtle influence of particular groups and persons, of the force and kinds of aspiration to particular values and goals. Nevertheless, without a substantial notion of our present identity, the sanction of illusion is a heavy one. For then we are not in a position to pursue what one of the college's trustees wisely observed is the crucial business for identity-searchers, the business of utilizing the institution's special qualities by building and extending its programs on them.

La Salle was conceived by men of profound faith in the middle of the Civil War; it has surmounted a variety of crises in the last century by that same faith. The world is now afflicted by a profound lack of faith, not in our knowledge or technology, but in our ability and that of our leaders to do anything meaningful and great. Our need is for renewed faith, for affirmation of our power, with God's help, to act, to achieve a solid education of value to the person and to society. As a committee I worked on recently put it:

individuality implies distinctiveness and originality . . . 
and it is a price difficult to maintain in an age of mass communication, where survival may depend on imitating others, success upon conforming to standardizing conditions of support. In such an atmosphere, it is difficult for higher education to express its individuality, or perhaps even to possess it.

To possess our unique soul now requires more affirmation, more aspiration: affirmation of what is best in our tradition and in contemporary culture, in the trust and personalism the collegiate community tries to develop; more aspiration to a spirit of religious celebration to counter the dehumanizing drives of our society for efficiency and success, to a stronger and more vital theology and a more consistent philosophy of the human person and his potential. The times call for what St. La Salle called the "spirit of faith," the faith that God leads us to what is meaningful and great. Amen. Amen.


Brother Burke has been president of La Salle College since 1969. A member of Phi Beta Kappa, he has contributed verse and criticism to numerous scholarly journals and collections. He is a professor of English on the college's faculty.
A Matter of People

By John J. Keenan

Some years ago the editor of the La Salle College Catalog was thumbing through a stack of sample catalogs from other institutions. His interest was aroused particularly by a catalog from a small university in Puerto Rico, a catalog which bore unmistakable similarities in design to the La Salle catalog of the previous year. As he began to read, the similarities became positively uncanny. In the introductory essays describing the site of the college and its students, he found the same words he had written a year earlier to describe La Salle. Oh, there was a minor change of place name here and there, but otherwise the words written about La Salle served surprisingly well to describe a university in San Juan!

If the incident reveals anything other than the effect college catalogs have on one another, it should serve to emphasize that colleges—especially medium-sized urban Catholic colleges—have more in common than they would like to believe. Read the history and the objectives as listed in a variety of college catalogs and you will soon find yourself lost in an indistinguishable maze. Every college would like to believe it is unique, that there has been nothing like it ever before conceived by the mind of man. Yet every college knows that its general history, its educational goals, its curricula are not all that different from those offered by several neighboring institutions and dozens of similar colleges the country over.

Yet this is not to say that all colleges are the same. No one who has spent time on a variety of campuses would say that. Despite the many things colleges have in common, each does indeed have its own individuality. It is defining that particular ambience that makes a college unique that one runs into difficulty. What makes La Salle La Salle? There is probably no single satisfying answer, but what follows is an attempt to isolate some of the factors.

The current issue of the La Salle College Bulletin offers a possible point of departure: "More than buildings, more than books, more than lectures and examinations, education is a matter of people. It is the people who make up La Salle who give the College its character." Certainly it is true that no other institution shares the same people, so perhaps it is fitting to begin the search for La Salle's individuality with its people.

The Students

The majority of the people (3800 of them) at La Salle are students. They have a good deal in common with each other. At least that would seem to be the conclusion to be drawn from the Counseling Center's report on the objectives and attitudes of the Class of 1976. The class, says the report, is 98% White, 69% male, and 87% Catholic. It has a strong Delaware Valley flavor: 51% live within ten miles of the College and 88% live within 50 miles.

According to the study, the Class of 1976 was younger than the national norm, yet more intelligent (73% ranked in the first quarter of their high school classes as compared to 52% nationally). If they differ significantly from the national norm, it is in being more broke than the average U.S. freshman. Half of them are dependent on repayable loans for their educational expenses. They are also more ambitious. About 46% of them plan advanced study beyond the M.A. (vs. 26% nationally). Whether these ambitious expectations will be fulfilled remains to be seen.

The survey of attitudes reveals few significant deviations from national norms. Most of the students see themselves as liberal (42% vs. the national norm of 33%) but many are decidedly hard-line on certain points. For example, 82% agree that the wealthy should pay a larger share of taxes; 57% agreed that the Courts are too concerned for the rights of criminals. (perhaps the impact of Frank Rizzo's views?)

A number of the College's programs are aimed at adding the spice of diversity to this rather homogeneous group.

Most important of these efforts has been the introduction of co-education in 1970. The proportion of women has been increasing each year. In the eyes of most observers (and the women have been in the eyes of most observers quite intensively), this program has been highly successful. The women have raised the academic profile and added their own point of view to class discussions. They have formed a Women's Advisory Board and have begun an active effort to raise the consciousness not only of their own sex but of males who have been too long in all-male educational environments.

The all-male ethos most alumni remember has not changed overnight, but there is no mistaking the fact that La Salle is a different school because of its coeds. One graduating co-ed who transferred to La Salle from a women's college remembers how in her first year it was not unusual to find a small group of girls huddled together in the ladies' room between classes gathering courage to go out again into the almost totally male classes. A walk through the halls of Olney Hall today would reveal how much that has changed: the number of women in this Arts and Social Sciences building is obviously almost as large as the number of men.

There are other programs also aimed at diversity in the student body. There is, for example, the Community Academic Opportunity Program, which offers financial and academic assistance to minority students from the area surrounding La Salle. Admissions recruiting is now spread over a wider area with counselors visiting many high schools throughout the New York-New England area.

Similar as the students are in many ways, the study also shows that there are at least four distinctly differing educational philosophies among La Salle students. They include a vocationally-oriented group who see college primarily as job preparation; an academically oriented group which sees the scholarly pursuit of knowledge as fundamental to them; a socially-oriented group which looks mainly toward the extracurricular life in the belief that much significant education takes place outside the classroom; and finally, there are students who espouse an individualistic approach, seeing college mainly as a search for self. They tend to view the organized "establishment" side of college with disdain.

Regardless of their reasons for coming, few students are without real problems. The financial strains of college, as evidenced by the large number of loans mentioned earlier,
show no signs of easing, despite a series of gestures by President Nixon that seem to have been more for political profit than anything else. In actual fact, the new Administration programs of aid for higher education have endangered existing programs without providing adequate substitutes. Though Federal loan programs have been continued for the coming year, there are too many La Salle students facing the threat of insufficient funds.

The problems facing students do not end with money. The academically oriented must cope with increased competition for graduate school admissions. The present job market is discouraging for the vocationally oriented. Individualistic and activist types seem to have fewer outlets for their energies: having gained places on committees and departmental boards, they have found out that answers to problems are not any easier to come by for all that.

Perhaps the biggest problem of all is the general questioning of the value of a college education by the society at large. Everyone knows horrifying examples of college graduates who have failed to get jobs or are working at levels considered unsuitable for one who has just spent thousands on his education.

Interestingly, this questioning of the value of their education at La Salle does not seem to bother the seniors as much as it does others. In a recent survey of senior attitudes, between 85 and 96% expressed satisfaction in the progress made in such things as ability to think critically and communicate effectively, personal development, and broad cultural background. Satisfaction was expressed frequently by those attending the Senior-Faculty Reception. "I owe a lot to this place," one senior headed for law school said. "When I think of what I was like when I was a freshman, I know I've really come a long way toward knowing myself."

There are already some signs of change within the student population. Those who once enrolled in college to avoid the draft are not coming any more; enrollment figures are down somewhat and all available surveys suggest that they will drop even further between 1977 and 1980. More high school graduates are "stopping out," waiting a year or two to decide whether they will enter college or not. On the other hand, there is an increasing number of older faces mixed with the younger ones in the day school. These are men and women whose families are now old enough to permit them to return to study, veterans of Viet Nam, and some who have retired at an early age from some civil service job. They make a contribution to the diversity of the student body while enriching class discussions with their own wealth of experience.

What is apparent from the foregoing is that it is not easy to offer facile generalizations about the nature of La Salle's student body. One has statistics and some personal impressions which may or may not be valid. For what they are worth, here are a few impressions based on nothing more scientific than personal observation:

La Salle students are relatively free of phoney role-playing. They are not trying to be Joe College types nor campus radicals nor Ivy Leaguers; consequently they are reasonably
Although philosophies, backgrounds, and goals differ and students, they all contribute to a pleasant, refreshing atmosphere. Free to be honest with themselves and others and are therefore open to the possibility of being educated. While the lack of tradition at La Salle is often lamented, it may be a partial blessing in that students do not feel called upon to live up to some image of a La Salle student that is not themselves.

Relatively few students build strong ties to the College or to their fellow students during their four years. Perhaps this is an inevitable result of the College's large commuting population. Other than the basketball team, there is nothing that provides a unifying focal point for the La Salle student. The problem will probably be aggravated by the new curriculum with its emphasis on individual choice; that means that few students will be studying the same thing at the same time. Increasing fragmentation seems to be inevitable.

Finally, they are serious about learning. Few of them are in college because dad wants them to have some fun before entering the family business. Most have minds capable of being stirred by the right teacher and the right course, and no one who has taught freshmen and then taught the same students as seniors would deny that real growth, learning, and maturation have taken place.

The Faculty

The full time faculty at La Salle consists of some 200 teachers, of whom about 30 are Christian Brothers. The majority (166) are laymen. About 58% now possess the doctorate (up from 43% in 1966). Their academic background is quite diverse, the doctorates having been awarded by 37 different universities.

There is a strong element of stability in the faculty, a fact which has advantages and disadvantages. About 66% have tenure, an unusually high number by national standards. The advantage of this stability is a strong sense of loyalty to the College and a sense of faculty participation in the progress of the institution. The disadvantage lies in the possibility of stagnation: the large number of tenured positions makes it difficult to hire and retain the new blood so necessary to the vitality of a college.

An analysis of the origins of faculty members' bachelor degrees reveals a relatively large number who did their undergraduate work at La Salle and returned after some years to teach at their alma mater. In academic circles, this is known as "inbreeding," and it is generally considered unwise (except at Harvard and Yale, where it is tradition).

The effects at La Salle are debatable. Some see the number of La Salle graduates on the faculty as the living embodiment of the past in the life of the institution. They argue that these teachers are passing on some the intangible spirit that makes La Salle La Salle. Others see the La Salle graduates on the faculty as forming a kind of oligarchy, an "in-group" that is conservative and closed to anyone not sharing their background. For purposes of contrasting them, I have probably
overstated the attitudes of both positions. As a matter of day-to-day experience, "inbreeding" is not a source of tension between faculty members. Since every faculty member has attended at least one institution and probably more than one after earning his baccalaureate, the effect of the undergraduate degree is of doubtful impact upon the life of the College. But it is there to some degree, for better or for worse.

If there is a special note of individuality that characterizes La Salle's faculty, it is likely to be found in the close attachment many have toward the College. To understand why this is noteworthy, one must understand the prevailing patterns of loyalty among academics. Most faculty members in American higher education over the past twenty years have considered their first loyalty to be to their own discipline; their connection with a particular institution of higher education was less important and more transient than their more general commitment to academia as a whole. While this pattern may have changed somewhat as a result of the changing job market, it has never been the prevalent attitude at La Salle.

Neither has La Salle been plagued by a "we-they" struggle between faculty and administration. While there have been the normal differences of opinion at times, the general working arrangement between faculty and administrators has been one of mutual respect and mutual dedication to the welfare of the College and its students.

This concern for students, both by administration and faculty, is certainly one of the distinguishing marks of La Salle College. A majority of seniors (67%) reported that they had formed a close personal relationship with at least one faculty member during their four years. The primary emphasis where faculty promotions and tenure are concerned is still on the individual's success as a teacher, and student evaluations over several semesters are studied as evidence of the teacher's relationship with his students.

At present there are a number of stresses on the faculty, none of them unique to La Salle, but felt here in a special way because of the past history of the College. Changes in the curriculum and especially the drop in the number of required courses have raised the specter of job insecurity. Each year there are larger numbers of faculty members eligible for promotion and tenure; the Promotion and Tenure Committee's decisions bring inevitable disappointment and sometimes bitterness. Inflation and a drastically shrunken job market for college teachers are additional pressures from the economy at large. Whether such pressures will encourage unionization and collective bargaining at La Salle remains to be seen. If such a change should happen, there is no doubt that it would alter the fundamental personal relationships between colleagues, between teachers and administrators, and even between teachers and students.

In the past's College Council Workshop, however, President Burke expressed a sense of hope in the face of such problems and a faith in the traditions of the College. He emphasized, however, the need to work constantly to achieve a true college community, one in which each segment is not blind to the needs of others in the community. "Perhaps our size now makes this achievement extremely difficult," he said. "I for one do not think it makes it impossible."

The Administration

Concern for teaching is not just a platitude for most administrators at La Salle. Nineteen members of the administration also teach at least one course, including the president and the academic vice president. This healthy involvement with the day-to-day work of the classroom insures an administration that is realistic and understanding of the point of view of both students and faculty.

The last two administrations at the College have been in the vanguard in setting up procedures for faculty and student participation in decision-making. Among the procedures is a regular Presidential Forum at which any member of the college community may directly question or discuss a problem with the president or the appropriate vice president. Faculty members and students sit on the ubiquitous committees which formulate college policy. The committee system has changed the role of most administrators and affected the way in which decisions are reached. Unfortunately, the price of consensus is often high in time spent, heat generated, and responsibility diffused. Nevertheless, administrators at La Salle have grown skillful in recent years in the art of chairing committees, preparing agendas, and formulating effective compromises. Authority has come to mean the earned authority of leadership rather than the assumed authority of office.

What is apparent from this brief, somewhat impressionistic look at the people who make up La Salle is the difficulty of generalizing without falsifying the picture. Obviously not every student at La Salle is interested in learning nor every teacher interested in his students, nor is every administrator wise in his decisions and tactful in his relationships. In that respect, La Salle is certainly not unique.

Yet when one attempts to focus on the individuality of the place, it is not easy to avoid cliches like "dedicated faculty" and "the Brothers' historic concern for the individual student," and "educating the children of working men." The picture that emerges from the preceding pages is not free of such cliches, but then the cliches are not necessarily untruths.

Mr. Keenan, an associate professor of English at La Salle, is editor of the college's literary quarterly, FOUR QUARTERS. He is a frequent contributor to LA SALLE and other publications.
La Salle College as a private, Catholic, urban-oriented institution of higher learning is certainly not unique in its obvious definitive dimensions. This is perhaps more true of La Salle and its sister institutions of the Delaware Valley because of their number and close proximity. The proverbial "Big Five" contains two small Catholic colleges, La Salle and St. Joseph's, which are seemingly quite similar. Moreover, the early demise of St. Joseph's was directly tied to the founding of La Salle. But what must be understood from the outset is that La Salle, like any institution, despite its similarities to other establishments, of necessity developed its own peculiar characteristics. The people who founded, organized, administered, taught, studied, graduated from, and assisted La Salle College all contributed through their unique individuality in molding the image and identity that was La Salle College over eleven decades, and which makes La Salle what it is today.

What becomes crystal clear is that that which made La Salle special, or met the particular needs of those who joined the College community, will endure with the institution. Further, La Salle College's past gives every indication that its unique identity has that quality which assures its future. This, of course, will not just happen. Again, it is the individuals who are La Salle College that will opt to preserve or abandon the ideal which makes La Salle special. Faculty, students, alumni, administration and governing board alike must understand and know this individuality which is the College and determine to maintain that particularity. At no time in La Salle's history has its unique character been fulfilled without dedicated sacrifice. Yet, to know and experience La Salle's individuality is one thing; to convincingly portray it is an elusive task.

When Bishop James Frederick Wood founded La Salle College in 1863, he did so in concert with a group of laymen and the Brothers of the Christian Schools. That the latter was a body of men intent on achieving eternal salvation through
Christian education of youth, is significant in understanding La Salle College as primarily a Christian institution. Moreover, that Wood included interested laity in his plan for higher Catholic education demonstrates a broad approach La Salle would tread in achieving its goals. The layman as a permanent, significant part of the institution was characteristic from the very beginning. No “hot house” education here. Admittedly, this was or is not unique in the annals of Catholic higher education. But, it gives emphasis to the notion abroad in the Church today that all segments of the Christian corporate body must play an active role in achieving its ideal.

As noted above, Catholic higher education in Philadelphia was not new with the founding of La Salle College; it was merely a continuation. Like its predecessors, La Salle operated in concert with the Church, while the local Catholic Bishop served as Honorary Chairman of the Board. It was private and, for the most part though not exclusively, designed to serve the needs of Philadelphia’s Catholics. As an institution operated under the aegis of the Christian Brothers and devoted laymen, La Salle did differ in its lower rates of tuition. This welcome diversity, however, did not make the New College unique. Its character formation needed time and people.

In La Salle’s early stages of growth and development, the extensive influence of the Christian Brothers was evident. True to the tradition of the seventeenth-century innovator, John Baptist de La Salle, Brothers and laymen associated with the young college strove, in the words of de La Salle, to provide “the best possible” education. Of course, what institution of higher learning would not proclaim this for its worthy objective? However, in the words of its second president, Brother Oliver, La Salle’s education was religious and moral as well as intellectual. The College’s private character gave it the flexibility to aim for the threefold objectives. This same option was, of course, available to all nineteenth-century private colleges. Nonetheless, in striving to attain the “best possible” education for its students, La Salle by 1873 had been referred to as “one of the best in the country.” That such a small and relatively young institution rated such an encomium was indeed unique. At the time, the president, Brother Noah, opined that it was the first duty of the College “to do justice to the students by affording them every reasonable facility for improvement.”

Just a decade later, when the College was under severe fiscal strain, and St. Joseph’s College relocated within a few blocks, it was suggested that La Salle close its doors. The Administrator of the Archdiocese of Philadelphia proclaimed; “La Salle College is an absolute necessity to the people of Philadelphia.” That these were not just pious or emotional sentiments was clearly evident in the impact the College had on the private sector of higher education in the city, particularly in the establishment of Temple University. This latter institution, founded and developed with much adversity, was directed to achieve the ideals La Salle established for itself in 1885, namely, the development of intellect, cultivation of spirit, and the molding of Christian gentlemen. That La Salle College’s president was so instrumental in establishing an institution like Temple in nineteenth-century Philadelphia was quite interesting; but, given the juxtaposition of La Salle and Temple today, one would be tempted to label the happening unique.

In its first quarter-century, then, La Salle College developed much like other small, religiously affiliated, private, urban colleges. The emphasis on quality education in a Christian orientation was firmly established and preserved. By the turn of the century, there is little evidence that these principles were found wanting. The College in 1902 stated that it sought to educate under the most “approved modern methods” in an atmosphere which assured the “safeguards of religion.” This reiteration was in reaction to a requirement peculiar to the Christian Brothers which directed the removal of Latin and Greek from the curriculum. The very discouraging situation which prevailed through 1923, seemed only to bolster the determination of corporate La Salle to provide quality education.

In commemorating fifty years, Philip R. McDevitt, a priest-alumnus, spoke of La Salle as taking its place among the foremost colleges in the United States. President Denis Edward noted that every faculty member true to his profession would see to it that the College would attain the goal articulated by
McDevitt. Nothing short of high professional ideals should mark the faculty, and, Edward felt, the College owed "the best possible" education available to its students. This, of course, meant constant program updating which has been characteristic through good times and bad.

What perhaps was not quite visible to those who labored at La Salle in its first fifty years was the ongoing personal interest which the faculty took in their students. An alumni evaluation during a period of recall saw personalism surface as a nearly universal characteristic of their college experience. During five decades of dedication to quality Christian education, this unspoken, indeed inevitable personal interaction between students and faculty became an integral part of that something special which is La Salle. Meeting individual needs with openness, understanding, a willingness to assist—all essential characteristics of the Christian ethic—flowed directly from a policy providing the best possible scholarship.

What was choice education for the unlettered French urchins of de La Salle's seventeenth-century was a world apart from the needs of Philadelphia youth in twentieth-century America; yet principles and objectives, tested over the centuries, remained stable while in the process of adaptation to different times and cultures. Hence the extended responsibility of La Salle's administration and faculty for the preservation of an atmosphere appropriate to collegiate education which preserves the dignity and respect for each student no matter the need, be it social, economic, intellectual, or religious. Truly, today this accountability covers every phase of collegiate enterprise.

At the three-quarter-century mark in Christian education, the College community listed its threefold objectives as follows: to combine moral, intellectual, and physical development; to foster "intellectual excellence" under the aegis of Christian philosophy; and to stress Christian morality in the development of character and "sound citizenship." Although the school suffered anxious times due to disruptive World War II shortly after these aims were promulgated, they exhibited a continued, sincere concern for quality Christian education. What could benefit the individual student more than quickening of character, intellect, and spirit, and how better achieved in an academic community than through mutual concern for the scholar as person?

As La Salle regained its mobility after the war, all that characterized the College identity down through the years was contained in President Luke's exhortation that La Salle always be a forward-looking institution, dedicated to the service of youth, and "willing and eager to do its best for every student who enters its halls." Luke's legacy, carried to its fulfillment both in spirit and letter, ably serves as a worthy objective through the ages. Sincerely attempted by all facets of the College community, particularly faculty and administration, this individuality arises above the crises of the times both within and without the institution. No matter the national dilemma, evolving Christian theology, ecological crisis, political upheaval, new directions in higher education, social concerns and demands, campus unrest, liberal and conservative confrontation, a prognosis of fiscal failure—all find solutions in a community where dignity and respect due the individual remains the vehicle through which free and open discussion of ideas and direction ultimately bring the College commonwealth to fulfillment as educating and educated persons.

Until we develop an adequate substitute for personalism, excellence, and Christian principles, and all that these imply in higher education, La Salle College must engage itself in the pursuit and preservation of said qualities, for these by very definition are what makes our College unique. "There is still hope for society," proclaimed Bishop Gerald McDevitt on the occasion of La Salle's centenary, as long as the College remains faithful to its beliefs and purposes. And this can and must be done, while, at the same time, entertaining all the innovative ramifications of modern higher education. La Salle thrives not on limitless endowments, a surplus of fiscal withal, extensive lands and buildings, burgeoning files of substantive applicants; rather, its life and preservation are rooted in academic excellence achieved through and with the ethic of Christian personalism. True, the very useful and sometimes pleasant accouterments of education contribute in some small way to the creation of a unique educational experience, but the essentials of spirit and intellect have always been on the La Salle scene, while the other elements have been more or less frequent visitors.

La Salle, then, will continue as a small, Catholic, liberal arts, urban college as long as its constituents are convinced that its unique character is worth preserving. Elusive though this special quality may be, one needs to experience it to know it, the only guarantee that La Salle will be saved from faceless uniformity in the spectrum of higher education is the tireless staking of educational philosophies rooted in the College's foundations. Today, as we chart our course through the speculative waters of change, the timeliness and enduring values of La Salle traditions are the only tried and proven safeguards. And this now multifaceted ship of higher education struggling with questions of academic, faculty organization, intercollegiate athletics, co-education, racial disparity, male and female chauvinism, student responsibility, the implications of church affiliation, religious experience and direction, and many others, can not, must not go forward without a clear understanding of its responsibility to the individual in achieving excellence through higher Christian education.

Perhaps the greatest burden must fall to the faculty which shoulders so much of the direct responsibility for maintaining the ideal. The merge of religious and lay faculty, a concept indigenous to La Salle from its inception, is a positive factor that can only encourage quality teaching, which alone will preserve the viability of the College. What was accomplished academically in the sixties, sometimes in the face of a student body whose size caused exacerbating circumstances, must lead to greater progress through research and experimentation. La Salle tradition clearly indicates that in times when student population leveled, instructional quality improved. Numerical decline and innovation seemed to go hand in hand. Further, as higher education throughout the United States examines itself, La Salle traditionally must screen internally. Yes, we
may be at the crossroads in higher education, but our past dictates that the College must determine just what it is going to be in a new age, indeed in a new century. Any such determination will not be complete without carefully considering the qualities of the past. Will personal interest, excellence in instruction, and Christian principles be found wanting? They need but be put to the test.

Just recently, Princeton University's Commission of the Future of the College laid down seven broad principles, one of which called for small classes, individualized instruction, and opportunity for personal interaction between faculty and students as a significant environment which should be retained. In its determination to sift the distant and recent past in order to chart its future, College administration, faculty, student body, alumni, and governors must generate input based on personal experience and understanding of the unique reality that was and is La Salle. Then the general College community can best serve itself through a genuine conviction of its individual worth. In knowing, understanding, and experiencing that exclusivity which is La Salle's, we can not but help chant praises of that fortress of Faith in our God and our land—La Salle.

Brother Donaghy, professor of history at the college, is author of CONCEIVED IN CRISIS, an authoritative history of La Salle, and PHILADELPHIA'S FINEST: A HISTORY OF EDUCATION IN THE CATHOLIC ARCHDIOCESE: 1692-1970.
The Day Joe College Came to La Salle

By Joe Coogan

In my time (Eastern Standard) I've been a student at four colleges: Columbia, Penn, La Salle, and La Salle. La Salle, La Salle twice, and two different schools they were. I was there first from '38 to '41, dropped out, bummed around for a few months, went into the Army, where I bummed around for a few years, then lived in New York, where I more or less bummed around until I returned to La Salle in 1947.

Looking back over all those years is a little like looking down from a plane flying 30,000 feet or so above ground. The landscape flattens, people disappear, and long miles are brief minutes. The geography of time, no less distorted, differ from man to man, and each has his own landmarks. A few of mine:

Eighteen, wearing a blue and gold "dink," strolling across campus, stopped by a slight, smiling, white bearded gnome in a long black gown. Brother Alfred. "Stand up there, up on the bench. All right, give me a two minute talk on boiling water." I do. A small group of freshmen (do we now say freshpeople?) gathers. "Fine, fine." Does he jot something down in a notebook? I forget. (I won a prize for public speaking that year—a penknife.) I go off to the locker room in the hall behind the stage of the old auditorium. A lot of other freshmen are there. Suddenly much shouting and hoots of laughter. A raid! People scatter. Some six of us are rounded up by members of the Vigilante Committee—scowling sophomores in floppy white hats. (I was to wear one the following year.) They glare at us while we sing, by stern request, the school song. As they leave, I make an obscene gesture behind their backs. Alas, behind every back but one. The Vigilante chairman had turned around. At assembly, about a week later, I and several other culprits are gathered on the auditorium stage and, in front of the entire school, are made to run the gauntlet, from which we emerge well paddled.

The Vigilante chairman was a likeable guy who starred on the football team, most of whose members, imported from upstate, lived in rooms facing a hall of the college Dr. Holroyd referred to as "the Polish Corridor." It was a less than distinguished team. Our basketball team was a bit better. Its most notable game, in my opinion, was one played against LIU at Convention Hall, and enlivened by a riot. People surged onto the floor, fists flew, and I, a freshman manager, was almost beamed by a typewriter hurled from the press table. We made the ritual journey (we'd lost) to the LIU locker room under police guard.

Spring, Jules Blum, another freshman, and I are riding out to Chestnut Hill College in John Kelly's Model A Ford coupe. We sit huddled in the small trunk, where we'd been stuffed by a few of John's fellow Vigilantes, and our job is to pick up girls, get them to write their names and phone numbers in lipstick, and pass on the information to John and whoever was with him. We withhold, naturally, the choicer items. (I last saw John years ago on Broad Street. He was on his way to lunch at the Union League.)

Not long after, a similar car—John's? I don't remember—was featured in an automobile show held in the Collegian office. Someone had dismantled it. Bumpers, fenders, windshield, headlights, and whatever, were arranged tastefully along one wall. Invited to view the display, the owner laughed heartily at this practical joke on a, to him, unknown victim. Unknown, that is, until he spotted the license plates.

Why did most of us not only tolerate, but actually cooperate with this at times demeaning nonsense? Blame Jack Oakie, Stu Erwin, and other stars of those college movies of the thirties. Some characters were formed on the playing fields of Eton. We owed ours to the back lot at Warner Brothers. (And I wouldn't doubt that Cary Grant, more than Army training films, taught my generation how one should acquit himself on the battlefield.) Exuberant frivolities, of course, never vanish from college life—after all, there was Knicker Soccer Day—but they were much more evident then than when I returned in '47.

But aside from all that, what was the basic character of La Salle in the late thirties and early forties? What blend of ingredients gave it its individual flavor? The college's abiding purpose was, I think, an old one, mirroring to some extent the dream of Horace Mann when he envisioned his public school system. La Salle, a small school then, drew many of its students from blue collar families. It was there to help us qualify for the better jobs, to help us rise above the social and economic status of our parents. And it did. It was also strongly, and somewhat naively, there to isolate us from the "pagan" influences of secular society, to make certain we "kept the faith," a rather simplistic one. Our days were often punctuated with pious exercises, religious retreats were mandatory, and our philosophy teachers smugly demolished the arguments of great thinkers whose books we were not allowed, under pain of sin, to read. Nobody much cared.

In the late forties a few people cared. I remember one man who became so enraged at what he considered the hypocrisy of an ethics teacher that he stood up in class and challenged him to a fight there and then. For the most part, though, religion was something we had stopped talking about. Our attitudes ranged from considered acceptance, to agnosticism, to outright disbelief. (There had been some atheists in fox holes.) We were older, more serious, and had more responsibilities than the average student of pre-World War II. We would not have put up with the "collegiate" shenanigans or petty pietisms of the past. Many of us had work to do, some had families to support; so fewer of us were as heavily involved in extracurricular activities as we might otherwise have been. But I can't speak of "we" and "us" so confidently now. My memory dwells on only one section of a compara-
Here’s a guy who liked the college so much that he passed through twice. An irreverent reminiscence of the thirties and forties.
We had thoughts of New York skyscrapers lumbering

tively large student body—World War II veterans, middle twenties, liberal arts majors.

It was a far from solemn crowd, and we had our share of outstanding characters, one of whom was the class bookie. He used a blackboard to post the race results, disguised as assignments. (For "Section H, Chapter 4, pp. 8, 5, 7" read "Hialeah, 4th. race, winner, number 8: place and show, 5 and 7." It didn’t look all that logical, but then who looked all that closely?) I could tell a tale of some moderately bizarre adventures, and fondly recall a litany of names, but those stories would not be appropriate here. For most of our revels, such as they were, were not closely linked to some happening at college. How impressed I would have been at 18, for example, to run into a classmate who casually suggested dinner at "this great restaurant in the Village." In more olden days we went to New York on rare college trips, during one of which —to hear a new La Salle song written by Fred Waring—I wound up saving a now distinguished behavioral scientist from getting slugged for inappropriate behavioral activity at a dime-a-dance palace. Almost to a man, the class of ’49 was more sophisticated than that.

La Salle was more sophisticated, too. It had become much less a trade school and more a forum for ideas. It was a satisfying, at times exciting, place to be. The curriculum had broadened, subjects were taught in greater depth, and the students, it seemed to me, were more intellectually aware and questioning than we Joe Colleges had ever thought of being. And I suspect that these more mature students may have stimulated better teaching. We were, I think, more wisely critical of teachers than younger students tend to be, and at the same time more tolerant.

I might add, parenthetically, that anyone who can’t be tolerant of the occasional fat headed or in other ways unqualified teacher will never find a college to suit him. That dictum applies to any school I’ve ever attended or taught in. I well remember being subjected to the humdrum lectures of a famous authority on American letters—a marvelous man but, at 80 something, slightly past his prime. This ancient emeritus had recently pulled together a textbook of essays from various publications. “It’s a marvelous accomplishment, isn’t it?” burbled a colleague of his. “I mean for a man his age.” To which one long suffering student answered: “I figure it this way, Professor. If he can’t do it by the time he’s eighty, when the hell will he learn how to do it?” A fair reply.

But some teachers achieve a much higher level of incompetence at a much younger age. At the latter day La Salle the favorite of those of us in the Masque, and a great source of friendly merriment, was a man who came in to direct plays and teach all aspects of the theatre—set building, directing, acting, playwrighting, what have you? A man with towering illusions, he would announce after each badly directed dramatic pretext to somnolence, “I received a telegram from Moss Hart. He’s very interested in seeing what we’re doing.” Or, more simply, “New York is coming down,” which conjured up pictures of skyscrapers lumbering along Olney Avenue, perhaps, the Empire State Building in the lead. His every movement was theatrical—he was not, to give him his due, a bad actor—and he’d sweep into class with scarf flying behind his neck and dark overcoat flung cape-like across his shoulders. During one alleged playwrighting class—which consisted of our reading aloud an amateurish effort of his—he became first petulant, and then haughtily angry at our badly managed attempts to muffle laughter. (The play was a tragedy.) Grabbing up books and papers, he leaped from his chair, shouted, “I’ll have no more of this!” and, for emphasis, slammed books and papers on the desk. Unfortunately, he missed it. His dramatic exist was marred to some degree by his first getting down on hands and knees to scoop up the material he had thrown to the floor. We were very fond of him.

Without quite intending to, I seem to have arrived at the subject of teachers. A necessary one, I guess. As a man who’s sat on that side of the desk—at Immaculata, Rutgers, and, improbably enough, the U of P’s Graduate School of Medicine—I feel a certain amount of tribal sympathy. And I hesitate to single out individual teachers, for I owe so much, during both stays at La Salle, to so many of them. Nevertheless, I’ll do it. Although genetically incapable of learning Mendel’s Law, I remember Dr. Holroyd’s classes with pleasure, as I do Joe Flubacher’s crystal clear exposition of economic laws. Brother Edward Patrick’s teaching was graced with singular warmth and compassion, and we must all hope God forgives him for encouraging so many of his students to be writers. Charles Kelly is a superbly gifted teacher of English Literature.

The mention of Charley’s name calls forth a long dormant feeling of regret. One Friday he stopped me in the hall and said, “If you intend being in New York this weekend, you might find it amusing to meet a young cousin of mine who has her first Broadway role—a walk-on in a Strindberg play.” I didn’t attend. Ah, had I but known then what I know now, I might be, who can tell?, the present Prince of Monaco.

Well, I hope this amicably irreverent article has provided a glimpse of, and conveyed my lasting debt to, both La Salles—each, with many others, long since gone. Although I keep in touch with the college from time to time, I have only the dimmest idea of what the ’73 La Salle is like. Bigger, I know, and better, I’d bet, than the La Salles that have preceded it.

And now that we’ve touched on the theme of continuing progress, I remember a speech given by a high-ranking member of the faculty—it must have been sometime in the ‘60’s—to an older group of alumni. Carried away by his pride in the school’s constantly growing academic excellence and the superior quality of its students, he bawled at us and said, “Gentlemen, you’ll be glad to know that, with today’s standards, many of you could never have qualified for admission.”

He thought he was raising money.

Mr. Coogan, ’49, is a noted free lance writer who has taught English at various area colleges.
The Masque presents "Knickerbocker Holiday" in 1941 (top left); students celebrate (top right), and march from a 1938 Baccalaureate Mass.
Dr. Roland Holroyd is retiring this spring from the faculty. And with him, in a sense, retires half of the College’s tradition, for his teaching career actually spans almost half of the one hundred and ten years history of La Salle. But it is more than years that Dr. Holroyd has spent here, and it is much more than the length of his service we shall remember. He is indeed a legend in his own time—as teacher, guide, friend, and embodiment of everything Christian and civilized that the College aspires to.

Characteristically, he has begged off from the elaborate event we were planning for him this spring. There was a quiet luncheon of the biology department with the board of trustees in May to mark the occasion. With an honorary degree from La Salle, his affiliation to the Christian Brothers, and the naming of the science building after him, we are left only the most heartfelt sentiments of love and esteem of the whole campus to offer him now, sentiments that everything else in the way of honors in recent years was meant to express.

Fortunately, he will be continuing his association with the campus, we hope on a daily basis in his office. That association will be especially, of course, with the biology department and its alumni, but hopefully it will be, too, with all the current and past students of the College who have been graced by his humanity, his piety, and his wit.

In perpetuum, frater, ave atque vale.

Daniel Burke, FSC
President
Can We Save the Individuality of Our Colleges?

Or will powerful pressures, on and off the campuses, homogenize higher education?

A mericans have long prided themselves on the individuality of their colleges and universities. The special ambiance of each campus. The combination of people and purpose. Spirit. The sounds and smells that make it different from all others.

And more:

... The autonomy of each institution that enables it to choose freely its own goals—and the programs to attain them.

... The peculiarly American genius for promoting the existence, side by side, of public and private colleges and universities.

... A "system" of higher education, in the best sense of the word: a group of interacting, interrelated, interdependent elements, existing in a more-or-less harmonious relationship. But intensely individual, nonetheless. Certainly not "systematized," if the word implies a lockstep, or central control, or dull uniformity.

The result is one of society's major miracles: more than 2,600 colleges and universities, each one different from all the rest. Different, yet committed to the com-
mon idea that through diversity and individuality the needs of the culture will be met.

But now we are encountering forces that threaten the survival of all that. For the first time in a century, serious questions must be raised about the ability of our colleges to maintain their individual distinctiveness—and of the system to maintain its diversity.

The historic immensity of what is happening is only beginning to be clear. After an era of unprecedented confidence and expansion throughout higher education, there is now a widespread questioning of higher education's place in our culture, and of its claim on our resources. And growth—which for decades has been the hallmark of our colleges and universities—is decelerating.

With these developments have come crises of size and money and quality affecting the great diversity of our system of higher education—and the individuality of each college and university within it.

### Individuality and the Changing Student Population

For the past 100 years, American higher education has been growing at an accelerating rate. Enrollments doubled every 15 years until World War II; since then, they have doubled every decade.

That is not likely ever to happen again.

The Carnegie Commission on Higher Education predicts that enrollments will increase only by one-half between 1970 and 1980, and not at all between 1980 and 1990. In the last decade of the century, they will go up by only a third.

Enrollments in private institutions actually will drop, the federal government estimates, between 1977 and 1980.

By the end of this decade, say statisticians in the U.S. Office of Education, private education's share of all college enrollments will fall from 22.3 per cent in 1972-73 to 17.5 per cent in 1980-81.

These reductions in growth hold profound implications for all colleges and universities. Notes Princeton's President William G. Bowen:

"This battle for survival [private vs. public colleges and universities] has very serious implications for American higher education in general, which draws much of its strength from pluralism; that is, from the presence of many strong private and many strong public institutions working in different ways together.

"If this diversity were to be eroded, American higher education would suffer significantly."

There is more at stake than survival: the serious question. Survival for what?

In the period of expansion, a college or university could set its goals and be reasonably assured that enough students would be attracted by them. It cannot be so confident in a period when enrollments are stable and resources scarcer. The tendency in those circumstances is to standardize, to avoid setting goals that are offbeat, to try to be all things to as many men and women as possible. Under such conditions, mere survival is not an attractive prospect.

Decelerating growth and "no-growth" have other ramifications. If enrollment levels are to be maintained, some colleges and universities will be forced to accept students who do not meet the traditional criteria for college admissions.

"Low academic ability [measured by traditional means] will be the distinctive characteristic" of many such students, writes K. Patricia Cross of the Center for Research and Development in Higher Education at the University of California at Berkeley.

"We have not yet faced the full meaning of this prediction," Ms. Cross says. Such students will require major changes in the curriculum, major new sources of financial support, and faculty members specially trained to recognize and reward the non-academic skills they bring to the campus.

Another development—the growing pressure to educate a far greater percentage of adults than presently—will change the character of many a college and university. Already, a significant number of flexible arrangements are under way—"open universities," external-degree programs, "universities without walls"—to meet the needs of those who cannot leave full-time employment to earn their college degrees.

Alterations in the traditional picture of higher education will be extensive. Says Ernest L. Boyer, chancellor of the State University of New York:

"The old model of a scattered collection of isolated enclaves, each jealously guarding its resources and minutely regulating its students, who must remain in confinement for a four-year term, is giving way to a far more complex, dynamic image—a network of learning, resembling perhaps the human nervous system itself: intricate, continually pulsating, and totally interconnected."

The individual campus, as Mr. Boyer sees it, "is becoming less a fortress surrounded by its moat and more of a supermarket of ideas, a library with easy access, or a base of operations to coordinate learning, not control it."

Few would quarrel with the aims of such programs. They offer the possibility of lifelong learning for many
citizens who have not been able to afford a college education in the past. They permit vast numbers of persons to earn academic degrees in less time with more options.

Yet many observers are concerned. Supermarkets, they say, are not very friendly places. While you may meet your material needs there, your spiritual needs may be unfulfilled.

Without precautions, says Stephen K. Bailey of Syracuse University, such programs "can lead to a parade of academic horrors: cram courses organized by fast-buck proprietary schools, a deadly standardization of subject-matter, tutoring to the test."

State legislatures, others warn, could use the development of the new programs as an excuse for reducing support for the traditional colleges and universities. Perhaps most serious of all, however, are fears that such programs might change the whole definition of education in our society. An individual experience, leading to the development of "whole men and women" or "good citizens," might become a purely utilitarian process of providing the credentials a person needs to earn a living.

One writer describes the new trends this way:
"We don't offer extracurricular activities; we eliminate most of the theory courses; we give practical applications; and we get the students through in one-third the time. We get them through fast."

Another observer deplores the prospect:
"This is the attitude of a new breed of educators, the big-business organizers, who are moving into education and turning out graduates on an assembly-line basis. Apparently they are being paid by the head count."

There are ways to broaden our commitment to educating as many people as possible, without sacrificing the best qualities of higher education that we have known in the past. They lie in more individuality for our colleges and universities, not less; more diversity in our system of higher education, not less. But, as we shall see, other forces—in addition to those accompanying the new era of no-growth—may be putting those qualities in serious jeopardy.
Individuality and the Trend Toward Central Control

Higher Education’s long period of postwar growth coincided with a long period of national affluence. As the economy boomed, tax dollars were more numerous than ever before in history—and, nearly everywhere, public colleges and universities received a top-priority share of them.

Most states still place higher education well up on their priority lists. But urgent new needs have developed in other areas—e.g., health care, aid for the disadvantaged—and the competition for tax dollars has grown.

The result: Public colleges and universities have been subjected to unprecedented demands for “efficiency”—some justified, others panicly and unwise. And to achieve that efficiency, many states are dramatically reorganizing their structures of public higher education.

Once-autonomous institutions, each seeking its own goals, are finding themselves incorporated in larger and larger “systems” of public colleges and universities, often statewide in scope. Decision-making is centralized. Duplicate functions are eliminated.

From an efficiency standpoint, the trend makes sense. “It seems to us,” argue Paul L. Dressel and William H. Faricy of Michigan State University, “that higher education must be regarded as a national resource, that the roles of institutions must be determined by social need, and that resources must be allocated according to a plan and their actual use accounted for.”

They add:

“In moving in this direction, we are permitting the public and politicians to make decisions about the character of institutions—and their decisions may not always accord with the views of those involved with higher education.”

In 1959, fewer than half the states had formal, legal mechanisms for statewide coordination of higher education. Now 47 states have such mechanisms. “Besides this dramatic increase in numbers,” writes one observer, “statewide coordinating boards have increased in power in their areas of influence and in coercive potential.”

The trend away from campus autonomy and toward central planning is likely to encompass many private institutions as well, when—as is happening in many states—they receive increasing support from public funds.

“Why,” asks one observer, “should the non-public institutions receive tax dollars and not be subjected to the same planning and operating constraints and criteria for accountability as the public institutions? While the initial small, indirect aids may call for a modicum of state control, once the amounts become substantial, the institution can be treated in no other way than as an integral cog in the coordinated state system.”

It may even be that some national system of higher education will emerge from the upheavals now occurring. Clark Kerr, chairman of the Carnegie Commission, says that education is becoming a “quasi-public utility”—especially since it, like electric power and other utilities, has become essential in the lives of people. Just as utilities require regulatory agencies to protect the public interest, say some observers, so the prospect of government regulation of higher education cannot be ruled out.

What happens to the colleges’ individuality and diversity, in the wake of such developments?

The president of one public institution in Ohio, Miami University, says that as the state system has developed, “we have witnessed a lockstep progression, statewide, into a common calendar, into a
common subsidy formula, into a virtually common fee pattern." He warns:

"If diversity is coming out of the public system and is replaced with a pale, insipid sameness, and if there is a simultaneous withering of the private sector, one can question what the future holds for the very fiber of our system of higher education."

The movement toward more centralized authority, however, seems inexorable. It is clear that the public and its elected representatives are no longer willing to let the colleges and universities, alone, decide what is educationally best for the society. "Education," says an observer, "is too important, and too expensive, to be left entirely to the educators."

How, then, can colleges and universities learn to live in the larger systems, while preserving their diversity and individuality? They must be ingenious enough to develop mechanisms to preserve flexibility within a highly structured whole—and that poses one of the major challenges for higher education and its supporters in the years to come.

**Individuality and the Unionization of Faculties**

**Until recently,** the prospect of faculty members' joining unions and engaging in collective bargaining seemed foreign to both the spirit and the reality of life on most campuses. Colleges and universities were serene havens far removed from the materialism and economic competition of the industrial world, and faculty members were thought of (and regarded themselves) not as "employees" but as individual professionals.

Although thousands of faculty members and college administrators still recoil from the notion of faculties organizing in collective-bargaining units, unionization—and all that goes with it—has made major gains on the campuses in the past five years. Most observers expect the trend to quicken rather than to slow down.

Already, the faculties at nearly 300 colleges and universities have won bargaining rights. More than half of the institutions are two-year colleges, but unionism is also gaining significant footholds in many four-year institutions, as well. Faculties at the State University of New York and the City University of New York are organized collectively, and the California legislature is considering a move to permit public employees to organize in that state.

The movement toward faculty unionization was speeded by a recent decision of the National Labor Relations Board that private institutions with annual budgets of $1-million or more fall under its jurisdiction. In the past, the NLRB excluded such institutions, so that only the public colleges and universities in states that had laws permitting their employees to organize could develop unionized faculties.

These occurrences have combined to make the debate over whether faculty members should join unions irrelevant. The issue now is, What impact will collective bargaining have on the character of our colleges and universities—and on the relationships between faculty members, administrators, students, and governing boards?

"Almost certainly," says one observer, "collective bargaining in higher education will move to statewide or system-wide levels and, in the process, destroy much of the autonomy of the separate campuses." He adds:

"Collective bargaining in a state system of higher education will ultimately promote centralization of decision-making. Collective bargaining will contravene the individual and departmental autonomy for which many faculty members have battled so long."

Collective bargaining's advocates disagree vigorously. "In fact," says one union official, "bargaining is a response to that trend. The only way faculty members can play a role, when policies are established on a statewide basis, is through bargaining and political action. Otherwise, it will just be done over their heads."
In addition, union leaders point out, they have vigorously opposed such steps as the setting of statewide work-load standards by some legislatures.

Nonetheless, warns William B. Boyd, president of Central Michigan University, the administration of a collective bargaining contract, "with its emphasis on legalism, its grievance-laden tendencies, and its use of adversary proceedings, will almost inevitably change the tone of university administration. The last remnants of colleagueship are apt to disappear. Personal relationships are almost bound to change when personnel relations are altered so fundamentally."

Can the traditional character of a college or university survive such strains? Or will the changes wrought by the unionization of faculties be a further cause of declining individuality and diversity?

**Individuality and the Money Crunch**

The financial crisis in higher education has replaced student protest as the "big issue" in the eyes of the press and public. Where once the headlines told of 100 students arrested for their roles in demonstrations, they now tell of 100 colleges and universities confronting the prospect of financial disaster.

The money crisis is real and of major proportions. Some private institutions face the possibility of extinction.

The existence of other institutions—public and private—is threatened. The Carnegie Commission predicts that nearly two-thirds of the nation's colleges and universities are in financial trouble or headed for it.

One spectacular case is that of New York University—the nation's biggest private institution of higher education. After several years of backbreaking deficits, N.Y.U. announced last fall that it planned to eliminate more than 200 faculty positions, sell one of its campuses to the public system of higher education, and insist that, henceforth, every academic unit within the university be able to pay its own way plus its fair share of university overhead.

Higher education's financial crunch came on the heels of several years of student disruptions—and some observers have attributed the crisis to the loss of faith in colleges and universities that followed. But the roots lie deeper—in the end of the era of growth.

In its simplest terms, higher education's crisis has developed because costs kept rising while income did not. (There is a limit to the amount of tuition a college or university can charge and still remain competitive.*) At major universities, large research programs were initiated with federal funds. Those funds have grown scarcer as the government's priorities changed, leaving those universities with commitments they cannot afford.

The increasing costs hit both public and private institutions.

One observer says that the huge growth during the 1960's was itself one of the main causes of higher education's money troubles. Colleges and universities were all the more vulnerable, he says, because they were "undercapitalized, overextended, and moving into increased areas of responsibility without permanent financing."

Yet—while the financial crisis is real, and some institutions have been forced to close their doors—for the vast majority of colleges and universities, survival itself is not in question.

Even at New York University, with its appalling problems, President James M. Hester believes that the draconian steps he has taken will assure the university's survival.

"The disease has been diagnosed, the prescription has been made. We are taking the medicine," says Mr. Hester. "It is very painful, but it is possible."

Edward D. Eddy, president of Chatham College, puts it thus:

"Posting a death notice for all of private higher education is like shooting all the horses because some have the wheeze."

"The great majority of the institutions will survive," Mr. Eddy declares. "Despite the many predictions of their demise, surprisingly few have closed their doors. Institutions of higher learning do have a persistence and tenacity—but not necessarily a guaranteed quality. And there is the rub."

The nation's colleges, Mr. Eddy says, "by and large will survive. But the emerging question is clearly one of spirit, not just life."

The economic crisis poses one especially nettling threat to the diversity of the system of higher education and the individuality of every institution: well-meaning but potentially damaging cries for heightened efficiency and productivity on the campuses. If taken too literally, such a movement could turn the nation's colleges and universities into faceless, spiritless factories.

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* A recent study has shown, for instance, that in 1964-65 a group of representative private institutions was charging $657 more per student than a group of representative public institutions. By 1971-72, the same private institutions were charging $1,242 more per student than the public institutions.
Most observers agree that many colleges and universities can and must improve their fiscal policies. But, warns Paul C. Reinert, president of Saint Louis University, they cannot be run like businesses. “There is,” he says, “more at stake than Kleenex.”

“Efficiency in higher education remains a complex matter,” warns Howard K. Bowen, chancellor of the Claremont University Center. “Society may be in danger of trying to restrict the functions of higher education too narrowly, and to convert institutions into mere assembly lines generating credit hours, rather than allowing them to function as centers of learning and culture.

“It would be a mistake, harmful to both education and to social welfare, to turn colleges and universities into credit-and-degree manufacturers and to judge them solely by their productivity in these terms.”

Father Reinert sums it up: “We must keep in mind that there are substantive differences between a college and a business. Drive a corporation to the wall and it may make adjustments in its operations that enable it to bounce back. Drive a college to the wall and you can kill it.”

Even more controversial than the cries for efficiency are issues raised by the variety of solutions that have been proposed for higher education's money troubles.

Virtually everyone agrees that major new infusions of public funds for both private and public institutions will be needed. But how those funds should be channeled—whether they should come from the federal or state governments, whether they should be in the form of institutional aid or grants and loans to students—produce deep divisions within the academic community.

The Carnegie Commission has argued against “lump-sum, across-the-board grants” from the federal government. They could lead to reduced state support and to the development of a “nationalized system” with strict government controls, the commission says. Instead, it favors basing federal support to an institution on the number of federally supported, needy students enrolled, with the states providing the bulk of the support.

Spokesmen for some institutions of higher education disagree. Direct federal grants to the colleges and universities, they argue, can make the difference between the survival and collapse of many of them.

Spokesmen for many other institutions have argued that new government support should come in two forms: outright grants to the most needy students and “income-contingent loans” to middle-class students. (Under such loans, how much a student must pay back would be determined in part by how much he earned after graduation.)

With most support going to students, these educators argue, both public and private institutions could raise their tuitions to a point that would more nearly pay for the actual cost of providing an education.

Such a system would best preserve the diversity of our system of higher education, says an economist from the Brookings Institution. We need, he says, “a shift to public support of students rather than the excessive reliance on institutionalized support that characterizes current public support programs.” He goes on:

“Such a program of portable aid would free institutions to develop their own conceptions of the curriculum required to produce better people and, more importantly, would give student-consumers a right to choose among alternative conceptions. The government could and should scrutinize the academic offerings for which it is indirectly paying, but the nature of such investigations would change.”

Officials at most public institutions oppose any major shifts of aid from institutional support to support of students. The necessary increases in tuition, they say, would end the nation’s long-standing commitment to low-cost higher education, and would shift the major burden of paying for education from the society at large to the individual student.

That shift, they say, would represent an end to the belief that society as a whole—not just the individual student—benefits from the higher education of its citizens.
Switching from institutional support to loans and grants "constitutes a definite shift away from public decisions and responsibility for the support and control of higher education and toward a philosophy of private responsibility and private enterprise, with major consequences," says Clifton R. Wharton, Jr., president of Michigan State University.

"The shift would transform the goals, values, and conduct of the entire higher educational system," he says.

Decisions to be made soon in Congress and the state legislatures probably will determine how much new governmental aid will be forthcoming and what form the aid will take. Alumnae and alumni concerned about preserving the qualities of higher education could do higher education no greater service than keeping informed about the alternatives, and advising their representatives of their preferences.

The economic crisis in higher education is, in a sense, the cause of all the other forces moving toward the homogenization and standardization of our colleges and universities.

Many observers suspect that neither the movement toward statewide systems of colleges and universities nor the trend toward collective bargaining among the faculty members would have gone so far if the era of great growth had not ended. Suddenly, in the economic depression that followed, higher education was no longer society's favorite place to spend money.

How, under such conditions, can colleges and universities provide diversity and individuality? Must they sacrifice their autonomy and individuality? Or can they find ways to live with the end of growth without giving way to drab uniformity?

Individuality: All the Threats Combine

The end of an era of growth, the scarcity of new resources, the increased competition for them, and the public's changing definition of higher education's role in society have all combined to produce a major challenge for the nation's colleges and universities.

The task before them now is to meet the challenges while preserving the best of the past.

It is easy to be pessimistic about the prospects. Doom-sayers abound. Here is how some severe critics have described current conditions on the campuses:

- "Respect for universities [faculties and administrators] has been replaced by distrust and surveillance."
- "Informal procedures and policies based upon mutual respect and confidence within the university have been replaced by insistence upon due process and by formalized codes."
- "Collegiality based upon unity in goals has been replaced by identification and resolution of conflict."

Such concerns are not limited to severe critics.

Theodore M. Hesburgh, president of the University of Notre Dame, speculates that "perhaps during that period of rapid growth, the institutions—the academic community—grew beyond the potential to be personal and human."

William C. McInnes, president of the University of San Francisco, says: "People will spend their money, contribute their money, pay their money for services and things in which they believe. What has happened in many cases is that people don't believe in education the way they used to."

As a result, many institutions feel more threatened than ever by the challenges before them.

One consequence has been that the conflicts between public and private higher education have been exacerbated. Once the expansion of the entire higher educational system ceased, the happy state no longer prevailed in which everyone was prospering. Now, one institution's gain may well be another's loss. Public and private education now often view progress for one as a possible threat to the other.

Says a former official of a state system of higher education:

"The pleadings of the private segment for state financial aid are gaining ground—not nearly enough to save
them financially, but sufficient to reduce the direct level of funding for the public institutions."

Warns the head of a major educational association: "I am firmly convinced that the gravest danger facing us is the possibility of a serious division between the public and the independent sectors of higher education. Relatively dormant for well over a decade, as might be expected during a period of economic expansion, signs of divisiveness are again appearing as we move further into the stringent '70's."

The situation looks confused and troublesome. Higher education has reached a state where it enjoys less public confidence, has less confidence itself about what its purposes are, and faces unprecedented competition for a place on America's priority list.

Yet the need for new curricula, and for new educational commitments to new kinds of students, was never greater. How can colleges respond in innovative ways, when they must tighten their belts and curtail their functions?

Kingman Brewster, president of Yale University, sees this paradox: "Although all universities badly need funds in order to experiment with new techniques of learning and study that go beyond the library, the laboratory, and the classroom, most of the ideas for massive central government support threaten to impose a dead hand of bureaucracy, central planning, and red tape on local initiative."

Colleges and universities thus face major dilemmas:

► How to continue to be effective in a time when they need major new sources of outside support; and
► How to keep their distinctiveness in an era that requires economy and ingenuity.

No one can be blindly optimistic. But many thoughtful observers feel that the present critical stage poses not only problems for higher education, but unparalleled opportunities. The long period of expansion, they argue, put a premium on graduate education and research, and higher education made enormous gains quantitatively. Qualitatively, however, the improvement may have been insignificant. On the undergraduate level, indeed, what a student received from his institution may not have been much better than what was provided to his predecessors in earlier generations.

Now that the pressures for growth have eased, colleges and universities have an opportunity to be truly individual; to set for themselves specific, achievable goals, and to pursue them effectively.

In an era of no-growth, it is the institutions that know what they want to be, and how they are going to be it, that will survive and prevail.

Both public and private institutions will be among them. Steven Muller, president of the (private) Johns Hopkins University, notes:

"Privacy means relative independence. We have at least the freedom to choose among alternatives, restricted as that choice may be, rather than to have our decisions dictated to us by public bodies.

"Our privacy as a university thus exists only as a narrow margin. . . . Our task is to preserve that narrow margin and to make the best possible use of it."

Phillip R. Shriver of Ohio's Miami University (state-supported) speaks from the public-institution standpoint:

"Each university ought to be able to develop its own personality and uniqueness. Each ought to have its own strengths. Each ought to be encouraged to develop its own individual programs."

The first task, then, for every institution of higher education—public and private—must be to develop a firm sense of what it ought to be and how best to achieve it.

Each institution must know, and believe in, its own personality and uniqueness.

A foundation official says:

"The time has come to take a total look at each of our institutions in some systematic way which relates energy and material input to learning output, and relates behavioral objectives to social needs. If we do not strenuously undertake this task and succeed, then our present troubles in a variety of areas will become far worse. Indeed, I see the specter of government or even industrial control of our colleges and universities."

Sir Eric Ashby, a distinguished British educator who has served as a member of America's Carnegie Commission, says:

"The gravest single problem facing American higher education is the alarming disintegration of consensus about purpose. It is not just that the academic community cannot agree on technicalities of curricula, certification, and governance; it is a fundamental doubt about the legitimacy of universities as places insulated
from society to pursue knowledge disengaged from its social implications."

"Ending that fundamental doubt, says Sir Eric. will require "a reevaluation of the relation between universities and American society."

In short, the American people must rebuild their faith in the colleges and universities—and the colleges and universities must rebuild faith in themselves. In doing so, both parties to the contract can assure the survival of both the vast system's diversity and the individuality of its parts.

Many colleges and universities have already begun the necessary reassessments and redefinitions. Commissions on the future have been established on scores of campuses. Faculty members, students, administrators, trustees, alumni, and alumnae have been enlisted to help define their institutions' goals for the years to come.

Those new definitions, now emerging, recognize the end of the era of expansion and come to terms with it. Some institutions have chosen to remain small, some large. Others have chosen to focus on specific missions, e.g., ecology, health services, the arts. Still others are moving into the preparation of teachers for the two-year colleges that, in the years ahead, will attract many new students to higher education. For their part, many two-year colleges are resisting pressures to expand into four-year institutions, electing to concentrate on providing the best possible educational opportunities to their own non-traditional student constituencies.

Whatever the role they define for themselves, such colleges and universities are seeking ways to make education more individual and more rewarding.

Colleges and universities still have a long way to go before they adjust to the financial stresses, the changing market conditions, the demands for reform that have beset them. Those that adjust most effectively will be the ones that survive as distinctive, individual institutions.

Chatham College's President Eddy notes that our institutions, "swinging into the troublesome '70's from the unusually affluent '60's, resemble a middle-aged and slightly portly man who discovers that he is panting heavily after climbing a quick flight of stairs. He doesn't have yesterday's bounce."

"He has a choice. He can become a first-class hypochondriac and, in all probability, bring on the attack by discouragement and tension. Or he can diet, cut out smoking, and start some consistent, sensible exercise. He must convince himself that life is worth living—and living to the hilt—despite an occasional long flight of stairs."

The end of the era of growth has opened once more the great debate about the role of higher education (or any education, for that matter) in the lives of individuals and in the health of society. The future, in many ways, is up for grabs.

Those who care deeply about the diversity and individuality of our colleges and universities must assure that—regardless of what they become—they preserve their distinctive spirit in the changing future.

"There is little profit in licking our wounds or feeling sorry for ourselves," says Father Hesburgh of Notre Dame. "We still represent the best hope for America's future, provided we learn from our own mistakes and reestablish in the days ahead what has so often testified to the nobility of our endeavors in times past.

"All is not lost. We are simply beginning again, as many always must, in a world filled with ambiguities, the greatest of which is man himself."

This report is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the persons listed below, the members of Editorial Projects for Education, Inc., a nonprofit organization informally associated with the American Alumni Council. The members, it should be noted, act in this capacity for themselves and not for their institutions, and not all of them necessarily agree with all the points in this report. All rights reserved; no part may be reproduced without express permission. Printed in U.S.A. Members: denton reid, c. w. post center; david a. burr, the university of Oklahoma; maralyn G. gillespie, Swarthmore College; corrin gwalney, Editorial Projects for Education; charles M. helmken, American Alumni Council; jack R. maguire, the university of Texas; John l. matfill, Massachusetts Institute of Technology; ken metzler, the University of Oregon; John w. paton, wesleyan University; Robert M. Rhodes, Brown University; verne a. stadtmann, Carnegie Commission on Higher Education; frederic A. stott, Phillips Academy (Andover); frank J. Tate, the Ohio State University; charles R. widmayer, Dartmouth College; Dorothy F. Williams, Simmons College; Ronald A. Wolk, Brown University; Elizabeth Bond wood, Sweet Briar College; chelsey Worthington (emeritus). Illustrations by Gerard A. Valerio. Editors: John A. croul, Corrin Gwalney, William A. Miller, Jr., Malcolm G. Scully.
"I remember when we were at Broad and Stiles," recalls Francis Bradshaw, M.D., Sc.D., '26, a member of the college's Board of Trustees. "There were mostly Brothers on the faculty. Then word was out that this young professor from Penn was teaching and that he was really insistent on good work. You would see boys in the corridor who had been sent out of his classroom for not paying attention. Everyone knew that they were in the presence of an outstanding teacher—a man who was really an academician."

John M. MacFarlane, a Scotsman who was professor of botany and department chairman during Dr. Holroyd's time at the University of Pennsylvania, probably had more of a profound influence on Holroyd's career than anyone else. "He had all the Old World qualities," recalls Dr. John S. Penny, '37, his friend and colleague for over 40 years. MacFarlane was kindly, dedicated, and warm, but a stern, meticulous taskmaster. I'm sure that Dr. Holroyd picked up these traits in some measure from him."

"He was a disciplinarian and he stood for excellence which is what we need especially in medicine," says H. Blake Hayman, M.D., LL.D., '41, a member of the college's Board of Trustees. "He was fair in every way. He was constructive, not destructive. He taught you to strive for the highest. He exemplified everything that goes with strong character."

"Your first exposure to Dr. Holroyd's class wasn't unlike Paris Island" recalls John T. Magee, M.D., '53. "We were warned repeatedly how tough it would be to get into medical school and reminded that most of us wouldn't make it. Because of this you were advised to 'change (your major) quickly if you can't hack it.' But if you made it and proved you were a student by the second year, there was an entirely different atmosphere. In fact, I remember the great pleasure involved when you were finally invited to his inner sanctum."

In 1945, the Alumni celebrated Dr. Holroyd's 25th anniversary at the college with a dinner at the Warwick. It was wartime but the dining room was filled. "I was the advisor to the alumni at the time," recalls Brother Gregory Paul, F.S.C., Ph.D., who would later become the college's president. "I remember mentioning that this date marked the beginning of Dr. Holroyd's next 25 years at the college." Not too many people thought that Dr. Holroyd would have the opportunity to spend 53 years at La Salle, however.

"I was on the debating team (which won a national championship)," says Edward J. Coverdale, M.D., '34, and I would spend two hours a day reading such things as the Congressional Record. Dr. Holroyd used to say, 'If you spent as much time on biology as you do on debating, you'd be a genius.' He was one of the most impressive professors anyone ever had either as an undergraduate or in graduate school. Two of my sons who are doctors today also had Dr. Holroyd and feel the same way about him. He always talked biologically. There were 43 guys in our first class and everyone flunked the first paper. He would cut you down to size early to make you study. He also took points off if you forgot to dot your 'i's' and cross your 't's."

"I was teaching chemistry and he would frequently compare his (student) grades with mine," recalls Brother Gregory Paul. "He was always concerned if his evaluations were fair. He was very meticulous in grading examinations and would always mark them anonymously."

La Salle Summer 1973
“Dr. Holroyd always insisted that he was Catholic, not Roman but Anglican,” recalls Brother F. Christopher, F.S.C., Ph.D., longtime director of admissions at the college. “Long before Ecumenism was in fashion, he would take the young (Christian Brothers) Scholastiques to visit his (St. Clement’s Anglican) church sanctuary. This wasn’t part of his course but a living testament to his own personal convictions. One of his real joys, of course, was his Affiliation with the Christian Brothers (an honor seldom bestowed, especially on a non-Roman Catholic).”

* * *

“To enter Dr. Holroyd’s office is to be in touch with both a teacher and a tradition,” wrote John J. Keenan, ’52, associate professor of English at the college, in a 1969 La Salle article. “Holroyd is a legendary teacher. No gathering of former biology majors at La Salle is without its galaxy of shared memories of Holroydian humor and affable imitations of ‘the good doctor.’”

* * *

“Much of my relationship with Dr. Holroyd has been from afar,” says Dr. Braceland, “But all of it as been with the greatest respect and affection. He has been a great influence on the college and a remarkable influence on his students.”

* * *

“To someone coming out of a parochial high school,” says Dr. Magee, “he was a tremendously colorful man. He was also the most polished lecturer I had ever heard. I remember one year when we didn’t have a botany course per se, but Dr. Holroyd offered an elective entitled ‘Taxonomy of the Flowering Plants.’ A Burpee Seed Catalogue was the textbook for the course. The four guys in the class just ate it up. Which proves that a good teacher can teach anything.”

* * *

“He represents the old school,” says Joseph F. Flubacher, Ed.D., ’35, professor of economics at La Salle, a longtime friend and recipient along with Holroyd of the first “Lindbach Awards” for distinguished teaching in 1961. “He held students to some standards and taught some real content. In the end they respected him for it. There were no bull sessions in his class, but afterwards he would spend as much time as necessary answering questions.”

* * *

“For many years Dr. Holroyd was the College’s Professor Figure when it desperately needed that image,” says Dr. Penny, who succeeded Holroyd as chairman of La Salle’s biology department. “He was always kind in class except on three occasions—he was most intolerant of fraud, malingering, and laziness.”

* * *

“Dr. Holroyd was famous for that 3 x 5 card file in his office,” recalls Brother Christopher. “He has a card on every student he ever taught at La Salle. Of course, students who were sons and cousins and nephews of his former students are legion. He always joked that he would retire when a grandson or granddaughter (of one of his former students) popped up in his class. But that’s one of the things that made him a great teacher—his personal involvement with people.”
Pretty crew manager Debbie Wisniewski, shown below with coach George Hines, '52, symbolizes the contemporary student who anxiously reaches for new horizons and adds exciting new dimensions to the life of a college. Some of the people and programs who have contributed a unique spirit of individuality to La Salle are pictured on the following pages.
YOU'RE IN THE ARMY NOW!

Roni Gordon (foreground) and Tish Bergmaier are the first coeds who have been admitted to La Salle's Army Reserve Officers Training Corps. In September they will be eligible to enroll in the advanced ROTC program for commissioning purposes. Previously coeds were permitted to take military science courses for college credit only. Miss Gordon is an accounting major; Miss Bergmaier is majoring in sociology.
CONTINUING EDUCATION FOR THE COMMONWEALTH

For the past two years, La Salle professors Charles A. J. Halpin, Jr., Esq., '43, (left background), and Robert J. Courtney, Ph.D., '41, (right background) have conducted about 20 seminars for Commonwealth of Pennsylvania officials. During the extensive campus sessions, usually over three day periods, some 450 participants have discussed the negotiation and administration of labor contracts in the public sector under the "Public Employee Relations Act." Speaking above is Gerald McEnlee, '56, a labor official who represents some 76,000 commonwealth employees.

CONTINUING EDUCATION FOR THE COMMUNITY

La Salle's Urban Studies and Community Services Center sponsors a year-round series of meetings, workshops, lectures and seminars for neighbors of the college and area civic associations and encourages local residents to participate in various campus activities. The Center also offers such free continuing education courses as this data processing class being conducted by Brother David Pendergast, F.S.C.
GETTING CLOSER TO LITERARY GREATNESS

Every year some of the greatest names in the arts, literature, business and public service deliver campus lectures as guests of such agencies as the college’s Concert and Lecture program and Poetry Workshop. As was the case last year when Pulitzer Prize winners Gwendolyn Brooks and Robert Penn Warren (lower left) came to campus along with William Heyen, students had the opportunity to spend the better part of the day with each guest. “We try to get to know them as people, not just as poets or writers,” says Dr. Richard E. Lautz, associate professor of English and Poetry Workshop advisor. The Workshop, by the way, has elicited enormous response from all types of students during its two year existence. “Students seem more interested in poetry now than they ever have,” says Lautz, “not necessarily in the traditional text book form of poetry, but in some of the freer forms.” Poetry’s campus renaissance is perhaps best evinced by the popularity of Grimoire, the new student literary magazine that received 125 submissions last year.
ANOTHER OPENING, ANOTHER SHOW

Speech and Drama, long a colorful part of the La Salle tradition ever since Dr. Joseph J. Sprissler founded The Masque, officially became a major field of study a little over two years ago. With such undergraduates as Nancy Jane Farris (right, portraying Hamlet’s “Ophelia”) studying under the capable direction of Dan Rodden, ’41, and his staff, Theatre La Salle has become a worthy cultural attraction during the academic year. Some speech and drama majors also pick up professional experience at the highly popular La Salle MUSIC THEATRE during the summer.

ANNOTATOR FOR THE ORCHESTRA

George K. Diehl, chairman of the college’s new Fine Arts Department, also serves as Program Annotator for the Philadelphia Orchestra and intermission host for its concerts which are broadcast over Philadelphia’s WFLN and carried by some 40 stations in the continental U.S., Hawaii, and Canada. Shown interviewing Anthony Gigliotti (right), principal clarinetist of the Philadelphia Orchestra, Diehl, himself, is a noted pianist, college lecturer, and music critic.
16,000 MEMBERS AND COUNTING

Much of a college's character (and success) is shaped (and determined) by its alumni (and alumnae). La Salle's Alumni Association now has some 16,000 members, most of them post-World War II graduates. More than 80 per cent live and work in the tri-state area of Pennsylvania, New Jersey, and Delaware, and probably all of them are familiar with Philadelphia City Controller Tom Gola, '55, shown (below) addressing a recent meeting of the Downtown Alumni Luncheon Club.

MORE THAN WINNING AND LOSING

Although its position in the educational spectrum is constantly being evaluated, athletic competition continues to maintain phenomenal interest, both from the spectator's and participant's viewpoint. La Salle now has nine men's and six women's sports competing on the intercollegiate level. Moreover, scores of intramural teams battled in Hayman Hall last year where a total of 100,000 visitors used the college's sparkling new athletic facilities.
“If hope springs eternal in the hearts of men, great hope is personified by the Honorable Richard S. Schweiker, United States Senator from Pennsylvania. At a time when credibility is at low ebb, he stands as a pillar of integrity, determination, and dedication.”

Thus began the citation honoring Senator Schweiker who received an honorary doctor of laws degree before the largest graduating class in the college’s history at its 110th commencement on May 15 at Civic Center-Convention Hall.

Some 1,280 seniors—including 380 graduates of the college’s evening division, received bachelor’s degrees from Brother Daniel Burke, F.S.C., Ph.D., president of the college. Another 50 students received master of arts degrees in theology.

An honorary doctor of laws degree was also conferred on Francis J. Dunleavy, president of International Telephone and Telegraph Corp. Bernice Melhenny Wintersteen, president emerita of the Philadelphia Museum of Art, and Agnes Mongan, director emerita of Fogg Art Museum, Harvard University, received honorary doctor of fine arts degrees.

Brother F. Patrick Ellis, F.S.C., Ph.D., vice president of the La Salle College Corporation, sponsored Mr. Dunleavy for his degree. Sponsoring Senator Schweiker was John L. McCloskey, vice president for public affairs at La Salle. Mrs. Georgette M. Most, La Salle College librarian, sponsored Mrs. Wintersteen, and Dr. Minna F. Weinstein, associate professor of history, sponsored Miss Mongan.

In his citation, Brother Ellis said that Dunleavy “represents, in his alert and open style, much that is positive in the American dream. . . . His craft is finance, but his interests extend to the arts, to religion, and above all to people. Although his awesome corporate post places him at the head of over half a million of employees, he has consistently refused to be in awe of himself.”

Mrs. Wintersteen was cited “as a vital force in the cultural life of this city.” Miss Mongan was honored for bringing “warmth and skill and knowledge to her precious task of preserving the beauty of the past.”

Brother John P. Dondero, F.S.C., Ph.D., professor of psychology and department chairman, and Dr. Joseph P. Mooney, professor of economics and department chairman, were named recipients of the annual Christian R. and Mary F. Lindback awards for “distinguished teaching” at the commencement exercises.

Commissioning ceremonies for 24 La Salle College ROTC graduates were held on May 13 in the College Union Theatre. Brig. General Julius W. Becton, Jr., deputy commander at Fort Dix, N.J., delivered the commissioning address.

The annual Baccalaureate Mass was held on May 15 at Immaculate Conception Church, Price and Ardleigh sts. Rev. Gerard S. Sloyan, Ph.D., chairman of the religion department at Temple University, was celebrant.
Athletes finish with 68-79-4 won-lost mark

Explorer basketball returned to orbit and women's intercollegiate sports made their campus debut, as La Salle's twelve 1972-73 varsity squads recorded a 68-79-4 (.450) overall slate.

Paul Westhead's Explorer five buried the bitter recollections of the previous year's 6-19 disaster, beginning their inevitable return to basketball prominence with a solid 15-10 mark.

In the process, La Salle's court group listed a powerful array of victims in the University of Southern California, New Mexico State, Niagara, Duquesne, Western Kentucky, Canisius and Villanova.

Big Five and MAC All Star Jim Crawford led the '72-73 Explorers in scoring (19.6 ppg.) and assists (79), shot a torrid 53.4% from the field, and grabbed 9.0 rpg. The 6-5 senior from Haddonfield, N.J., closed out his brilliant career with 1213 points for ninth place on the college's all-time scoring list, and 732 rebounds, for the seventh spot on the all-time rebounding ladder.

Flanking Crawford in the other corner position was 6-5 Bill Taylor, who served notice that he may well become La Salle's next superstar. The sophomore from Tuskegee, Ala., scored 444 points for 17.7 ppg., while notching 24 consecutive games in the double-figure scoring column, and hitting a fine 49.7% from the field.

In topping 400 points as a rookie, Taylor reached a plateau that can be rivaled by only five previous Explorers: Tom Gola, 504 pts., frosh, '51-52; Ken Durrett, 480 pts., soph, '68-69; Jack George, 469 pts., soph, '50-51; Larry Cannon, 448 pts., soph, '66-67; and Bobby Fields, 411 pts., junior, '69-70.

While La Salle's women suffered shaky inaugurals in field hockey (0-6-3) and softball (0-5), Mary O'Connor's Explorerette basketball varsity posted the best record (11-4) of all teams at the college.

Two former Philadelphia area high school stars, sophomore Annette 'the Jet' Halpin from Jenkintown, Pa., and junior Sharon Biasini from Philadelphia, sparked an explosive offensive attack. Halpin averaged over 18 ppg., highlighted by a 33 pt. outburst vs. Chestnut Hill, while Biasini hit for over 11 ppg. with a high of 19 pts. vs. Gwynedd Mercy.

On other fronts, La Salle soccer registered its third consecutive winning campaign with a 9-2-1 log, bringing coach Bill Wilkinson's four year coaching record to 31-19-4 (.564)—a remarkable achievement since the college's soccer teams had won only 41 games in the previous 20 years.

Senior booter Bud Bauscher from Lansdale, Pa., set single season (11 goals, 1970) and career (24 goals, 1969-72) scoring marks during his tenure, while junior halfback Fred Gauss attained MAC All Star status in the past season.

Coach Jack Lumsden's Explorer swimmers celebrated the opening of the Joseph Kirk Memorial Pool by hosting the MAC championships, and finishing as runner-up to perennial power Bucknell.

Geoff Meyer, senior from Ambler, Pa., completed an outstanding career with the MAC crowns in the 200 yard IM (2:00.750) and the 400 yard IM (4:22.727), establishing new conference and school standards.

Teammate Jeff Hurley, a freshman from Newtown Square, Pa., was a surprise champion in the 100 yard backstroke with new conference and school record time of 0:54.811.

La Salle's cinderella, sparked by junior Jim O'Neill's third consecutive conference pole vault title (15'0"), were second to West Chester in the MAC track battle.

Coach Ira Davis received signs of a promising future when freshmen Bob Purper (shot) and Tom Reynolds (javelin) took individual second places, and Tony Carter grabbed third place in both the long jump and triple jump.

On the diamond, Gene McDonnell saw a sound senior pitching staff decimated by injuries, and the Explorers fell to a 7-14 depth.

Senior southpaw Dennis Sutsko from Chester, Pa., was hit in the face with a line drive in his first 1973 appearance, and did not win his first decision until La Salle's final playing date of 1973 with a 1-0 whitewash of Hofstra. Sutsko ended up 1-3 for the year with a 3.43 ERA, but in his career he won 14 of 24 decisions, fanning 194 batters in 189⅔ innings and posting a 2.98 ERA.

The Explorers fielded a young squad in cross country, yielding a 3-8 overall mark and sixth place MAC finish. The top harriers were sophomores Rich Jacovini from Glenolden, Pa., and Kevin Brown from Philadelphia, who placed 10th and 13th respectively, at the MAC championships. Jacovini's...
Brother James Conaghan, F.S.C. (left), the President's representative for special affairs at La Salle College, and Mrs. Richard Nixon were among recipients of coveted President's Medal, the highest award given by St. John's (O.C.) College and its president, Brother Charles Gresh, F.S.C., '54, on May 11 at the Shoreham Hotel.

26:36 and Brown's 26:57 during the past season are the fastest times ever run by La Salle harriers over the Belmont Plateau course.

Coach Jack Connors' golfers and coach Jack Canney's tennis squad, two non-grant Explorer sports which compete against many grant schools, recorded creditable campaigns of 6-7 and 4-8 respectively, but both also finished in the MAC cellar.

La Salle's crew completed a disappointing campaign, as George Hines' heavyweights lost all three regular season races and were eliminated in the opening heats of the Dad Vail Regatta.

President's Associates names eight members

Eight new members have been appointed to the College's Council of President's Associates for three year terms, it was announced recently.

The new members of the multi-purpose consulting group are:


Also: George McElwee, vice president, Merrill Lynch, Pierce, Fenner and Smith; Robert McKenna, chairman, The Chilton Co.; Dr. Helen C. North, chairman of classics, Swarthmore College, and H. Robert Sharbaugh, president, Sun Oil Co.

La Salle's Council of President's Associates was formed three years ago to serve in an advisory capacity to the president of the college and its Board of Trustees.

College raises tuition in reluctant move to cut projected deficit

Rising costs have forced La Salle to increase its tuition by $50 a semester for the 1973-74 academic year, it was recently announced by the college's president, Brother Daniel Burke, F.S.C., Ph.D.

The college's Board of Trustees also reluctantly approved a $3.00 per credit hour increase in part-time charges to begin in September, and authorized further, for one year, a registration fee of $5.00.

In announcing the increase in a letter to parents and students, Brother Burke said: "As you know, my hope in recent years has been to keep La Salle on a biennial cycle for such inevitable increases. The most recent round of inflation, however, has dimmed that hope. And as the budget for the next fiscal year was put together this spring, it became apparent that a new raise in charges could not be avoided.

"Naturally this increase will be felt to be substantial by families who are supporting students here or by individuals who are paying their own tuition. The projected budget supported by the increase, however, carried a further deficit of a half-million dollars. Programs have been trimmed, therefore, and new developments postponed to reduce the deficit and balance the budget—and further economies are being pursued.

"We feel that the resulting services next year will still be better than those of comparable institutions in the area—and charges appreciably less."

Tuition for liberal arts and business students next year will thus be $1,920, and for science students, $2,020. Part-time students will pay $45 per credit hour. Fees for room and board remain the same—$1,150 (for a seven day meal ticket) and $980 (five day ticket).

La Salle Summer 1973
Thomas J. Conville, Jr., Esq., '53, who was stroke on three Dad Vail Championship crews, was inducted into Alumni Hall of Athletes on May 12. He was the first oarsman to receive this honor since the Hall was initiated in 1961.

'12

DECEASED: John M. Connolly, M.D.

Several members of the class returned to campus on May 5 to celebrate their 50th anniversary as graduates. Samuel B. Brenner is a partner in the firm of Brenner and Brenner, lawyers in the Penn Square Building, Philadelphia. Marcus P. Dougherty is a retired engineer from the U.S. Air Force. J. Vincent Taggart is a retired teacher of physical and health education. Andrew J. Ward is a retired employee of Sears, Roebuck and Company.

'35

Joseph Flubacher, professor of economics, has been elected to La Salle's Faculty Senate. Joseph M. McNeill received a master of science degree from Morgan State College.

'36

Maxwell S. Fogel, D.D.S. has been named chairman of the division of dental medicine at the Northern Division of Albert Einstein Medical Center, Philadelphia.

'38


'43

Charles E. Burke is a divisional claims supervisor for State Farm Insurance Company. James F. Kennedy is associate administrator and vice president of St. Agnes Hospital in Fond du Lac, Wisconsin. Walter A. Lion, Jr., is a field underwriter for Mutual of N.Y. Phillip E. McLaughlin is an oral surgeon in Pottstown, Pa. Lawrence R. Ross is director of international operations for Business Strategies, Inc., Malvern, Pa.

'44

John J. Rooney, Ph.D., professor of psychology at La Salle, was elected president of the Pennsylvania Psychology Association.

'45

Brother John P. Dondero

Brother John P. Dondero, F.S.C., Ph.D., professor of psychology and department chairman, has been named a recipient of a Christian R. and Mary F. Lindback award for "distinguished teaching" at La Salle College.

'47

Brother James A. Bebek, F.S.C., is study prefect at Central Catholic High School in Pittsburgh, Pa. Dominick Montero has retired as an assistant football coach at the University of Maryland. He will remain with the university in an administrative capacity. Donald J. Pascucci is treasurer at St. Joseph's College in Philadelphia. Brother Edward Zaleski, F.S.C., is assistant principal at South Catholic High School in Pittsburgh, Pa.

'48

Albert E. Amorosi is a technical service manager for Pennwalt Corporation—
Dr. Joseph P. Mooney

Charles G. Heil, M.D., and his wife Kathleen, an R.N., spent a month doing medical missionary work last summer in Haiti. Dr. Joseph P. Mooney, professor of economics and department chairman, has been named a recipient of a Christian R. and Mary F. Lindback award for "distinguished teaching" at La Salle College. Francis A. Quindlen has been appointed special agent in charge of the Philadelphia office of the U.S. Treasury Department's Bureau of Alcohol, Tobacco, and Firearms. Rev. Glendon E. Robertson has been appointed secretary for education in the Camden Diocesan Secretariat for Education.

Robert Ehlinger has been appointed general manager for the Pennsylvania "Atoms" pro soccer team. Francis X. Morris has been named president of the Delaware Bankers Association. Gerard J. Nolan has been appointed manager of the Social Security Administration branch office in Glassboro. N.J. Alexander E. Rodi, M.D., a major in the U.S. Air Force Reserves, attended the recent Aerospace Medical Association meeting in Las Vegas, Nev.

Charles H. Peoples, Jr., received a Ph.D. degree at commencement exercises at Penn State University.

Thomas P. Callahan has been promoted to assistant comptroller for ESB Inc. of Philadelphia. James P. Parks, Jr., has been appointed manager of internal communications in the corporate public relations department of ICI America, Inc.

Albert C. Price, M.D., pediatric cardiologist on the medical staff of Lancaster General Hospital, has received notification of being elected to fellowship in the American College of Cardiology.

John H. Engel, C.I.U., has been named senior vice president-marketing of Philadelphia Life Insurance Company.

Henry W. de Luca, Jr., has been made an assistant vice president of the Industrial Valley Bank and Trust Company. Walter C. Lance, Controller of N. W. Ayer & Son Inc., has been elected a vice president of the advertising agency. Donald C. Robinson has been appointed field supervisor of Philadelphia Electric's customers service department. Joseph Sanquilli has been chosen President-elect by the Pennsylvania Council for Social Studies. He will become president of the organization in 1974.
product development department at Johnson & Johnson Research Center, North Brunswick, N.J. Robert M. Dondero has been appointed manager of the PSFS Mayfair banking office. James F. Howard has been appointed head of the Virginia State Correctional System. Joseph S. Murphy has been appointed associate professor of French at West Virginia University. Harry Portland has been named assistant controller at Presbyterian University of Pennsylvania Medical Center. John P. Rossi, associate professor of history, has been elected to La Salle's Faculty Senate.

BIRTH: To John P. Rossi and wife Frances, a daughter, Monica Ellen.

William J. O'Brien, Jr., has been appointed manager of the Pennsauken office of South Jersey National Bank. John B. Pilewicz has been promoted to assistant vice president of The Fidelity Bank of Philadelphia. Army major Eugene J. Raffaele recently completed with honors the final phase of the command and general staff officer course at the U.S. Army Command and General Staff College, Ft. Leavenworth, Kansas. Joseph P. Roach has been named to the newly created position of director, worldwide support material with Sperry Univac. John J. Shea has been appointed general manager of the John Wanamaker store in Jenkintown.

Peter Martosella has been appointed to a senior management position on the finance staff at Ford Motor Company's headquarters in Dearborn, Michigan. William J. O'Brien, a partner in the law firm of Pepper, Hamilton & Sheetz, has been elected to the Board of Directors of Chestnut Hill Academy.

Class of '48 committee which planned 25th reunion on campus, included (from left): Thomas Harper, Harry Gibbons, Edward Walczak, John McCloskey, Thomas Hickey, Charles Dunn, Dr. Paul McIlvaine, and James Barry.

Committee members of the class of '53 who planned 20th anniversary reunion on May 12 included (from left): Ted Groody, John Zaccaria, and Gerald Gawronski.

Class of '58 committee who planned 15th anniversary reunion on May 12 included (from left): James J. McDonald, alumni director; Eugene Kelly, John Kelly, Kenneth Hager, and Joseph Gindhart.
La Salle's New Alumni President

About five years ago, John J. McNally, '64, decided to take a more active role in alumni affairs. He was concerned about direction being taken by the college's business program and the tendency of many students to gravitate away from the business school. "Maybe I saw a need. I thought that I had kind of a role to play," recalls McNally, who was recently elected to succeed Robert J. Schaefer, '54, as president of the college's 16,000 member Alumni Association.

McNally, 33, is a certified public accountant and a manager in the Government Liaison Department at the New York office of Price Waterhouse & Co. "I really think that the college has provided darn good people to the business community in Philadelphia," he says, "specifically to my firm where La Salle is among the top 20 colleges (in terms of number of graduates employed by the firm).

McNally, who has been instrumental in helping to obtain a sizable grant for the college from Price Waterhouse, sat down with college officials and discussed many of the factors involved with the School of Business. "We talked about many things, including the direction being taken by the school. I emphasized the significance of contributions that the business community makes to the college from a monetary and educational standpoint."

For the past two years McNally has served as the Association's treasurer. As president, his primary goal will be to increase the number of active alumni. "Not necessarily in terms of a contributory sense," he says, "but in helping to make the college a more vital institution in the community. We should all be playing a role in helping La Salle fulfill its commitment to the community."

As president McNally also hopes to make the alumni association a more recognized part of the college community. He figures that this will happen when the number of active participants increases. "I want to make it clear that, for a fairly large part, the Alumni Association is there to serve," he adds.

McNally joined Price Waterhouse's Philadelphia office in 1964. He was awarded a managers contract in July 1959, and was transferred to the national office last August. He lives in Princeton, N.J., with his wife, Jean, and daughter, Patricia Ann. An avid reader ("Mostly current fiction"), McNally likes golf, handball, and swimming in his spare time. His twin brother, Jim, '72, is a tax accountant in Europe.
Class of ’63 reunion committee who planned tenth anniversary reunion, May 19, included (from left): Terrence Heaney, James Kenyon, Ben Walzak, and John Kohl.

Joseph J. Ciasullo has been promoted to vice president and controller of Sperry Univac, a division of Sperry Rand Corporation. Joseph F. Cicimaro conducted the 27 member orchestra for “The Grass Harp,” the final production of the 1972-73 season at Temple University’s Tomlinson Theatre. Peter J. Gibbons was admitted to the partnership of Price Waterhouse & Co. on July 1st. Sidney J. Kowalczyk placed more than $1,400,000 in personal life insurance to rank among the leaders of Metropolitan Life’s 27,000 sales representatives in the U.S. and Canada. Alex S. Macione, M.D. has been appointed to the medical staff of John F. Kennedy Memorial Hospital, Stratford, N.J.

George H. Benz, Jr., M.D. is chief surgical resident, and an instructor in surgery at the University of Pittsburgh School of Medicine. Richard P. Bindie, M.D., is a pathologist at the Pottsville Hospital. Edward J. Clark founded his own mail order-direct response advertising business in Glenside, Pa. Eugene M. Crowley, Jr., is administrator for the Fox Nursing Home in Warrington, Pa. Jeffrey L. Damsker, M.D., is chief resident, department of radiation therapy at Hahne-mann Medical College. James C. Davidheiser has been appointed assistant professor of modern languages at the University of Delaware. Gerald T. Davis has been appointed director of eastern community services in the public relations department of the Atlantic Richfield Company. David M. McArtin has been promoted to technical manager of Nippon Quaker Chemical Ltd. in Osaka, Japan. Michael G. Mullen was recently appointed employee relations officer for the Atlantic Richfield Company in Pittsburgh, Pa. BIRTH: To James C. Davidheiser and wife Marilyn, a son, Mark.

Benjamin J. Bertino has been named assistant trust officer of The Bank of New Jersey. William J. Schiavoni has been named bond representative in the claims department at the Philadelphia casualty and surety division office of Aetna Life & Casualty.

Frank G. Twardzik, M.D.

Dennis J. Dolan has been promoted to manager of International Harvester’s Richmond, Va., truck branch. Air Force Capt. Walter J. Okon has graduated from the Air University’s Squadron Officer School at Maxwell AFB, Ala. Eugene O’Neill was appointed staff assistant to acting executive director of the Philadelphia Housing Authority. Frank G. Twardzik, M.D., radiology resident at the Northern Division, Albert Einstein Medical Center, has been named recipient of a fellowship granted to the Department of Radiation Therapy, Division of Radiology at the hospital. Bruce Zehle has been elected National Vice President of the Sociedad Honoraria Hispanica, of which he is the state director. In addition, he was elected President of the New Jersey Chapter of the American Association of Teachers of Spanish and Portuguese. MARRIED: Daniel A. Nolan, II to Patricia E. Boltus. BIRTH: To Edward M. Laska, M.D. and his wife Roberta, a son, Michael Edward.

Lawrence Riley has been appointed mortgage officer in the real estate department of the First Pennsylvania Banking and Trust Company. Edward J. Shields, Jr. has joined Harris D. McKinney Inc., advertising and public relations, as an assistant account executive. MARRIAGE: John E. Gallagher to Monica E. Sherwood.
Class of '68 committee who planned fifth anniversary reunion on campus, May 19, included James McCloskey, Vincent Hink, Frank McKeogh, and John McDermott.

**'68**

Walter A. Bartashus is working with emotionally disturbed adolescents at Boys' Village in Copley, Ohio. James J. Clarke is an assistant professor of economics at Villanova University. Bernard Devlin is a special education teacher at Our Lady of Confidence Day School. Donald C. Gehring is an assistant district attorney, narcotics division in the Philadelphia District Attorney's Office. George A. Leone is operations manager for Strawbridge & Clothier in the Cherry Hill Mall. Joseph L. McGill, Jr., is staff psychologist and coordinator of outpatient services for East Arkansas, Regional Mental Health Center in Memphis, Arkansas. Barry J. Rosen, D.O., has been named to the Lehigh Valley Child Care advisory board. Drew Sacks is assistant treasurer for Penn Towers, Inc. and assistant treasurer for Clearfield Bituminous Coal Company.

**'69**

John Joseph Blanch

John Joseph Blanch received an M.D. degree from Jefferson Medical College, Thomas Jefferson University. Clifton W. Casey has been named accounting manager of Colorcon, Inc. West Point, Pa. Carl J. Lawlor has been promoted to staff sergeant in the U.S. Air Force. Eric R. Weil, sales representative in Brooklyn for Johnson & Johnson's Health Care Division, has been honored for outstanding sales achievements.

**'70**

Paul J. Burgoyne was graduated in May from Rutgers University School of Law. William D. Huns has joined the pharmaceutical operations division of Syntex Laboratories as a professional service representative. Joseph Lakowicz, who received a Ph.D., in Bio-Chemistry from Illinois University, was awarded a NATO postdoctoral fellowship, which he will use to continue his studies at Oxford University in England. MARRIAGE: John Wayne Eck to Joan Marie Kinley.

BIRTH: To James O'Donnell and wife Pat, a son.

**'71**

MARRIAGE: Joseph W. Caffarella to Terri Moffa. Daniel P. Delaney to Susan Podlesnie.

**'72**

2nd Lt. William R. Bondiskey and Harry J. Fint, Jr., recently completed a twelve week field artillery officer basic course at the Army Field Artillery School, Ft. Sill, Okla. Pvt. Gerald A. Marchini recently completed eight weeks of advanced individual training at the U.S. Army Armor Center, Ft. Knox, Ky.

**'73**

Raymond W. Devlin has been accepted into the Peace Corps and will be leaving for Africa shortly. Patricia M. Jeffers has been granted a fellowship to American University, Washington, D.C. MARRIAGE: Kerry Beiler to Elizabeth Donahue. Terri Moffa to Joseph W. Caffarella.

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**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 at your home, please help us keep our mailing addresses up-to-date by:

1. PRINT your full name, class year and new address on the opposite form, and
2. Attach the label from the back cover of this issue and mail to the Alumni Office, La Salle College, Philadelphia, Pa., 19141.
Second class postage paid at Philadelphia, Penna.
CONTENTS

1 THE DEVELOPMENT REPORT
An annual look at the progress of the college's annual fund and capital campaign.

13 THE FINANCIAL REPORT
La Salle maintained a reasonable sound financial position again in 1972-73, according to the annual report prepared by Dr. Joseph J. Sprissler, vice president for business affairs.

23 ALUMNI NEWS
A chronicle of some significant events in the lives of La Salle Alumni.

CREDITS—Front cover design by John J. Boyle; back cover and pages 1, 2, 8, 13, 23, Mark B. Jacobson; 6, The Barton-Gillet Co.; 10, Jules Schick; 15, Charles F. Sibre.
Development 1972-73

In these pages, we list those from whom we have received gifts during the year from July 1, 1972 to June 30, 1973. The routes are two-fold: annual giving and capital campaign pledge fulfillment. Parents' gifts cover two fiscal years, since they received no recognition last year.

The first phase of La Salle's long-term development effort has concluded with the attainment of its modest goal of $3.5 million in pledges, more than 90% of which has been paid. This effort, however, is never really finished, so that a renewal under a different battle cry can be anticipated.

Most categories in annual giving show a rise of 10% to 20% over 1971-1972. The annual fund council, under Chairman Bill Leimkuhler, is worthy of special kudos this time around. Increased use of data processing is expected to make the fall telethons more effective, as will their increasing regionalization.

The main thrust is participation. Corporations, foundations, and friends of La Salle are fully justified when they ask what our own people are doing. Our own, in a special sense, the Brothers, are maintaining a $200,000 level of giving to the College annually. Many of the faculty and staff give at a sacrificial level. Parents, already paying tuition, contributed 20% more than in the previous year. Matching corporate gifts, still very modest considering the potential, rose 20%.

Every effort has been made to include all who gave during the time span covered. Our thanks to all.

Brother Francis McCormick, F.S.C.
Director, Annual Fund

Brother Patrick Ellis, F.S.C.
Corporation Vice President
INTRODUCTION

The Development Department herewith submits the financial summaries for two periods:
(a) the capital campaign 1970 to the present
(b) fiscal 1972-73.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PLEDGES</th>
<th>PAYMENTS</th>
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</thead>
<tbody>
<tr>
<td>Alumni*</td>
<td>68,686</td>
<td>47,932</td>
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<tr>
<td>Parents</td>
<td>34,816</td>
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<tr>
<td>Friends**</td>
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<tr>
<td>Corporations</td>
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<td>Government</td>
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<tr>
<td>Faculty and staff</td>
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<tr>
<td>Students</td>
<td>516</td>
<td>280</td>
</tr>
<tr>
<td>Trustees</td>
<td>585,870</td>
<td>450,762</td>
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*does not include the annual fund, F.I.C., etc.
**includes $850,000 FSC in both columns

All categories

<table>
<thead>
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<th>PLEDGED</th>
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<tr>
<td>3,500,622</td>
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(b) Capital campaign, all categories, payments July 1, 1972 to June 30, 1973:

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<tr>
<th>Category</th>
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<td>Government</td>
<td>115,015</td>
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<tr>
<td>Other</td>
<td>395,665</td>
</tr>
<tr>
<td>Annual Fund</td>
<td>108,064</td>
</tr>
</tbody>
</table>

$610,680
$718,744
CENTURY CLUB MEMBERS

James H. Abele
Robert D. Atitken
Daniel J. Allan
Dr. Michael F. Avallone
Louis M. Backe, III
Dr. Edward A. Barbieri
Dr. Antonio Battaglia
Howard N. Becker
Dr. Richard J. Bedford
Dr. Norbert F. Belzer
Joseph J. Bernier
Vincent P. Berry
James E. Biechler
William J. Binkowski
Mr. & Mrs. E. F. Blair
Leon S. Blash
Dr. Diane D. Blumenthal
Dr. Bernhardt G. Blumenthal
William J. Bogle
Anthony P. Bonanni
Thomas P. Bones
William J. Bork
George E. Botto
Dr. Richard P. Boudreau
James M. Boyer
Mary Jane Bransfield
Dr. James J. Breslin
William J. Brennan
John J. Bresnan
Mary E. Broderick
Dr. Victor D. Brooks
Vincent J. Bruno
Arthur A. Buben
Thomas R. Burke
Joseph P. Cairo
John J. Callan
Thomas P. Callan, Jr.
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William E. Carr
Dr. Louis John Casale
James F. Casey, Jr.
Joseph P. Cassidy
Dr. Edmond Chapdelaine
Dr. Nicholas J. Christ
Edward Giesielski
William J. Clearkin
John A. Clement
Dr. Louis H. Clerf
Dr. Henry P. Close
Dr. Thomas M. Coffee
John J. Conboy
James J. Connelly
Dr. Leon E. Connor
John P. Cookson
Dr. Robert J. Courtney
Dr. Oscar Corn
Dr. Donald A. Cornely
Thomas J. Corrigan, Jr., Esq.
James T. Costello
Richard P. Coulson
James V. Covello
Dr. Anthony L. D'Urzuzella
Gerard M. Cullen
J. Russell Collen, Sr.
John C. Cunningham
Robert C. Curtis
John J. Cush
## Contributions (Foundations & Corporations) 1972-73

**Over $1,000.00**

- M. L. Annenber Foundation .................................................. $10,000.00
- Atlantic Richfield Foundation ............................................... 5,000.00
- Beneficial Savings Bank ..................................................... 1,000.00
- Alan F. Bethell (Easton) ..................................................... 2,500.00
- M. A. Bruder & Sons ......................................................... 5,000.00
- Central Valley Foundation (IVB) .......................................... 3,332.00
- Charlepeg Foundation ......................................................... 10,000.00
- Continental Bank .............................................................. 2,000.00
- Fairmont Foundation (Abbotts) ............................................ 2,000.00
- The Fidelity Bank ............................................................ 1,000.00
- Food Fair Stores Foundation ................................................. 1,667.00
- Foundation for Independent Colleges ..................................... 23,202.49
- Anonymous ................................................................. 10,000.00
- Grace Foundation/J. Meehan .................................................. 2,500.00
- H. D. Groome Beatty Trust ................................................... 5,000.00
- ITT ................................................................. 10,000.00
- Kresge Foundation .......................................................... 100,000.00
- Leeds & Northrup Foundation ................................................. 1,667.00
- Lindback Foundation ........................................................ 5,000.00
- John McShain Charities ....................................................... 10,000.00
- Samuel P. Mandell Foundation ............................................. 7,354.21
- John J. Manley, Inc. .......................................................... 1,000.00
- Merck Company Foundation .................................................. 3,000.00
- Moore Cadillac Company ..................................................... 1,000.00
- RCA ................................................................. 4,000.00
- R. A. Ritter Foundation ......................................................... 1,000.00
- Rohm & Haas (John C. Haas) ................................................. 2,500.00
- Lessing & Edith Rosenwald Foundation ................................... 5,000.00
- Sears Roebuck & Co. ........................................................... 2,300.00
- U. S. Steel Foundation ........................................................ 15,000.00

## CONTRIBUTORS

IN ADDITION TO CENTURY CLUB MEMBERS

- Joseph L. Abbamondi
- L. Russell Abbey, Jr.
- Fred A. Abelson
- Anthony M. Alberto
- Francis F. Abessinio
- Joseph C. Albright
- John P. Alcorn
- Carmen A. Allieri
- Howard C. Allen
- James F. Almond
- Matthew F. Alvernini
- Joseph A. Ambrose
- Millard E. Ames, Jr.
- John J. Amon
- Vincent P. Anderson
- Stephen F. Andreilli
- John R. Ansbro
- Ronald M. Anthony
- Ross S. Antonoff
- James Archibald
- Thomas J. Ardechi
- Robert P. Argentine, Jr
- Barbara J. Argetsinger
- John M. Arleth
- Joseph F. Armstrong
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- Arthur J. Askins
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- Martin J. Barrett
- Richard F. Barry, III
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- Charles C. Baumann
- John B. Beal
- John C. Becker, Esq.
- John T. Becker
- Richard H. Becker
- Thomas J. Becker, Jr.
- David M. Bednarik
- Stephen J. Beduch
- Dr. Carl J. Belber
- Dr. Joseph J. Bellanca
- John F. Benner
- George A. Bennett, Jr.
- James A. Benson
- William C. Bergmann
- Carl E. Berke
- Dr. Richard Berman
- Dr. Norman Bernstein
- Vincent P. Berry
- George M. Beschen
- Raymond H. Bertsch
- Thomas Bevan
- Raymond T. Bickert
- Leonard J. Birle
- Lt. Frank J. Bittner, III
- Carl Blanchet, Jr.
- Frederick W. Bittner, Jr.
- Gerald Bodich
- Walter G. Boehm
- John J. Bogansky
- Francis P. Bogle
- John J. Bolton
- Charles J. Bonner
- Leonard J. Bonner
- Vincent A. Bonner
- Stephen C. Bone
- John J. Boothman
- George M. Boraske, Sr.
- Joseph M. Borzilleri
- Charles Bosch
- Peter R. Bosow
- Richard C. Bourne
- Dr. Lee J. Bowden
- Gerald L. Bowen, Esq.
- John T. Bowen
- Lawrence G. Bowman
- Thomas J. Boyce, Jr.
Joseph J. Boyer
Walter J. Boyko
Wayne David Braddock
John M. Bradley
Fred C. Brandt
Robert J. Bray, Jr., Esq.
John P. Breckner, III
Joseph W. Breitner
Francis P. Brennan
Philip P. Brennan
Joseph V. Briggsman
Thomas Michael Brino
Joseph V. Brogan
George J. Brontkovic, Jr.
James J. Broussard
James F. Brown
Joseph P. Brown
Joseph A. Browne
William T. Browne, Jr.
Michael J. Bruno
Robert B. Brun
tJames L. Bryan
William Bryan, III
Dr. Joseph G. Buchert
Dr. Matthew L. Bucko, Jr.
Dr. Robert C. Buckwalter
Joseph E. Belsak, Jr.
Arthur M. Bunting, Jr.
Robert L. Butler
John F. Burgart
Reverend Sidney C. Burgoyne
Donald R. Burke
Kevin F. Burke
Robert J. Burke
Robert T. Burke, Esq.
Bernard J. Burns
Daniel O. Burns, Jr.
Edward J. Bursak
Robert M. Butchko
James A. Butler
Harold J. Bythewell
Gerald J. Cahill
J. Richard Cahill
Dr. James Patrick Cain
Nuncio Cali
John P. Callahan
Michael J. Callahan
Thomas G. Camp
John F. Campbell
Francis N. Campagna
James E. Campion
James J. Canavan, Jr.
Andrew J. Candelore, Jr.
Dominic E. Candelori
John J. Canney
Joseph E. Cannon
Joseph A. Canuso
Dr. John F. Copista
Francis Cappiello
Michael A. Caputo
Dr. Robert J. Carabasi
Frederick L. Cardinali
Robert J. Carey
Lawrence J. Carley, Jr.
Thomas J. Carney, Jr.
Joseph M. Carrio
Frank J. Cartwright
Thomas P. Cassalona
Thomas M. Casey
Harold M. Cassidy
Thomas J. Cassidy
Ramon G. Castro
Joseph B. Catarius
James L. Cavanaugh
John P. Christel
Joseph A. Cilla
Nicholas R. Cimino
Anthony J. Clark
Walter Cleary
William J. Clearkin
John A. Clement
Gerald B. Clonaris
Howard S. Cobert
Edward B. Cody
Kenneth M. Collins
Mrs. J. F. Condon
William T. Connaire
Michael E. Connaughton
Joseph M. Connell
Joseph J. Connolly
John L. Connolly
Thomas F. Connolly, Jr.
John B. Connor, Jr.
Charles J. Conway
Joseph P. Coogan
Brendan V. Costello
Robert J. J. Costello
Gustave C. Cote
John M. Couslon
Donald J. Courtney
Dr. John J. Courtney
Robert J. Courtney
Bernard N. Coyle, Jr.
Charles A. Coyle
James A. Coyle
John J. Coyne
William E. Cox
Maryanne D. Crager
Terry Crawford
Donald J. Croke
Gerald Croke
Robert C. Crosson
David P. Cullen
Richard S. Cullen
William R. Culp
Denis B. Cummings
Dr. Paul B. Cundy, Jr.
James J. Cunningham, Jr.
John J. Cunningham
Sally Cunningham
Edward F. Currant
James F. Currant
John J. Cush
Charles Cutler
John C. Cabovich
Thomas M. Daly
John P. D'Amato
Joseph A. D'Amato
Brian P. Damiani
Frank J. D'Amico
John J. Damp
Nicholas C. D'Angelo
Joseph R. D'Amunzo
Major Richard E. Darcy
Thomas P. Darcy
James P. Daugherty
Mario N. D'Aulillo
Joseph D'Aulillo, Jr.
Eugene P. Davy
James C. Davidheiser
Gerald E. Davis
James C. Day, Jr.
A. Jerry De Angelo
Domenic F. DeCesare
Thomas L. Deegan, Jr.
William J. Deery
Robert T. Deck
Michael G. DeFino
Robert J. Degennico
Francis D. De George
James Degnan
Edward P. Delaney
John R. Della Guardia
Alex Della Valle, Jr.
Joseph W. Delgross
Mathew L. DeItalia
Nicholas J. Delong
Maureen E. Denn
Nicholas J. De Sanctis
Bernard T. Destafney
Charles F. Devine, Jr.
Joseph W. Devine, Jr.
Martin J. Devine
Francis J. Devinney
J. Hugh Devlin
Dr. Thomas P. Devlin
John E. DeWald
Nicholas J. Dicandilo
Milton D. Dickerson, Jr.
John P. Dickinson
Robert D. Dierolf
William E. Dietrich, Jr.
Anthony J. Dillenno, Jr.
Kenneth DiJoseph
Michael John Dillon
Dr. Michael R. Dillon
Louis DiLlissi
John A. DiMagno
William F. DiMeo
Thomas B. DiPaolo
Vincent Di Paolo
Thomas J. Dispenzere
Henry J. Doehne
Charles G. Donalavage
John F. Donaghy, Ill
Francis J. Donahoe
Joseph J. Donahue
Mr. & Mrs. Vincent F. Donahue
Arthur A. Donnelly
Robert A. Donovan, III
William P. Doring, Jr.
James M. Dormuth
Frederick J. Dougherty
William J. Dougherty, Jr.
Joseph J. Doyle
Dr. Jeremias T. Dubyk
Joseph F. Dudden
Timothy W. Duerr
Joseph P. Duffy
Michael L. Duffy
Robert M. Duffy
Thomas A. Duffy
Michael A. Dugan
John D. Dugery
Leroy J. Dunn
Michael J. Dunn
Thomas J. Dvorak
Richard K. Dyar
Thomas A. Dziadosz
Joseph J. Eberle, Jr.
Frederick W. Diner, Jr.
Joseph C. Eckert, Jr.
George J. Edwards
James P. Edwards
Joseph P. Egan
Kieve Ehrlich
Robert J. Eisler
James B. Elliott
Charles A. Enright
Timothy J. Erdl
Arthur R. Ehrlich
Herlilus A. Evans, Jr.
Steven Evans
Michael J. Evangelist
John J. Ewing, Jr.
Edward J. Fagan
Frank J. Fahr
Frank O. Fairman
John F. McIntyre
Joseph J. McKee
John McKeever
James J. McKenna, Jr.
John P. McKenna, Esq.
John F. McKee
Charles P. McLaughlin
Gerard F. McLaughlin
Rev. Joseph J. McLaughlin
William J. McLaughlin
Thomas M. McLenigan
Bruce McLeod
John B. McMahon
John F. McMenamin
John W. McMenamin
Joseph J. McNulty
John J. McNally
Richard A. McNally
Daniel J. McNeff
John G. McNeff
James J. McNulty
Joseph P. McNulty
William J. McNulty
Helen V. McQuade
James D. McShea
James G. McSherry
Joseph F. McSparran
Robert L. Macauley
Paul J. Macey
Robert H. Mac Williams
Michael J. Magrann
Charles J. Mahon
William Edward Mahoney
John Maicher
William F. Maier
Ralph Maiolino
Joseph T. Makowski
Marcin A. Malec
Thomas C. Maloney
Frank A. Manfredi
Vincent J. Mancini
James J. Manion
Joseph A. Manley
Charles Maratea
Angelo R. Marcantonia
Jacob C. Marini
Philip A. Marino, Jr.
Joseph E. Markert
Frank A. Mariani
William J. Markmann
Dr. Robert J. Maro
Robert K. Marple
Joseph F. Marie
Denis H. Martin
Harold D. Martin
Joseph D. Martin
Louis J. Martin
Domingo Martinez
Thomas J. Marx, II
George L. Mason, III
William J. Mastalski
Charles A. Maurer
Stephen Mazur
Frank J. Meek
Francis X. Meeks
Walter D. Meely
Mario V. Mele
Earl L. Melville
Norman Menchel
Joseph A. Mengacci
Gerald J. Mergen
Stephen V. Meschler
Joseph N. Metallo, Jr.
Frederick J. Meyers
Paul J. Michalski
Chester F. Michewicz
Alfred J. Michini
Francis M. Migliore
John J. Mikus
John W. Milburn
Francis A. Miller, Jr.
Robert J. Miller
William J. Miller
Anthony R. Mina
Eugene Mines
Frederick C. Mischler
John A. Mitchell
Stephen E. Mitchell
William S. Mitchell
Robert S. Molica
John A. Mokrski
Thomas J. Molloy
Robert W. Molish
Gerald J. Monaghan
Dennis M. Monahan
Richard J. Monastra
Dr. Richard M. Monihan
David J. Monroe
William J. Moore
Dennis C. Moore
William F. Moore
James A. Morgan
Joseph R. Morice
Norman E. Morrell
Hugh F. Morris
John G. Morrison
James R. Muldowney
John Mulholland
R. James Mullen
Frank B. Mullin, Jr.
Peter J. Muller
William M. Mulroy
Daniel J. Murphy
Dennis M. Murphy
George J. Murphy
Jim Murphy
James J. Murphy
James T. Murphy
Joseph A. Murphy
Thomas J. Murphy
Thomas R. Murphy
William J. Murphy
William J. Murphy, Jr.
William T. Murphy
Edwin S. Murray, Jr.
Francis X. Murray
Jack J. Murray
Michael J. Murray
Kenneth L. Murtha, Sr.
Ronald E. Muscella
Keith J. Myers
Charles J. Nagle
Guy M. Nardella, Jr.
John A. Nark
Joseph J. Narkin
Joseph M. Neale, Jr.
James H. Negler
Paul J. Nekoranick
William J. Neville
Philip A. Niessen
Richard A. Nisula
Thomas J. Niwinski
Thomas J. Nolan
Edward Joseph Nolen
Over $500
Mr. Joseph A. Fick
Gerald F. Nugent, Jr.

$100 — $500
Mr. John W. Allen, Jr.
Francis C. Au, M.D.
Gerhard Barth-Wehrens

Mr. Charles J. Boifinger
Mr. Gerald J. Boyer
John J. Brady
Louis P. Canuso
Mr. Ralph William Clayton
Mr. Louis Colon
Mr. & Mrs. Frank D'Aulerio
Mr. Daniel F. DePentino
Mr. & Mrs. William D. Fox
Mr. Stanton Ginsberg
Mr. Morton Goren
George F. Gushue
Frank Himmer
Dr. & Mrs. Philip Hocten
Mr. & Mrs. Edward B. Horahan
Mr. Robert G. Kindler
Harold Kochlein, Sr.
Mrs. Asta Lapergola
Dr. & Mrs. John A. Long
Mr. Francis B. McGowan
Dr. John C. McLoone
Mr. John F. Maher
Mr. John J. Merrick
Mr. & Mrs. Edward F. Moore
Mr. Charles D'Oonnell
Mr. & Mrs. John J. O'Hara
Frank Parrotto
Mr. John P. Pergerdaco
Dr. & Mrs. Moses Rabson
Mr. William S. Ravis
Mr. & Mrs. John B. Richter
Mr. Fred Speaker
Dominick Vittese
Mr. Nathan Weiss
Mr. & Mrs. John J. Worthington
Eugene J. Zurbach, Jr.

Under $100
Mr. Jack Abrams
Mr. & Mrs. A. F. Adзвукis
Mr. & Mrs. J. Agliar
Francis S. Albeaugh
Mr. & Mrs. J. Alexander, Sr.
Albert Andrekanic
Mr. & Mrs. Tettore Antonelli
Mr. & Mrs. Salvatore Angemi
Mr. & Mrs. J. Anselm
Miss Josephine Anubtina
Mr. M. Arcuri
Mrs. Joseph S. Armstrong
Mr. & Mrs. Bruce R. Aton
Mrs. Ellen Au Yang
Mr. & Mrs. Michael Babich
Mr. W. J. Badecker
Mr. & Mrs. George L. Ball
Mr. Joseph Bandos
Mr. Irving Barash
Enzo & Joyce Baruffi
Mr. & Mrs. Edward Bearant
Mr. K. Behler
Mr. & Mrs. Joseph J. Belcher
John Belsari
Mr. Robert S. Bell
Mr. & Mrs. Robert Bender
William J. Benz
Mr. Louis V. Bergbauer
Mr. Henry P. Bielkowski
Mr. Anthony Bilotti
Mr. & Mrs. Frederick W. Blinn
Mr. Joseph S. Bobman
Richard Bodisch
Mr. & Mrs. George Bojacuki
Mr. Stanley Bold
Mr. Carmelo A. Bonanno
Mr. John Boothman
Mr. & Mrs. Alfred Borzi
Harry E. Bowes
Mr. Ralph Bocchino, Sr.
Mr. & Mrs. Louis C. Bergher
Mr. & Mrs. Joseph M. Bozel
Mr. & Mrs. Frank J. Brady
Fred Braunsberg
Mr. & Mrs. J. J. Brauneisten
Mr. & Mrs. Francis Breen
Mr. & Mrs. Al. Brazila
Mr. & Mrs. Thomas Broderick
Mrs. Helen R. Brock
Mr. Hubert E. Brown
Sidney & David Brown
Mrs. Thomas J. Brown
Edward Broegeins
Mr. & Mrs. Josip Bulla
Miss Irene K. Bullock
Mr. Chester Bunschick, Sr.
Mr. & Mrs. F. Buonpastore
Mr. C. E. Burke
Mr. & Mrs. Richard J. Burke
Mr. & Mrs. Frank Buzdykowski
Mrs. Therma Calley
Mr. & Mrs. Arthur Caluo
Mr. & Mrs. William Camishion
S. Thomas Camp
Mr. R. F. Campion
Mr. & Mrs. Salvatore V. Canacta
Mr. E. Cantz
Mr. & Mrs. Emil Capaldo
Justin M. Carisio
Mr. & Mrs. J. L. Carney
Mr. & Mrs. Carlo Caro
Mr. Mario Carrozza
Mrs. Frances Castaldo
Mr. & Mrs. Philip Catalino
Constance Catanzaro
Mr. Joseph P. Cattie
Mr. & Mrs. James Cavaci
Mrs. Anna M. Cavaliere
Carmella Celani
Mr. & Mrs. Alexander Celluzzi
John J. Chambers
Mr. John Cheruika
Mr. & Mrs. Edward Chudzinski
Mr. & Mrs. John J. Clancy
John P. Clark, Jr.
Bernard Cobert
Alfred Cola
Mrs. Joyce Coleman
Mrs. Thelma Colley
Mr. & Mrs. William M. Connolly
Charles F. Connor
Mr. J. P. Considine
Mr. & Mrs. R. J. Cook
Carl J. Cordick, Sr.
Mr. & Mrs. Felix Cosentino
Thomas F. & Mary C. Coyle
Mr. James J. Craig
Michael M. Cudemo
Mrs. Pasquale Crummetti
Mr. & Mrs. Harry Cunningham
Mr. & Mrs. Thomas Curry
Mr. & Mrs. Thaddeus Cymerman
Mr. & Mrs. Joseph S. Dabronzio
Mr. T. J. Dammuzio
Mr. & Mrs. R. F. Dam
Mr. & Mrs. Anthony Day
Mr. & Mrs. Marcelo DeAlmeida
Mr. A. De Amorim
Dr. Camillo Deberardinis
Mr. & Mrs. Mario De Laurentis
Mr. Peter J. Dempsey
Mrs. T. Dempsey
Mr. Thomas J. Dench
Mr. & Mrs. Luigi De Rocca
Dr. & Mrs. Juan F. De Rejas
Kathleen T. Devaney
Mr. & Mrs. C. J. Devine
Raymond Devine
Mrs. Mary Di Cesari
Mrs. Edith C. Dillon
Mrs. Maria Dimtenko
Mr. Marcus S. Donaghy
Mr. Joseph H. Donahue
Catherine Donlon
Mrs. Charles J. Donohue
Mr. & Mrs. Cyril Donovan
Mr. & Mrs. Leo J. Dooley
Mr. & Mrs. Edmund Doran
Mr. Frank J. Doyle
Francis J. Jr., & Marjorie R. Doyle
Mr. Salvatore P. Drago
Mr. & Mrs. Ralph W. Dreby
Mrs. Frank Dubcek
Mr. F. L. Duer
Mr. & Mrs. Jay J. Dunagan
Mr. & Mrs. Peter J. Dwyer
Mr. Jakob Dukart
Mr. William J. Dunn
Mr. & Mrs. Leon J. Dura
Mrs. Eleanor Dydo
Frank Dziedzic
Mr. W. Elcavich
Mr. Nicholas J. Engelmann
Mrs. C. Enright
Mr. Wedo Frank Esposito
Mr. & Mrs. F. Ethridge
Mr. & Mrs. John J. Fanelli
Mr. John P. Fantelli
Mrs. Catherine R. Farrell
Dr. Joseph B. Feinstei
Mr. S. Feldman
Mr. S. F. Fenn
Stanley C. Fenwich
Mr. Carmen Fico
Mr. & Mrs. H. Finkelnstein
John A. & Marie Fischer
Mr. & Mrs. Joseph P. Flynn
Edward J. Fogarty
George & Rosemary G. Ford
Mr. D. F. Foriano
Mr. & Mrs. James J. Foti
Mr. & Mrs. William J. Frere
Mr. & Mrs. W. B. Frank
Mr. John J. Fraufelt
Mrs. Helen D. Friederick
Albert M. Freyer
Dr. & Mrs. Gregory Froio
Mr. & Mrs. Warren J. Fuchsel
F. Dean & Edna May Gale
Mr. & Mrs. William Gallagher
William J. Gallagher
Mr. V. F. Gallagher
Mr. & Mrs. Edward J. Galen
Domenic Gallo

La Salle's 1973-74 Annual Fund Committee includes (top, from left): Frank J. Noonan, '55; Thomas B. Harper, III, '48; William J. O'Kearley, Jr., '67; Magnus J. Schaebliger, '22; Brother Patrick Ellis, F.S.C., Ph.D., vice president of the corporation and director of development; and John L. McCloskey, '48, vice president of public affairs; and (bottom, from left): John J. French, '53; Brother Francis J. McCormick, '28, associate director of development; William J. Leimkühler, '65, chairman of the committee, and Daniel E. McGonigle, '57.
ANNUAL GIVING

$53,019.00  Alumni Annual Fund—up 20% over 1971-72
42,812.00  Alumni Capital Fund—threefold increase over 1971-72
4,161.00  Alumni Faculty and Administration
1,125.00  Class of 1973: Day $843.00. Evening $282.00
7,205.00  Business Matching Gifts—up 10% over 1971-72
6,240.00  Business (small gifts)
1,535.00  Friends (small gifts)
7,067.00  Non-Alumni Faculty and Administration
18,020.00  Parents of students—up 20% over 1971-72
23,202.00  Foundation for Independent Colleges
To the President and the trustees of La Salle College:

As evidenced by the summary report immediately below, we are pleased to report that during the fiscal year ended June 30, 1973, the College maintained a reasonably sound financial position.

SUMMARY REPORT OF CURRENT OPERATIONS FOR FISCAL YEAR 1972-73

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total current revenues</td>
<td>$11,853,384.01</td>
</tr>
<tr>
<td>Total current expenditures</td>
<td>10,368,779.57</td>
</tr>
<tr>
<td>Total capital expenditures: Buildings and equipment. retirement of indebtedness, endowment funds, and agency funds</td>
<td>$1,521,387.67</td>
</tr>
<tr>
<td>Total current and capital expenditures</td>
<td>11,890,167.24</td>
</tr>
<tr>
<td>Excess (deficiency) of current revenues over current and capital expenditures</td>
<td>$(36,783.23)</td>
</tr>
</tbody>
</table>

This report includes the opinion of Robert A. O'Connell & Company, Certified Public Accountants, and it statistically and graphically illustrates some of the more important areas of increasing costs and the continuing development and growth of the College.

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 segregate the assets and liabilities of each of the major fund groupings as reflected in the COMPARATIVE STATEMENT OF FINANCIAL CONDITIONS—Form 1.

CURRENT FUNDS

Current funds represent the operating accounts of the College. This group includes not only those accounts related to the Educational and General activities, it also reflects the operating results of the Auxiliary Enterprises—residence halls, food services, campus store, and college union.

The current funds operations for the fiscal year ended June 30, 1973 resulted in an excess of current revenues of $1,484,604. However, the transfers to endowment funds, retirement of indebtedness funds, plant funds, and agency funds, amounting to $1,521,387 resulted in a Current Fund Deficit of $36,783.23. This deficit compares with a surplus of $707.18 for the fiscal year ended June 30, 1972. As indicated on the Comparative Statement of Current Funds Revenues, Expenditures, and transfers to Other Funds—Form 2, the outcome of current revenues to current expenditures and transfers to other funds continues to be governed by funds expended for buildings, major improvements, and equipment.

CURRENT REVENUES

Total current revenues for the fiscal year 1972-73 increased 10.27% over that of 1971-72, from $10,748,602.23 in 1971-72 to $11,853,384.01 in 1972-73. While day charges were increased 13.75%, from $1,600 and $1,700 in 1971-72 to $1,820 and $1,920 in 1972-73, the net total dollar day tuition revenue reflects an increase of only 8.6%, from $5,943,131 in 1971-72 to $6,457,328 in 1972-73. However, and although the evening charges were increased 10.52%, from $38 per credit hour to $42 per credit hour, the actual evening total dollar revenue was down 5.8%, thus the difference between the total tuition projection of $8,820,000 and the actual total tuition revenue of $8,429,242 for fiscal 1972-73.

TUITION CHARGES

<table>
<thead>
<tr>
<th>Year</th>
<th>Evening</th>
<th>Part-Time</th>
<th>Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1973-74</td>
<td>$45</td>
<td>$1,920-$2,020</td>
<td></td>
</tr>
<tr>
<td>1972-73</td>
<td>$42</td>
<td>$1,820-$1,920</td>
<td></td>
</tr>
<tr>
<td>1970-71</td>
<td>$38</td>
<td>$1,600-$1,700</td>
<td></td>
</tr>
<tr>
<td>1968-69</td>
<td>$30</td>
<td>$1,350-$1,450</td>
<td></td>
</tr>
<tr>
<td>1966-67</td>
<td>$27</td>
<td>$1,150-$1,250</td>
<td></td>
</tr>
<tr>
<td>1964-65</td>
<td>$25</td>
<td>$1,020-$1,120</td>
<td></td>
</tr>
</tbody>
</table>

CURRENT REVENUES

Dollar increases—over fiscal year 1971-72

- Tuition and fees .............................................. $533,202
- Gifts and grants ............................................. 276,971
- Related activities ........................................... 12,430
- Earnings on investments .................................... 51,708
- Athletics ..................................................... 21,001
- General administrative and other revenues ............... 146,252
- Auxiliary enterprises ....................................... 63,217

GIFTS AND GRANTS

Gifts and grants reached what might be called a second highest year. A total of $824,666.38 for 1972-73 as compared with $547,695.32 for 1971-72, and $1,170,756.94 for 1970-71, the record breaking year. Included among the very generous gifts of the alumni, trustees, faculty, and friends of La Salle College, were the gifts of the CHRISTIAN BROTHERS in the amount of $202,423.32, the gift of the KRESGE FOUNDATION of $100,000.00 toward the costs of converting Wister Hall gymnasium into the Lawrence Library Annex, and the twenty-five year annual contribution from the Federal Government of $115,025.00 toward the annual debt service applicable to Olney Hall.

EARNINGS ON INVESTMENTS

Being in a position to indulge in a greater volume of short-term investments, earnings on investments have
been steadily climbing, and being currently invested in the neighborhood of 10% return, we are anticipating an added increase for 1973-74.

### EARNINGS ON INVESTMENTS

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972-73</td>
<td>$357,212.74</td>
</tr>
<tr>
<td>1971-72</td>
<td>305,504.94</td>
</tr>
<tr>
<td>1969-70</td>
<td>306,638.58</td>
</tr>
<tr>
<td>1967-68</td>
<td>267,756.48</td>
</tr>
<tr>
<td>1965-66</td>
<td>168,055.33</td>
</tr>
</tbody>
</table>

### CURRENT EXPENDITURES

Operating costs continue to rise in all areas, both academic and non-academic, and while salaries and wages increased only 5.8% over 1971-72, from $5,514,640 in 1971-72 to $5,837,493 in 1972-73, the competitive categories of other expenses have been on the march.

### INCREASES IN AREA COSTS—over 1971-72

- Instruction ........................................... $205,737.44
- Libraries .............................................. 58,794.83
- Student services and activities .................. 11,726.50
- Athletics .............................................. 53,864.67
- Alumni, development, news bureau, placement ... 1,670.45
- General inst. services .............................. 19,879.51
- General inst. expenses .............................. 281,233.21
- Staff benefits ........................................ 64,572.52
- Administration ...................................... 22,282.29
- Operation and maintenance of physical plant ... 140,512.09
- Student aid ............................................ 79,608.97

With the exception of general institutional expenses, staff benefits, certain expenses of operation and maintenance of physical plant, and student aid, the continuing upward trend is attributable principally to increases in salaries and wages.

### SALARIES AND WAGES

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972-73</td>
<td>$5,837,493.24</td>
</tr>
<tr>
<td>1971-72</td>
<td>5,514,640.77</td>
</tr>
<tr>
<td>1970-71</td>
<td>5,225,246.91</td>
</tr>
<tr>
<td>1968-69</td>
<td>4,195,112.83</td>
</tr>
<tr>
<td>1966-67</td>
<td>3,396,644.57</td>
</tr>
<tr>
<td>1964-65</td>
<td>2,680,033.79</td>
</tr>
</tbody>
</table>

The increase of $281,233.21 in general institutional expenses is due primarily to the addition of annual interest cost of the mortgage obligation applicable to Hayman Hall.

The table shown below reflects the three year period of the construction of Olney Hall and Hayman Hall, the two largest buildings ever constructed on the La Salle College Campus.

It will be noted that total debt service increased 38% in 1971-72 over 1970-71, 37% in 1972-73 over 1971-72, and it is expected that it will increase 6.6% in 1973-74 over 1972-73.

### DEBT SERVICE

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1973-74</td>
<td>$1,058,348.00*</td>
</tr>
<tr>
<td>1972-73</td>
<td>992,166.20*</td>
</tr>
<tr>
<td>1971-72</td>
<td>723,029.44</td>
</tr>
<tr>
<td>1970-71</td>
<td>523,786.23</td>
</tr>
<tr>
<td>1967-68</td>
<td>494,284.98</td>
</tr>
<tr>
<td>1965-66</td>
<td>463,421.30</td>
</tr>
<tr>
<td>1963-64</td>
<td>457,014.62</td>
</tr>
</tbody>
</table>

a. The principal and interest figures shown are gross. The Federal subsidy of $115,025.00 applicable to Olney Hall is carried under current income—gifts and grants.

Staff benefits continue to follow the upward path. Continuing increases in Social Security rates, increases in medical insurance premiums, increases in retirement contributions, following the pattern of salary and wage increases, and the ever mounting cost of unemployment compensation.

There was a 15.6% increase in staff benefits over the previous year, from $413,688.84 in 1971-72 to $478,261.36 in 1972-73.

With the announced increase in the Social Security base, the announced increase in medical insurance, and the possible increase in unemployment compensation due to certain economies, we anticipate an additional increase of 12% in 1973-74.

### STAFF BENEFITS

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972-73</td>
<td>$478,261.36</td>
</tr>
<tr>
<td>1971-72</td>
<td>413,688.84</td>
</tr>
<tr>
<td>1970-71</td>
<td>386,658.49</td>
</tr>
<tr>
<td>1968-69</td>
<td>299,080.31</td>
</tr>
<tr>
<td>1966-67</td>
<td>197,753.81</td>
</tr>
<tr>
<td>1964-65</td>
<td>132,487.72</td>
</tr>
</tbody>
</table>

Taking into consideration that the usable square footage of the campus buildings had been increased 70% during the past three years and especially during the past two years, with the addition of the approximately 200,000 square feet of Olney Hall and Hayman Hall, the 16% increase in the cost of operation and maintenance of the physical plant appears to be of good record.

### OPERATION AND MAINTENANCE OF PLANT

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972-73</td>
<td>$1,103,645.40*</td>
</tr>
<tr>
<td>1971-72</td>
<td>963,133.31*</td>
</tr>
<tr>
<td>1970-71</td>
<td>762,518.98</td>
</tr>
<tr>
<td>1969-70</td>
<td>632,202.24</td>
</tr>
<tr>
<td>1968-69</td>
<td>558,335.96</td>
</tr>
<tr>
<td>1967-68</td>
<td>476,822.71</td>
</tr>
</tbody>
</table>


However, and although the cost for operation and maintenance of the physical plant increased only 16% during the three year period of construction and occupancy of Olney Hall and Hayman Hall, the cost of heat, light, and water increased 155%. From $92,384.33 in 1970-71 to $173,124.49 in 1971-72, and to $235,321.35

LaSalle, Fall, 1973
in 1972-73. Considering the increase in college sponsored security lighting and a full year of Hayman Hall occupancy, it is expected that the cost of heat, light, and water will increase another 10% for 1973-74.

HEAT, LIGHT, AND WATER*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1972-73</td>
<td>$235,321.35</td>
</tr>
<tr>
<td>1971-72</td>
<td>173,124.49</td>
</tr>
<tr>
<td>1970-71</td>
<td>92,384.33</td>
</tr>
<tr>
<td>1969-70</td>
<td>73,619.09</td>
</tr>
<tr>
<td>1968-69</td>
<td>67,634.40</td>
</tr>
</tbody>
</table>

a. The figures of this table do not include the cost applicable to the residence halls.

Again we repeat that the best we can say about security is that it is here to stay, and is always of greater need. Total security costs for 1972-73 increased 16% over 1971-72, from $188,368.31 in 1971-72 to $217,688.66 in 1972-73.

SECURITY

<table>
<thead>
<tr>
<th></th>
<th>$217,688.66</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972-73</td>
<td>$217,688.66</td>
</tr>
<tr>
<td>1971-72</td>
<td>188,368.31</td>
</tr>
<tr>
<td>1970-71</td>
<td>176,873.49</td>
</tr>
<tr>
<td>1969-70</td>
<td>117,225.66</td>
</tr>
<tr>
<td>1968-69</td>
<td>86,601.34</td>
</tr>
</tbody>
</table>

AUXILIARY ENTERPRISES

While somewhat less than 1971-72, it is pleasing to note that the three hoped for self-sustaining, auxiliary enterprises (RESIDENCE HALLS, FOOD SERVICE, AND CAMPUS STORE) have registered an excess of current revenue over current operating expenditures.

Through a continuing record of excellent occupancy, the residence halls have registered an excess of current revenue of $90,441.94 gross of capital expenditures of $14,167.69, and of the principal on revenue bonds and mortgage obligation of $73,578.19, leaving a net excess of $2,696.06.

The food service department recorded a current revenue excess in the amount of $4,293.87, while the operations of the Campus Store resulted in a revenue excess of $1,642.35.

The so-called auxiliary enterprise College Union is not self-sustaining in the merchandising and service fashion. Rather it is subsidized through tuition, through gains, if any, of food service and Campus Store, and through facilities rentals and other miscellaneous revenues.

The departmental costs of the Office of the College Union Director are included in the total cost of the College Union.

The current operations of this so-called enterprise resulted in a deficit of $10,917.45. This deficit does not include coverage of the current $40,000 principal on revenue bonds applicable to the College Union building. Considering the use of the building to be a general college facility, the application of the interest and principal on the bonds has been a long-standing question. The interest cost is included in the operating statement of the College Union.

TOTAL CURRENT EXPENDITURES

Total current expenditures increased 9.7% over the total current expenditures for 1971-72, from $9,557,103.54 in 1971-72 to a new high of $10,594,262.95 in 1972-73 and it appears that there will be an increase of 6.5% in 1973-74 to a new high of $11,280,146.00.

CURRENT EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th>$10,594,262.95</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972-73</td>
<td>$10,594,262.95</td>
</tr>
<tr>
<td>1971-72</td>
<td>9,657,103.54</td>
</tr>
<tr>
<td>1970-71</td>
<td>8,858,654.64</td>
</tr>
<tr>
<td>1969-70</td>
<td>7,894,862.14</td>
</tr>
<tr>
<td>1968-69</td>
<td>7,335,145.61</td>
</tr>
</tbody>
</table>

As previously stated "financially, the excess of total current revenues over total current expenditures is the life blood of La Salle's financial structure." The ability to transfer this excess revenue to the needs of other funds builds the buildings, buys the equipment, pays the principal on loans, bonds, and mortgage obligations, and increases the assurance of continued existence through increased endowment funds.

EXCESS OF CURRENT REVENUES TRANSFERRED TO OTHER FUNDS

<table>
<thead>
<tr>
<th></th>
<th>$1,521,387.67</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972-73</td>
<td>$1,521,387.67</td>
</tr>
<tr>
<td>1971-72</td>
<td>1,309,103.32</td>
</tr>
<tr>
<td>1970-71</td>
<td>2,239,221.11</td>
</tr>
<tr>
<td>1969-70</td>
<td>1,050,203.34</td>
</tr>
<tr>
<td>1968-69</td>
<td>1,271,358.83</td>
</tr>
</tbody>
</table>

a. Includes $616,166.95 for major alterations to Wister, Benilde, and Holroyd Halls, plus the completion of Hayman Hall.

b. Includes a grant of $494,000.00 from U.S. Government.

The cooperation of the College administrators, the department chairmen, and the department supervisors in the establishment of economies and in their direction of their departmental budgets is acknowledged and appreciated. With continued cooperation of all segments of La Salle College, it is hoped that the sound financial position of the College will be maintained.

Respectfully submitted,

Joseph J. Sprissler
Vice President for Business Affairs and Treasurer
## COMPARATIVE STATEMENT OF CURRENT FUNDS REVENUES, EXPENDITURES, AND TRANSFERS TO OTHER FUNDS

for the years ended June 30, 1973, 1972, and 1963

<table>
<thead>
<tr>
<th>Year Ended</th>
<th></th>
<th></th>
<th>Year Ended</th>
<th></th>
<th></th>
<th>Year Ended</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>June 30, 1973</td>
<td>%</td>
<td>June 30, 1972</td>
<td>%</td>
<td>June 30, 1963</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$</td>
<td></td>
<td>$</td>
<td>%</td>
<td>$</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td><strong>CURRENT REVENUES:</strong></td>
<td></td>
<td></td>
<td><strong>CURRENT EXPENDITURES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational and general—</td>
<td></td>
<td></td>
<td>Instruction</td>
<td>3,855,276.90</td>
<td>32.52</td>
<td>3,636,324.73</td>
<td>33.84</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>8,429,242.02</td>
<td>71.11</td>
<td>7,896,039.74</td>
<td>73.46</td>
<td>2,950,011.89</td>
<td>69.13</td>
<td></td>
</tr>
<tr>
<td>Gifts and grants</td>
<td>824,666.38</td>
<td>06.96</td>
<td>547,695.32</td>
<td>05.11</td>
<td>187,559.80</td>
<td>04.39</td>
<td></td>
</tr>
<tr>
<td>Activities related to instruction departments</td>
<td>133,074.41</td>
<td>01.12</td>
<td>120,644.00</td>
<td>01.12</td>
<td>48,153.09</td>
<td>01.12</td>
<td></td>
</tr>
<tr>
<td>Earnings on investments</td>
<td>357,212.74</td>
<td>03.01</td>
<td>305,504.94</td>
<td>02.84</td>
<td>63,542.17</td>
<td>01.49</td>
<td></td>
</tr>
<tr>
<td>Athletics</td>
<td>92,051.38</td>
<td>00.78</td>
<td>71,050.04</td>
<td>00.66</td>
<td>27,677.19</td>
<td>00.65</td>
<td></td>
</tr>
<tr>
<td>General administrative and other revenues</td>
<td>267,966.51</td>
<td>02.26</td>
<td>121,734.52</td>
<td>01.13</td>
<td>83,057.17</td>
<td>01.95</td>
<td></td>
</tr>
<tr>
<td>Total educational and general</td>
<td>10,104,233.44</td>
<td>85.24</td>
<td>9,062,668.56</td>
<td>84.32</td>
<td>3,360,011.81</td>
<td>78.73</td>
<td></td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>1,749,150.57</td>
<td>14.75</td>
<td>1,685,933.67</td>
<td>15.68</td>
<td>907,551.15</td>
<td>21.27</td>
<td></td>
</tr>
<tr>
<td>Total current revenues</td>
<td>11,853,384.01</td>
<td>100.00</td>
<td>10,748,602.23</td>
<td>100.00</td>
<td>4,267,562.96</td>
<td>100.00</td>
<td></td>
</tr>
<tr>
<td><strong>STUDENT AID</strong></td>
<td></td>
<td></td>
<td><strong>Transfers—To other funds (see Form 3)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>735,420.11</td>
<td>06.20</td>
<td>655,811.14</td>
<td>06.10</td>
<td>251,524.88</td>
<td>05.89</td>
<td></td>
</tr>
<tr>
<td>Less: Capital items included above</td>
<td>1,882,614.92</td>
<td>14.19</td>
<td>1,663,588.24</td>
<td>15.47</td>
<td>852,402.06</td>
<td>19.97</td>
<td></td>
</tr>
<tr>
<td>Total current expenditures</td>
<td>10,594,262.95</td>
<td>89.36</td>
<td>9,657,103.54</td>
<td>89.84</td>
<td>3,806,566.89</td>
<td>89.19</td>
<td></td>
</tr>
<tr>
<td>Transfers—To other funds (see Form 3)</td>
<td>1,521,387.67</td>
<td>12.84</td>
<td>1,309,103.32</td>
<td>12.18</td>
<td>553,909.76</td>
<td>12.98</td>
<td></td>
</tr>
<tr>
<td>Excess (deficiency) of revenues over expenditures and transfers</td>
<td>(36,783.23)</td>
<td>00.30</td>
<td>707.18</td>
<td>00.01</td>
<td>19,470.04</td>
<td>00.46</td>
<td></td>
</tr>
<tr>
<td>Total current expenditures and transfers</td>
<td>11,853,384.01</td>
<td>100.00</td>
<td>10,748,602.23</td>
<td>100.00</td>
<td>4,267,562.96</td>
<td>100.00</td>
<td></td>
</tr>
</tbody>
</table>

LaSalle, Fall, 1973
## COMPARATIVE STATEMENT

for the years ended June 30, 1973, 1972, and 1963

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>1972-73</th>
<th>1971-72</th>
<th>1962-63</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT FUNDS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and short-term investments</td>
<td>$578,124.15</td>
<td>$733,990.39</td>
<td>$435,236.48</td>
</tr>
<tr>
<td>Accounts receivable—Note 1</td>
<td>$275,574.76</td>
<td>$216,227.12</td>
<td>$21,993.19</td>
</tr>
<tr>
<td>Inventories</td>
<td>$229,165.06</td>
<td>$180,738.13</td>
<td>$117,362.16</td>
</tr>
<tr>
<td>Deferred charges—Note 3</td>
<td>$285,479.85</td>
<td>$199,795.70</td>
<td>$84,663.25</td>
</tr>
<tr>
<td>Due from student loan funds—Note 4</td>
<td>$382,421.49</td>
<td>$356,513.47</td>
<td>$63,840.72</td>
</tr>
<tr>
<td>Due from other funds</td>
<td>$71,738.95</td>
<td>$29,559.49</td>
<td>$39,944.14</td>
</tr>
<tr>
<td>Total current funds</td>
<td>$1,822,504.26</td>
<td>$1,716,824.30</td>
<td>$763,038.94</td>
</tr>
<tr>
<td>STUDENT LOAN FUNDS:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>$57,662.35</td>
<td>$135,190.53</td>
<td>$5,837.06</td>
</tr>
<tr>
<td>Notes receivable</td>
<td>$3,770,665.69</td>
<td>$3,375,618.07</td>
<td>$564,926.11</td>
</tr>
<tr>
<td>Total student loan funds</td>
<td>$3,828,548.04</td>
<td>$3,510,808.60</td>
<td>$570,763.17</td>
</tr>
<tr>
<td>ENDOWMENT AND SIMILAR FUNDS:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bonds, stocks, trusts, objects of art, and other investments—Note 5</td>
<td>$3,982,163.02</td>
<td>$3,452,596.96</td>
<td>$1,718,200.72</td>
</tr>
<tr>
<td>Total endowment and similar funds</td>
<td>$3,982,163.02</td>
<td>$3,452,596.96</td>
<td>$1,718,200.72</td>
</tr>
<tr>
<td>PLANT FUNDS:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retirement of Indebtedness funds:—Note 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and investments on deposit with trustee</td>
<td>$792,080.06</td>
<td>$755,174.79</td>
<td>$315,600.17</td>
</tr>
<tr>
<td>Total retirement of Indebtedness funds</td>
<td>$792,080.06</td>
<td>$755,174.79</td>
<td>$315,600.17</td>
</tr>
<tr>
<td>Investment in plant:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long-term investment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land and buildings—Note 7</td>
<td>$23,616,168.03</td>
<td>$23,852,063.22</td>
<td>$13,199,388.27</td>
</tr>
<tr>
<td>Improvements other than buildings</td>
<td>$660,248.54</td>
<td>$660,248.54</td>
<td>$159,170.27</td>
</tr>
<tr>
<td>Apparatus, furniture, and libraries</td>
<td>$3,983,978.61</td>
<td>$3,707,464.39</td>
<td>$1,611,598.57</td>
</tr>
<tr>
<td>Total investment in plant</td>
<td>$28,260,395.18</td>
<td>$28,413,342.27</td>
<td>$14,970,158.11</td>
</tr>
<tr>
<td>Total plant funds</td>
<td>$29,052,475.24</td>
<td>$29,168,517.06</td>
<td>$15,285,758.28</td>
</tr>
<tr>
<td>AGENCY FUNDS:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and investments</td>
<td>$241,734.40</td>
<td>$261,653.17</td>
<td>$17,962.25</td>
</tr>
<tr>
<td>Due from employees and others</td>
<td>$22,079.84</td>
<td>$22,798.78</td>
<td>$36,806.86</td>
</tr>
<tr>
<td>Due from current funds</td>
<td>$231,737.33</td>
<td>$184,971.79</td>
<td>$74,876.57</td>
</tr>
<tr>
<td>Total agency funds</td>
<td>$495,551.57</td>
<td>$469,423.74</td>
<td>$129,645.68</td>
</tr>
<tr>
<td>TOTAL OF ALL FUNDS</td>
<td>$39,181,242.13</td>
<td>$38,318,170.66</td>
<td>$18,467,407.79</td>
</tr>
<tr>
<td>LIABILITIES</td>
<td>1972-73</td>
<td>1971-72</td>
<td>1962-63</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>CURRENT FUNDS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable</td>
<td>357,976.24</td>
<td>196,363.63</td>
<td>39,188.08</td>
</tr>
<tr>
<td>Salaries, interest, and other accruals</td>
<td>359,560.10</td>
<td>386,643.32</td>
<td>124,706.03</td>
</tr>
<tr>
<td>Deferred income—Note 2</td>
<td>530,332.13</td>
<td>580,233.57</td>
<td>113,759.92</td>
</tr>
<tr>
<td>Due to other funds</td>
<td>231,737.33</td>
<td>189,695.40</td>
<td>74,876.57</td>
</tr>
<tr>
<td>Current funds allocated to commitments</td>
<td>43,843.89</td>
<td>28,050.58</td>
<td>12,779.01</td>
</tr>
<tr>
<td>Current funds unallocated</td>
<td>299,054.57</td>
<td>335,837.80</td>
<td>397,730.33</td>
</tr>
<tr>
<td>Total current funds</td>
<td>1,822,504.26</td>
<td>1,716,824.30</td>
<td>763,039.94</td>
</tr>
<tr>
<td><strong>STUDENT LOAN FUNDS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced by U.S. Government</td>
<td>3,405,496.63</td>
<td>3,124,041.71</td>
<td>506,922.45</td>
</tr>
<tr>
<td>Advanced by La Salle College—Note 4</td>
<td>423,051.41</td>
<td>386,766.89</td>
<td>63,840.72</td>
</tr>
<tr>
<td>Total student loan funds</td>
<td>3,828,548.04</td>
<td>3,510,808.60</td>
<td>570,763.17</td>
</tr>
<tr>
<td><strong>ENDOWMENT AND SIMILAR FUNDS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal of funds—</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restricted</td>
<td>291,183.08</td>
<td>309,950.56</td>
<td>392,010.00</td>
</tr>
<tr>
<td>Unrestricted</td>
<td>3,690,979.94</td>
<td>3,142,646.40</td>
<td>1,326,190.72</td>
</tr>
<tr>
<td>Total endowment and similar funds</td>
<td>3,982,163.02</td>
<td>3,452,596.96</td>
<td>1,718,200.72</td>
</tr>
<tr>
<td><strong>PLANT FUNDS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retirement of indebtedness funds:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fund balances</td>
<td>792,080.06</td>
<td>755,174.79</td>
<td>315,600.17</td>
</tr>
<tr>
<td>Total retirement of indebtedness fund</td>
<td>792,080.06</td>
<td>755,174.79</td>
<td>315,600.17</td>
</tr>
<tr>
<td>Investment in plant:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housing, dining, college union system bonds payable—Note 8</td>
<td>3,069,000.00</td>
<td>3,169,000.00</td>
<td>2,766,000.00</td>
</tr>
<tr>
<td>Mortgage obligations—Note 8</td>
<td>8,702,588.35</td>
<td>9,186,941.69</td>
<td>4,262,177.39</td>
</tr>
<tr>
<td>Short-term loans</td>
<td>700,000.00</td>
<td>400,000.00</td>
<td>87,193.46</td>
</tr>
<tr>
<td>Total bonds, mortgages, and other loans payable</td>
<td>12,471,588.35</td>
<td>12,755,941.69</td>
<td>7,115,370.85</td>
</tr>
<tr>
<td>New investment in plant</td>
<td>15,768,806.83</td>
<td>15,657,400.58</td>
<td>7,854,787.26</td>
</tr>
<tr>
<td>Total investment in plant</td>
<td>28,260,395.18</td>
<td>28,413,342.27</td>
<td>14,970,158.11</td>
</tr>
<tr>
<td>Total plant funds</td>
<td>29,052,475.24</td>
<td>29,168,517.06</td>
<td>15,285,758.28</td>
</tr>
<tr>
<td><strong>AGENCY FUNDS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplemental retirement fund on deposit with trustee—Note 9</td>
<td>182,056.61</td>
<td>171,929.90</td>
<td>129,645.68</td>
</tr>
<tr>
<td>Work-study and E.O.G. funds</td>
<td>5,657.05</td>
<td>27,670.94</td>
<td>129,645.68</td>
</tr>
<tr>
<td>Other agency funds</td>
<td>307,837.91</td>
<td>269,822.90</td>
<td>129,645.68</td>
</tr>
<tr>
<td>Total agency funds</td>
<td>495,551.57</td>
<td>469,423.74</td>
<td>129,645.68</td>
</tr>
<tr>
<td><strong>TOTAL OF ALL FUNDS</strong></td>
<td>39,181,242.13</td>
<td>38,318,170.66</td>
<td>18,467,407.79</td>
</tr>
</tbody>
</table>

LaSalle, Fall, 1973
### SUMMARY OF CHANGES

for the year ended June 30, 1973

<table>
<thead>
<tr>
<th>Current Funds</th>
<th>Student Loan Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>$335,837.80</td>
<td>3,510,808.60</td>
</tr>
</tbody>
</table>

### FUND BALANCES AT JULY 1, 1972

Additions (deductions)

<table>
<thead>
<tr>
<th>Description</th>
<th>Current Funds</th>
<th>Student Loan Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current operating revenues</td>
<td>11,853,384.01</td>
<td>0</td>
</tr>
<tr>
<td>Current operating expenditures</td>
<td>(10,368,779.57)</td>
<td>0</td>
</tr>
<tr>
<td>Adjustment through appraisal of objects of art</td>
<td>103,843.25</td>
<td>0</td>
</tr>
<tr>
<td>Adjustments of prior year</td>
<td>2,266.65</td>
<td>0</td>
</tr>
<tr>
<td>For short-term working capital</td>
<td>300,000.00</td>
<td>0</td>
</tr>
<tr>
<td>For student aid, awards, etc.</td>
<td>3,614.80</td>
<td>0</td>
</tr>
<tr>
<td>For interest on revenue bonds</td>
<td>92,365.00</td>
<td>0</td>
</tr>
<tr>
<td>To earnings on investments</td>
<td>(337,986.53)</td>
<td>0</td>
</tr>
<tr>
<td>To gifts and grants</td>
<td>(273,030.91)</td>
<td>0</td>
</tr>
<tr>
<td>To debt service requirements</td>
<td>(192,365.00)</td>
<td>0</td>
</tr>
<tr>
<td>To land, buildings, and improvements</td>
<td>(616,166.95)</td>
<td>0</td>
</tr>
<tr>
<td>To apparatus, furniture, and libraries</td>
<td>(307,150.76)</td>
<td>0</td>
</tr>
<tr>
<td>To principal on mortgages and bonds</td>
<td>(296,777.22)</td>
<td>0</td>
</tr>
<tr>
<td>Adjustment in fund principal</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Write-off of land, buildings, and mortgage obligation (Elkins Park)</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Advanced by U.S. Government</td>
<td></td>
<td>309,968.00</td>
</tr>
<tr>
<td>Advanced by La Salle College</td>
<td></td>
<td>32,440.00*</td>
</tr>
<tr>
<td>Principal and interest cancelled through teaching, death, or bankruptcy</td>
<td></td>
<td>(41,555.55)</td>
</tr>
<tr>
<td>Interest collected on student loans</td>
<td></td>
<td>43,048.74</td>
</tr>
<tr>
<td>Collection and administrative costs</td>
<td></td>
<td>(26,161.75)</td>
</tr>
</tbody>
</table>

### FUND BALANCE AT JUNE 30, 1973

<table>
<thead>
<tr>
<th>Current Funds</th>
<th>Student Loan Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>$299,054.57</td>
<td>3,828,548.04</td>
</tr>
</tbody>
</table>

a. Indicates mandatory transfer
<table>
<thead>
<tr>
<th>Endowments Restricted Funds</th>
<th>Endowments Unrestricted Funds</th>
<th>Retirement of Indebtedness Funds</th>
<th>Net Investment in Plant</th>
<th>Agency Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>309,950.56</td>
<td>3,142,646.40</td>
<td>755,174.79</td>
<td>15,657,400.58</td>
<td>469,423.74</td>
</tr>
<tr>
<td>(953,50)</td>
<td>(10,034.53)</td>
<td>(10,034.53)</td>
<td>(300,000.00)</td>
<td></td>
</tr>
<tr>
<td>(3,614.80)</td>
<td>(92,365.00)</td>
<td>(92,365.00)</td>
<td>(10,034.53)</td>
<td></td>
</tr>
<tr>
<td>11,679.48*</td>
<td>279,275.07</td>
<td>36,905.27*</td>
<td>(10,034.53)</td>
<td>10,126.71</td>
</tr>
<tr>
<td>3,972.44*</td>
<td>269,058.47</td>
<td>192,365.00</td>
<td>(10,034.53)</td>
<td></td>
</tr>
<tr>
<td>(4,851.10)</td>
<td>(100,000.00)*</td>
<td>(100,000.00)*</td>
<td>(883,515.25)</td>
<td></td>
</tr>
<tr>
<td>(25,000.00)</td>
<td>(100,000.00)*</td>
<td>(100,000.00)*</td>
<td>(883,515.25)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>291,183.08</td>
<td>3,690,979.94</td>
<td>792,080.06</td>
<td>15,788,806.83</td>
<td>495,551.57</td>
</tr>
</tbody>
</table>

LaSalle, Fall, 1973
CURRENT FUNDS—Note 1

Generally, the June 30th balance of the current funds accounts receivable reflects tuition to be collected from a source other than the student, for the graduate religion program and the first session of the regular summer program. Also of note, is the inclusion of the first installment of the annual subsidy by the U.S. Government toward the debt service applicable to Olney Hall, in the amount of $115,025.00. This installment was received in July 1973.

CURRENT FUNDS—Note 2

Deferred income represents the tuition revenues of the summer programs recorded or collected prior to June 30, 1973. The fiscal year policy of the College prescribes that all summer programs revenues be accrued to the next fiscal year.

CURRENT FUNDS—Note 3

The recording policy as indicated in Note 2 is likewise applicable to deferred charges. Salaries and wages and other expenditures applicable to summer programs and paid prior to June 30th are delayed in detailed recording until the next fiscal year. The $285,479.85 shown as deferred charges includes Campus Store credits, for books returned to the publishers, in the amount of $122,162.70, for which the 1972-73 Campus Store "cost of sales" has been relieved. These credits are carried as deferred items to avoid duplication of credit in the next fiscal year.

STUDENT LOAN FUNDS—Note 4

Because of the nature of non-offsetting and gross cumulative recording required by the U.S. Government in National Defense Student Loan accounting and reporting, the statement shows a difference of $40,629.92 between current funds due from student loan funds of $382,421.49, and the funds advanced by La Salle College of $423,051.41. This difference is made up of $24,709.49 returned to La Salle College by the United States Government, for teacher cancellation, and $15,920.92 in interest payments made and due La Salle College but not yet withdrawn from the student loan fund.

ENDOWMENT AND SIMILAR FUNDS—Note 5

Endowment and similar funds functioning as endowments are divided into two groups—funds contributed and restricted to a specific use, and unrestricted funds to be used at the pleasure of the College. During the past fiscal year, endowments and similar funds obtained a new high in total contributions and earnings.

As noted in the SUMMARY OF CHANGES IN FUND BALANCES—Form 3, the unrestricted endowment fund increased $548,333.54, while the restricted endowment fund increased $15,651.92 through contributions and earnings. However, due to required distribution of the funds, the net results of restricted funds was a reduction of $18,767.48.

Included among the $279,275.07 earnings applicable to unrestricted funds, are the earnings and net gains of the pooled investments managed through VESTAUR CORPORATION, amounting to $121,509.55. At June 30, 1973, the total carrying value of the fund managed by Vestaur amounted to $1,409,028.97, as compared with $1,248,915.42 at June 30, 1972.

Also included in these earnings, and in the increase of $269,058.47 in the principal of the unrestricted endowment funds, is a professional upward appraisal adjustment of $113,843.25 in the value of Objects of Art, $45,504.00 of which represents a professional appraisal of Objects of Art contributed to the College but not previously recorded on the books.

PLANT FUNDS—Note 6

Under the Housing, Dining, College Union System Bond Indenture between La Salle College and the United States Government, La Salle College is obligated to accumulate and maintain a RETIREMENT OF INDEBTEDNESS FUND, composed of a "Bond and Interest" and a "Repair and Replacement" sinking fund in a total amount of $665,000.00. This was accomplished at June 30, 1970. It is expected that the fund will accumulate through earnings at about $40,000.00 per year. The increase through earnings for 1972-73 amounted to $36,905.27, for a total accumulation at June 30, 1973, of $792,080.06. While it is hoped that this fund will continue to accumulate, the principal amount in excess of $665,000.00 may be withdrawn for refurbishing and major alterations to the residence halls and to the College Union building.

PLANT FUNDS—Note 7

It will be noted that Land and buildings shows a reduction in carrying value of $241,895.19. This downward adjustment under the carrying value of 1971-72 is the combined result of 1) adding the sum of $616,166.95 through the payment of the 1972-73 balance due on the construction of Hayman Hall; the construction of an elevator and major alterations and renovation to the academic areas of Wister Hall; the complete renovation of the Benilde Hall facilities, and a substantial completion of the conversion of the Wister Hall gymnasium into the Lawrence Library Annex, versus 2) writing off $858,062.14 affected by the sale of the Elkins Park property which was carried in title by La Salle College for the Baltimore District of the Brothers of the Christian Schools. Accordingly, and effecting other areas of plant funds, the mortgage obligation applicable to Elkins Park was paid off, and an asset shown as "long-term investment" liquidated.
PLANT FUNDS—Note 8

Long-term debt obligations are as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Maturity Date</th>
<th>Rate</th>
<th>Principal Amount</th>
<th>Principal Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>
| Revenue Bonds— Housing and Urban Development—
  1952 1977 2 1/2% | 400,000 | 90,000 |
  1955 1995 2 1/2% | 500,000 | 360,000 |
  1958 1976 2 1/2% | 581,000 | 156,000 |
  1958 1993 2 1/2% | 1,019,000 | 1,019,000 |
  1961 2001 3 1/2% | 500,000 | 424,000 |
  1965 2005 3% | 1,100,000 | 1,020,000 |

Mortgage Obligations—
  Northwestern Mutual Life Insurance Co.
  1958 1981 5 1/4% | 2,000,000 | 1,141,242 |
  1962 1992 5% | 2,300,000 | 1,530,928 |
  1963 1997 5% | 188,000 | 79,515 |
  1972 1997 9 1/4% | 3,000,000 | 2,962,190 |
  1972 1997 8 3/4% | 3,000,000 | 2,988,713 |

Total long-term debt 6/30/73 | 11,771,588 |

a. Principal payment on 1958, 2 1/2% bonds follows the maturity of 1958, 2 1/2% bonds.
b. See paragraph below regarding interest subsidy.

To further assist the College in the financing of Olney Hall, the Department of Health, Education, and Welfare has granted the College an “interest-subsidy” applicable to the Northwestern Mutual Life Insurance Company mortgage obligation loan. The subsidy covers the spread between 3% and 9 1/4% on the annual debt service of 85% of the total eligible cost of Olney Hall, or a constant annual grant in the amount of $115,025.00 per year, for a period of twenty-five years. The total value of the interest-subsidy grant will be about $2,900,000, or about 38% of the total debt service on Olney Hall.

AGENCY FUNDS—Note 9

Full-time contract faculty and titled administrators of the College (including the Christian Brothers in like positions) participate in the Retirement Annuity Plan managed by the Teachers Insurance and Annuity Association. Both the participants and the College contribute 5% of an amount equal to the participant’s annual contract salary.

In addition to the TIAA plan, the College has established a non-contributory supplemental retirement plan which is administered by the First Pennsylvania Bank as Trustee. This supplemental plan provides “past-service-income” for faculty members and administrators who had participated in the College original retirement plan, and who, at the time of converting to TIAA, were forty years of age or older. The supplemental plan provides a monthly sum which, added to the proceeds of the TIAA monthly sum, would equal one-twelfth of the amount of 1% of the participant’s last five years average salary times the number of years in service. As at June 30, 1973, contributions and earnings on investments have accumulated to $182,056.61. In anticipation of new retirement fund regulations to be prescribed by the United States Government, and for ease of administration, we are transferring this supplemental retirement fund to TIAA-CREF. It is expected that the transfer will be accomplished in October 1973.

INDEPENDENT AUDITOR’S REPORT

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, 1973 and the related statements of changes in fund balances and current funds revenues, expenditures and other changes for the year then ended. 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 aforementioned financial statements present fairly the financial position of La Salle College in the City of Philadelphia as at June 30, 1973 and the changes in fund balances and the current funds revenues, expenditures and other changes for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Robert A. O’Connell & Co.
CERTIFIED PUBLIC ACCOUNTANTS

LA SALLE, Fall, 1973
Warren E. Smith, M.D., ’54, new president of the Alumni Medical Society, presents desktop computer to Brother James Muldoon, F.S.C., ’57, chairman of the college’s biology department, as Henry P. Close, M.D., ’33, outgoing president of the society, watches. Ceremony took place Sept. 23 on campus.

John C. Rosania, an agent with Prudential Insurance Co.’s Quaker City agency, sold over a million dollars of insurance in 1973.

Henry Wilkens, assistant professor of business administration at Shippensburg State College, has become an accredited member of the Public Relations Society of America. DECEASED: Charles F. Ryan, Jr.

Ray Bertsh has been promoted to acting credit manager for the Eastern region of Oscar Mayer & Co. Joseph E. Scanlin, Commanding Officer of the Armed Forces Examining and Entrance Station in Roanoke, Va., has been promoted to Lieutenant Colonel. Jerome M. Shaheen has been named manager of compensation in the corporate personnel department of Hershey Foods Corporation. Gerald M. Wilk has been promoted to corporate controller for Safeguard Industries, Inc.

John J. Burns was elected corporate vice-president responsible for operations of the Commercial & Industrial Group, Lear Siegler, Inc. Rev. Thomas E. Comber, C.S.P., vice president of Paulist Press, has been elected to the Board of Directors of the Catholic Press Association. Joseph J. Doyle graduated from the U.S. Air Force’s senior professional military school, the Air War College, at Maxwell AFB, Ala. Walter Fairbrother received master’s degree in business education from Rider College. John T. Owens has been named controller of the Sun Shipbuilding Company, Chester, Pa. Joseph N. Panichelli was promoted to vice president in charge of systems and procedures of Metropolitan Federal Savings and Loan Assoc. Robert J. Sankey has been named executive vice president for Financial Capital Corporation.

William A. Gillen was re-elected International President of the Insurance Workers International Union, AFL-CIO at a biennial convention in Miami Beach. Charles M. Lodovico, Vice President and Treasurer of Lewis & Gilman, Inc. has been elected membership on the company’s board of directors. Daniel E. McGonigle has retired from Naval Intelligence and is now employed as a claims investigator for the Law department, City of Philadelphia.

John F. Hipp has been named Pennsylvania sales representative for the Taylor Wine Co. Thomas J. Lynch has been elected vice president of the Delaware Valley chapter of Marketing Communications Executives International. Dr. William A. Pearman was named acting dean of the division of social sciences by the Millersville State College Board of Trustees.
Harry L. Baker, III has been named exhibit sales manager of the Chicago Flower and Garden Show. Anthony J. D'Errico, D.O. has been appointed to the staff at the Memorial Osteopathic Hospital, York, Pa. Paul J. Goetter has recently joined the sales staff of Harrison Color Process as a Mid-Atlantic regional representative. Julis L. Horvat and his wife Karen are presently living in Seoul, Korea. He is doing doctoral dissertation research on a Fulbright fellowship under U.S. State Dept. auspices. Rev. Dennis Mc Auliffe of the Glenmary Home Missioners will take up his duties as associate pastor of St. Francis of Assisi Church in Aberdeen, Miss. Capt. Joseph V. O'Donnell has a unique job with the U.S. Air Force's 54th Weather Reconnaissance Squadron at Anderson AFB, Guam—"chasing" typhoons. Peter L. Viscusi has received a Ph.D. degree in ancient history at the University of Delaware and has accepted the position of assistant professor at Central Missouri State University. James W. Ziccardi, D.O. is a cardiology fellow at Hahnemann Hospital.

Peter S. Ferensak has been promoted to branch manager of the Phoenix Ariz. office of the Associated Financial Services Company, Inc. John V. Gambale received a master's degree in engineering science from Penn State University. Thomas Glenn has joined Russell's School of Music, Cherry Hill, as a guitar instructor. Kenneth F. Klenk received a Ph.D. degree in physics from Lehigh University. Kenneth R. Mancini, Jr. has been appointed manager of Provident National Bank's new Oxford Valley Mall Office, Bucks County, Pa. Henry J. Komansky, John P. McLaughlin and Jeffrey L. Topkis have received D.O. degrees from the Philadelphia College of Osteopathic Medicine. Peter Kroh had his book review of C.P. Snow's "The Malcontents" published in the June issue of TRIUMPH magazine. Alan Melzer, M.D. was graduated from Hahnemann Medical College-Hospital of Philadelphia. Rene Vander Vossen has been promoted to vice president of the Philadelphia National Bank. MARRIAGES: Peter Kroh to Bobbie Lou Winterbottom. DECEASED: Charles A. Frield.