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CREDITS—Front cover by Omnigraphic Design; back cover, Lewis Tanner; inside back cover, Charles F. Sibre; page 3, Philadelphia Bulletin; 8, 18 (bottom), 19 (top) Mark B. Jacobson; all others by Tanner.

Back Cover: President Emeritus Daniel Burke, F.S.C., Ph.D. (center) receives honorary doctor of laws degree from President Patrick Ellis, F.S.C., Ph.D., as his sponsor, Dr. George Dennis O'Brien, president of Bucknell University, watches, in ceremonies at college's Fall Honors Convocation.
As we enter the third century of independence, the Supreme Court of the United States is under attack by many Catholics. Decisions on school prayer, abortion, parochial aid, and tax credits for private education prompt charges that the Court is anti-religious, anti-Catholic, and a defender of secularism. Catholic parents weary of the double burden of mounting state taxation and growing parochial tuition. Members of the clergy call for constitutional amendments. And by 1975 criticism erupted in the inner chambers of the Court itself. After rejecting Pennsylvania’s third attempt at parochial aid, Mr. Justice Rehnquist protested that the extreme approach adopted by the Court supports “those who believe that our society as a whole should be a purely secular one.” Even Chief Justice Warren Burger worried that the Court’s decisions would at best “penalize institutions with a religious affiliation,” while, at worst, the Court would appear “to discriminate against or affirmatively stifle religions.” (Meek v. Pittenger, 1975)

The reflections which follow examine the Supreme Court’s decisions on religion and the schools from 1970 to 1977. To accurately assess accusations of anti-religious or anti-Catholic bias on the Court will require both a short glance at the past and a careful consideration of judicial tests for permissible aid to non-public schools which have evolved during the 1970’s. While the issue is an emotional one in which we all have a personal interest, we must seek to understand the Supreme Court’s own justifications of its actions. Only then will we be in a position to judge the justice of the current situation and to project the future of religious education before the courts and the options open to Catholic parents.
The Court’s permissive attitude as expressed in the “Child Benefit Theory” slowly changed and hardened.

Throughout, we must remain aware that Catholics in dioceses like Providence, Philadelphia, and Baltimore with a history of extensive, free, parochial education have been the most adversely affected by the Court’s decisions. Moreover, we must be aware that Catholics in general tend to view the Supreme Court and the place of religion in democratic society substantially differently than do Protestant and Jewish members of American society.

II

The Child Benefit Theory

Questions of state aid to religious education are of recent origin in American Constitutional history. Most citizens are not aware that the First Amendment’s guarantees did not begin to apply to the states until 1925. (Gitlow v. New York) Technically the First Amendment restrains only the Federal Congress. “Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof...” Beginning with 1925 the Supreme Court utilized the Fourteenth Amendment’s guarantee that “no state shall deprive anyone of life, liberty or property without due process of law” to extend the guarantees of the Federal Bill of Rights to the states. Thus, in 1940, in a case involving the freedom of Jehovah’s Witnesses to express their religious beliefs, the Court expanded the term “liberty” in the Fourteenth to include “laws respecting an establishment of religion, or prohibiting the free exercise thereof;”. (Cantwell v. Connecticut)

This newly defined state guarantee quickly gave rise to challenges and judicial interpretations. One of these early cases is of crucial importance for the test it establishes. In 1947 the State of New Jersey authorized school districts to fund the transportation of children to and from school. In part the statute authorized reimbursement to parents for money spent on public transportation. This reimbursement was available to Catholic parents whose children rode public transportation to parochial schools.

The reimbursement was held to be permissible. And Justice Hugo Black wrote the Court’s opinion defining the “establishment of religion” clause to mean:

Neither a state nor the Federal Government can set up a Church. Neither can pass laws which aid one religion, aid all religions or prefer one religion over another. Neither can force nor influence a person to go to or to remain away from church against his will or force him to profess a belief or disbelief in any religion. No person can be punished for entertaining or professing religious beliefs or disbelief, for church attendance or non-attendance. No tax in any amount, large or small, can be levied to support any religious activities or institutions whatever they may be called, or whatever form they may adopt to teach or practice religion. Neither a state nor the Federal Government can, openly or secretly, participate in the affairs of any religious organizations or groups and vice versa. In the words of Jefferson, the clause against establishment of religions by law was intended to erect “a wall of separation between Church and State.” (Everson v. Bd. of Education, 1947)

The initial court test was strict neutrality. “State power is no more to be used so as to handicap religions, than it is to favor them.” In Everson the Court approved not only the transportation reimbursement but also noted that fire protection, police crossing guards, and sewage disposal are all permissible as “general programs” to guarantee the safety of all school children in the state. The Court reasoned that such a program “contributes no money to the schools,” “does not support them,” and is solely for the “benefit of the children.” This “Child Benefit Theory” provided the avenue for all funding between 1947 and 1970. Hot lunch programs, secular textbooks, audio-visual aids, standardized testing programs and remedial counseling were all introduced as “benefiting the child” and not the school or the religion.

The Foundations

1940 Cantwell vs. Connecticut—applied freedom of religion to states through 14th Amendment
1947 Everson vs. Board of Educ.—approved transportation to parochial schools under Child Benefit Theory
1968 Board of Educ. vs. Allen—expanded Child Benefit to include loan of secular textbooks
1970 Walz vs. Tax Commission—allowed tax exemption on Church property
In 1963, the Supreme Court announced a test for the

III

Religion in the Public Schools

While the “Child Benefit” programs grew until they became an integral part of the expectations of both pastors and parents, the Supreme Court turned from parochial education to focus upon the public school system. For twenty years, 1945 to 1965, the Supreme Court grappled with religious activities in the state-supported public school system. And during this time, the Court’s permissive attitude as expressed in the “Child Benefit Theory” slowly changed and hardened.

As early as 1948, cooperation between state authorities and religious leaders was challenged. The school board of Champaign County, Illinois, allowed representatives of the Protestant, Jewish, and Catholic faiths to offer optional religion classes to public school pupils. The keynote of the program was accommodation not compulsion. No student had to attend. And those who wished to attend needed written permission from parents. No teachers were paid out of state funds.

However, the school authorities had to approve these religious instructors. And the classes were conducted in public school facilities. Students not attending religious education were kept in study halls. These factors doomed the Illinois program.

Once again Justice Black spoke for the Court. This “released time” for religious education in public school buildings was unconstitutional on two grounds. First, tax-supported school buildings were used “for the dissemination of religious doctrines.” Second, by taking attendance and by detaining those students who did not attend religion class in study hall, the state provided “invaluable aid” in procuring pupils for religion class “through use of the state’s compulsory public school machinery.” (Illinois v. Bd. of Education, Champaign County)

Public sentiment was opposed to the Illinois decision. Yet, it seems clear that offering students the choice of study hall or religion class helped enrollment in the religious classes. Had students been released from school entirely many more might have chosen to rush home to their playmates and games rather than attend another class.

When a New York City program, similar to the Illinois program, reached the Court in 1952, constitutional lawyers predicted another defeat. Perhaps to appease growing public opposition to the Court, the plan was surprisingly approved. While the classes in New York were held at the church or synagogue not on the school premises thereby avoiding the first ground of unconstitutionality, records were still kept and those not attending were still detained in study halls thus providing the same “invaluable aid” as noted in Illinois.

Justice Black, author of the earlier decision, could find “no significant difference” between the New York and Illinois cases and so dissented. But Justice Douglas speaking for the majority with great flourish proclaimed:

We are a religious people whose institutions presuppose a Supreme Being. We guarantee the freedom to worship as one chooses . . . When the state encourages religious instruction or cooperates with religious authorities by adjusting the schedule of public events to sectarian needs, it follows the best of our traditions. (Zorach v. Clauson, 1952)

Rejecting any notion of “hostility to religion,” Douglas laughed at extreme readings of the First Amendment which would prohibit fire or police protection to religious groups, remove chaplains from military academies, erase “In God We Trust” from our coins, and ultimately ban the Supreme Court’s own opening ceremony “God save the United States and the Honorable Court.”

For the past 25 years, Douglas’s argument has been praised and quoted by Catholics and other religious groups. These words became a beacon of hope to those seeking to expand even further the limited aid offered by the “Child Benefit Theory.” But all of this was misleading. Douglas’s opinion was never followed by the rest of the Court. Indeed, from the perspective of 1977 it seems

Religion in the Public Schools

1948 Illinois vs. McCollum—religious instruction on public school property was unconstitutional
1953 Zorach vs. Clauson—religious instruction when dismissed from school property was permissible
1962 Engel vs. Vitale—New York school prayer law was ruled unconstitutional
1963 Abington vs. Schempp—Bible reading in public school is unconstitutional
constitutionality of religion in public schools.

grossly inconsistent with the direction consistently followed by the Court. The School Prayer Decision of 1962 and the Bible Reading Decision of 1963 returned to Black's twin themes of impermissible aid and coercion.

In New York a non-denominational prayer was composed by the Board of Regents. Pupils were not required to say the short prayer, but could remain silent or even leave the classroom. New York, following Douglas, defended the prayer “because it is based on our religious heritage.” However, the Supreme Court, including Justice Douglas, ruled it to be unconstitutional. The argument was brief “... it is no part of the business of government to compose official prayers for any group of the American people.” Moreover, peer pressure and psychological coercion existed in this use of the public school system as a support for religion. (Engel v. Vitale, 1962) Within a year the ruling was followed by a similar decision on Bible reading. The case arose in Abington Township, Pennsylvania. The Court ruled that reading ten verses from the Bible without comment was a "religious exercise" in compulsory state supported programs and was therefore unconstitutional. (School District of Abington Twp. v. Schempp)

After 20 years of wrestling with the problems of religion in public schools, the Supreme Court was ready to announce a comprehensive test for constitutionality.

The test may be stated as follows: what are the purpose and primary effect of the enactment? If either is the advancement or inhibition of religion then the enactment exceeds the scope of legislative power as circumscribed by the Constitution. That is to say that to withstand the strictures of the Establishment Clause there must a secular legislative purpose and a primary effect that neither advances nor inhibits religion. (emphasis added)

Catholics, already utilizing the “Child Benefit Theory” and not generally involved in the public school dispute, did not immediately sense the consequences of the test announced in 1963.

Parochial Aid
1971 Lemon vs. Kurtzman—reimbursement to non-public schools in Penna. of secular educational costs was unconstitutional
1971 Earley vs. DiCenso—reimbursement of teacher’s salaries in Rhode Island was unconstitutional
1973 Committee for Pub. Ed. vs. Nyquist—maintenance grants, tax credits and tuition reimbursements were unconstitutional
1973 Sloan vs. Lemon—reimbursement of partial tuition is unconstitutional
1973 Levitt vs. Committee for Pub. Ed.—reimbursement for state mandated record keeping was unconstitutional
1974 Wheeler vs. Barrera—states need not provide comparable services in religious schools
1974 Marburger vs. Pub. Funds for Pub. Schools—reimbursement of text books and supplies as well as purchases of instructional materials and auxiliary services are unconstitutional
1975 Meek vs. Pittenger—Penna. acts 194 and 195 providing for instructional materials and auxiliary services declared unconstitutional
1977 Wolman vs. Walters—relented and allowed diagnostic and remedial auxiliary services not performed in the parochial school

IN THE SPRING ISSUE: What happened when the “wall came crashing down” on massive state-aid programs to non-public schools in Pennsylvania and Rhode Island? How did the Supreme Court decisions affect Catholic colleges? Has the Court acted with an anti-religious bias? What are prospects for aid to parochial schools in the future?
It's a seven-on-one situation. You have the ball and are expected to control it for thirty minutes. There is no thirty-second clock. There are no free throws, no defensive fouls, no time-outs.

A sympathetic veteran who has given you a few tips is at your right. But he can't set picks. There can be no assists. Everything is in-bounds. And it's their home court.

The Seven that you face have a scouting report before them that you provided, and some of them have been through this competition several times before. The coverage seems casual and relaxed, but it is penetrating. There will be no chances for cherry picking. You won't get any easy layups or dunks. You must drive the lane. And they keep score with their own private scoring system.

After three years of hard work, intense drilling and marathon dreaming, you've made the first round of the playoffs.

It is, as they say, a "thinking man's game."

* * *

La Salle College has gained wide recognition for the traditional excellence of its basketball program. But this is not the regional NCAA playoffs, the Big Five finals or the Schlitz 1-on-1 Tournament. Yet the pressure, according to the participants, is every bit as great. You're not really competing against the Seven facing you, but against people whom you don't know and will never meet.

This is the first stage of the prestigious national fellowship competition that America's "classletes" will enter this year. Many of La Salle's top students will appear before a seven-member campus fellowship committee and field questions for a half-hour from a cross-section of the faculty. If highly qualified, they may be asked to appear before outside committees as the next stage of the fellowship process. Over the past decade, perhaps La Salle's most impressive achievement has been one which has almost gone unnoticed: our extraordinary success in national fellowship competition. We have an amazing record of averaging at least two or three winners every year.

Some of the questions in the campus interview deal with your field of study. Others explore your ethical values.
difference is that you're competing against people

The interview is low-key but deep and thorough. Your sponsor, a faculty member who has recommended you to the committee, is seated at your right—but can contribute only moral support. The interview, along with your three-year academic and extracurricular record and your statement of intended field of study and *curriculum vitae*, forms a major part of the Committee’s basis for decision. The Committee is choosing from among the best students. Like pro basketball recruiters, they can afford to be and are very selective.

In fact, Dr. Robert Kirkwood, an interviewer for the Danforth Foundation fellowships for college teaching—a one-on-one interview given to the top 600 Danforth nominees (of more than 2,000 college nominees and thousands of applicants)—insists the Danforth competition is even stiffer than the toughest athletic competition.

"In basketball or track or other sports, you’re concerned with a single dimension. You’re talking about running and jumping and diving. Many athletes live simply for that. A Danforth winner cannot be a person of narrow interests or limited abilities. He must be a total person. We know the intellect is there in our candidates, but we want more than that. We explore the way they approach and communicate ideas, how well they draw relationships and synthesize. They should be articulate but not glib, fluent but not smooth. There is no categorical way for an interviewer to find out these things, as with a tape-measure or a stop watch. But our Danforth winners are more than basketball or track finalists. It’s closer to the fact to compare them to decathlon champions."

But whatever the comparison, the record remains, testifying to a tradition of academic excellence no less distinguished than the Explorer basketball tradition. Of the four national grant programs for graduate study in the arts and sciences, La Salle seniors have had particular success in two competitions: the one-year Fulbright fellowship for study abroad and the Danforth fellowship for college teaching, usually tenable only in the United States, leading to the Ph.D. degree. In the past decade, La Salle has had 21 Fulbright winners, a total exceeded only by the University of Pennsylvania in the state of Pennsylvania; and four Danforth award winners and
La Salle's Danforth success last year was "extraordinarily

several finalists, one of the best records in the Delaware Valley area. The Fulbright scholars have studied all over the world, including Ireland, Italy, France, Germany, Yugoslavia, Austria, and Poland. La Salle has also had a few students receive second interviews in the Marshall and Rhodes scholarship competitions for two years' study in the United Kingdom (with the Rhodes tenable only at Oxford University), but no La Salle student has yet won either scholarship.

Nevertheless, La Salle made history (or her-story) in 1973 when the College became the first institution in the United States to enter a woman's name in the Rhodes scholarship competition. Ada Steinmetz, a 1974 La Salle graduate, was nominated by the Campus Committee. Her nomination was not accepted by the Rhodes Committee because the competition was not open to the women at the time. Women were declared eligible for the scholarship last year.

Last year was probably the most successful year in the fellowship competition in the College's history. Receiving fellowships were three Fulbright candidates: Carol Zajac (Germany), Kate Cucugliello (Yugoslavia) and Greg Gibson (France). All three are now doing research in their respective countries. The College also saw all three of our Danforth nominees become finalists (among the top 600 applicants nationwide), an unprecedented feat at La Salle. Kris Long is presently pursuing studies in English Literature and Women's Studies at the University of Buffalo. Rose Guerin is taking off this year before resuming her studies. The third candidate, Carter Norwood, who received the added distinction of Honorable Mention status (the top 200 nominees) is studying U.S. Southern history at Princeton University. There were 65 Danforth fellowships awarded nationwide last year. John Grady, director of the Honors Program and coordinator of the campus fellowship program for the past nine years, termed last year's Danforth success "extraordinarily unusual for any college." "Any school that has one Danforth finalist should be proud," agreed Dr. Kirkwood. "Three is great."

It should also be noted in passing—just for good measure—that La Salle also had two Rotary International scholarship winners last year. (Application for the one-year Rotary scholarships are not made through the College and require no interview or recommendation from the campus fellowship committee.) Paul Howe, a junior English major, is studying this year at the University of Reading in England. Carol Zajac declined the Rotary scholarship to accept the Fulbright grant.

The campus interviews for the four national competitions take place in October. To provide an insight into

THE SAGA OF CARTER NORWOOD—

"I was 34 years-old and my life had come to

No look at last year's campus fellowship process is complete without reference to the Carter Norwood story. It is one of the most amazing La Salle stories of student perseverance in the face of calamity and adversity that I have ever heard.

The Norwood chronicle is a painful one, spanning more than two decades. A 38-year-old black father of two, Carter decided one day in 1974—as he rode by La Salle in his car—that he would return to school. For a man who was old enough to be father of some of the students he would compete against in the Danforth competition last year, this was an excruciatingly difficult decision and adjustment. But return he did.

It had taken long to make up his mind to return. The 1958 grad of Northeast Public High School—the last graduating class before the school was moved—had worked his way up over a fifteen-year period by 1973 from janitor to executive assistant for the president of a small chemical manufacturing company. "I was 'chief of staff' when that was still a respectable title," Carter recalls with a smile. "I acted as purchasing agent, customer service supervisor, and informal head of inventory control." But that year the company was acquired by a Canadian corporation. Many of the chemical company's employees with ten or fifteen years experience were released. Carter was appointed manager and instructed to do the firing.

"I would get phone calls from Toronto," Carter recalls, "telling me to let more and more employees go. It was an awful feeling—to ruin a man's life because of an obsessive concern with cost-cutting."

What pushed him over the brink, however, was one order from the bosses in particular. "I had recently let go our best lab technician and my personal friend, as he was still working on an advanced degree," he says. "After two months, the corporation realized its mistake.
La Salle's phenomenal Fulbright and Danforth success, I followed the application process of four La Salle seniors. From the submission of their curricula vitae through their interviews to their eventual outcomes in the competition, I talked with two Danforth and two Fulbright candidates. Since these awards are not announced until April, I had no idea what a bountiful spring 1977 would be for the fellowship harvest. I also therefore didn't know who LSC's fellowship winners were, and so my selections were essentially random. I simply knew that all four candidates were outstanding students with impressive academic records.

One of my Danforth candidate choices, Joseph DiCecco, was not among La Salle's three designated nominees; the other, Carter Norwood, narrowly missed winning a fellowship and received an Honorable Mention. Patricia Tully, although she received the highest College recommendation, was not awarded a Fulbright grant; Carol Zajac did win one to Germany. A look at the experiences of these four candidates, then, may provide an illuminating view of the fascinating fellowship process and serve as a microcosm of the stages of elimination through which the award winners must go.

"Those statements were the hardest bit of writing I've ever done," Carter Norwood, a 38-year-old history student with a 3.8 index, confessed to me as he waited to enter the conference room in the basement of McShain Hall where the Fellowship Committee was meeting.

But by that time, my friend had obtained a part-time job and full-time teaching assistantship. The corporation told me to offer him a full-time job and full payment for part-time courses. I was overjoyed. Three weeks later I received a call that the financial situation had altered and the man would not be hired full-time or even part-time. They told me to fire him again. I couldn't do it—wouldn't do it. So I resigned.

"I was 34-years-old and my life had come to a screeching halt. I had given up on the world. I had no special skills and I didn't want to go back to the kind of life I'd lead."

Then one day, as he was riding by La Salle, still unemployed, he decided "for some unexplainable reason" to stop at the College Counseling Center. He made the decision to return that very day. A few weeks after he enrolled in the evening division, he decided to major in history and become a history professor.

---continued
Carol Zajac, '77, was one of 80 Americans to receive a Fulbright grant last year. An accounting-German major, she is studying in Germany.

"I try to find out what kind of person statements are carefully weighed in the final decision-making process. As with the other fellowships, the Danforth candidate must be recommended to the Committee by a faculty sponsor—a teacher thoroughly familiar with the student's work and normally a professor in the student's field of study—who also attends the interview. A college is permitted two to four nominees depending upon the size of its student body. La Salle is allowed three nominees.

"We combine the objective—the index, class rank, and GRE scores, with the subjective—the interview," explained Grady. "The Committee tries to assess the student qualitatively. Is he serious about teaching? His transcript is in front of us—I assume he knows his area—better than I know it, I'm sure. So I try to find out what kind of person he is. Would I like to share an office with him? Would I like him to be a colleague of mine?"

Dr. Miroslave Labunka, associate professor of history, was making banter with Carter as he looked over his statements. Carter was nervous and Dr. Labunka was trying to divert his attention from the approaching interview. The interview was scheduled for 5 P.M. Monday. The Committee was running slightly behind and Carter's interview began a few minutes late. "The wait seemed interminable," he recalled. "I was nervous and I felt, 'I just want to get this over with.'"

If he was nervous, it didn't show.

NORWOOD—continued

But as Warwick says in Shakespeare's King Henry IV, Part II, "There is a history in all men's lives." The history of Carter Norwood and his four years at La Salle was a daily struggle of wit against will.

For close to 3 years, Carter Norwood followed the most grueling schedule imaginable, one that would exhaust most day school undergraduates—a full-time job and five to six courses per semester, including the summer. The Norwood week for last spring was as follows: Rise at 6 A.M. for 7 A.M. to 3 P.M. job as supervisor of a physical plant. With fifteen men under him, it was a job entailing great responsibility. At the stroke of three he would head for the nearest library to study. On Mondays and Wednesdays, he had to be at La Salle in time for two classes which ran from 5:55 to 10 P.M. On Tuesdays and Thursdays he attended a graduate history seminar at Temple University from 6 to 8 P.M. and then drove furiously to La Salle in time for an 8:45 class. After the 10 P.M. classes, he would head home immediately to study until 2 A.M. Every night. Without fail. Without exception. After work on Friday, the day he did not have school, he would fall into bed often without dinner and often not rise until late next afternoon. He studied six hours Saturday and eight hours Sunday to keep up with his 18 credit hours of courses.

"I don't know how I did it," Carter admits, with an expression of wonder at his own endurance and strength of will. "But it was something I felt I just had to do. I never went out socially. I got by on two hours' sleep and I frequently felt wound up like a drum. A schedule like that is very difficult for a wife and two teenagers. But they understood. I could have never done it without their support."

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he is. Would I like to share an office with him?
Would I like him to be a colleague of mine?"

Carter sat down at the head of the large rectangular table. Facing the seven committee members, some of whom were still taking notes from the previous interview. After pleasant introduction, the questioning began.

"History is useless, it's dead and it won't get me a job. It's irrelevant to my daily life. Convince me otherwise, Professor Norwood," one interviewer challenged. "I'm a disenchanted student in your History 115 class."

Carter smiled. "History is going on in this room now," he said. "It's what you do every day. And it's a record of what others like you have done. I think that's exciting. It's as alive as you are and as pertinent and vital to today's challenges as it was to yesterday's."

Another committee member asked, "As a historian, and in view of the upcoming selection of a new La Salle president (Brother Daniel Burke had just announced he would step down as President as of January, 1977) what do you consider the most essential qualification for a college president?"

"He must be able to understand and to communicate," Carter responded. "The history of the American South and the Negro experience show what the consequences of a failure to understand and poor communication can be: widespread suffering and deep division. A college president must be able to reach all segments of the college community, must as a national leader be able to reach all segments of the nation."

Carter answered several more questions to the best of his ability and the interview was over. "The Committee will be deliberating tomorrow and Wednesday," Mr. Grady told Carter. "I should have the results by Friday. Stop in and see me then."

At 5:45 in walked my second Danforth candidate, Joe DiCecco. A psychology major with a 3.7 average and three years' experience in the La Salle Counseling Center, Joe had a good basis for wanting to be a psychology professor. His sponsor was Dr. Robert Gilligan, assistant professor of psychology.

The interview was fast-paced and the questions pointed. "Do you really think it's necessary to teach assertiveness training to freshmen in an introductory psychology course—as you said on your essay?" one interviewer asked. "Could you explain succinctly Bayesian statistics to me," another faculty member asked. "Which do you think is a more 'scientific' field, economics or psychology?" a third teacher asked, who happened to be an economics professor.

"If you could completely reorganize the location of departments within the College, where would psychology wind up, Joe?" another committee member questioned. "Would you keep the offices and classrooms in Holroyd wound up like a drum"

decades and, as I looked back, I knew there was something missing," he says. "I knew my formal education wasn't finished—shouldn't be finished. I had thought about the years I'd 'wasted'—but they weren't wasted. If I had gone straight to college from high school 20 years ago, I wouldn't have appreciated it all. I might not even have graduated. It's funny—it seems like I spent the first twelve years of school praying for the day I'd leave and the following 20 thinking of the day I'd return.

"When you're out of school for twenty years, you forget how to take tests—you even forget how to take lecture notes. It's been so hard."

Overhanging all this, he says, was the thought he tried to dismiss but couldn't: the possibility that there "might not be anything at the end of the road" for a 38-year-old man with a degree in history.

"But even so," he told me before hearing of his Danforth success or his Princeton University graduate acceptance, "it has been worth it. If I can't be a teacher, I'll do something. La Salle has made a difference to me as a person. But still, I refuse to believe that I can't find a crack in the door and that I don't have a future in history."

Carter Norwood is now pursuing that future as a graduate student in history at Princeton University. He is specializing in the history of the American South before the Civil War. With joint research in 18th and 19th century African history, he hopes to relate the culture of the American Negro to African culture.

History is a fitting choice of study for Carter Norwood—for if his past is any indication, his future is promising. His passion for his studies and his gritty determination is perhaps captured best by the never-ending thrust of the Mississippi that Hart Crane gave expression to in his poem "The River":

Damp tonnage and alluvial march of days
Tortured with history; its one will—flow.

— JR
Hall with biology and chemistry or would you move the department to Olney Hall with the humanities? And if you could conduct a similar College-wide restructuring, would you keep all of a department's faculty together or move them around? Would you put some English faculty in Holroyd and some management faculty in Olney? Or do you like things the way they are?"

They are all tough questions. But Joe handled them well, with his replies ranging from a defense of assertiveness training as a valuable tool for all people, especially college freshmen who are entering a new environment, to his judgment that psychology was more science than art and should remain in Holroyd Hall, as should the other sciences. "I'd leave the school the way it is," he concluded jestingly.

The following afternoon the Committee interviewed the Fulbright candidates. The Fulbright process also required a faculty sponsor and begins with the submission of personal statements. Each candidate must write a 500-word curriculum vitae and a 500-word "Statement of Proposed Study." The campus committee rates the candidates on a scale of 1 to 4 "according to the feasibility of the project and our impressions of the student as an American ambassador," explained Mr. Grady.

"We ask ourselves, 'Would I like to see this student represent me and my country abroad?'" he continued. "Would foreigners get a good sense of the United States from contact with this person?"

Carol Zajac was waiting in the Honors lounge for her interview. I asked her about her planned project for study in Germany. The Accounting-German major with a 3.76 index explained that her project combined literature and economics. "I read Dr. David McClellan's The Achieving Society, which contended that by examining the achievement motif of a nation's literature, one can predict a nation's economic future," she said. "I want to test the theory by examining the literature immediately before Germany's Wirtschaftswunder ('economic miracle')—the period of 1946-50. I'll catalogue certain words and phrases which are action-oriented and serve as motivational keys in the most widely read literature in the late 1940s. Germany's meteoric rise from ravaged loser to world power was amazing. If I find literature is truly the barometer of a nation's future in this statistically veri-
In the interview, Carol was first questioned about the future of small cars in America and Volkswagen's share of the American auto market. A psychology teacher then asked her about some other work by McClellan of Harvard. She was also questioned about the traditional image of the ugly American.

A five-minute question-answer session in German with her sponsor, Dr. Leo Rudnytzky, professor in the foreign languages department, followed. She also conversed in Spanish with another faculty member. Carol had no trouble at all with the language tests. Both of her parents are from Germany and she herself has been there four times. She has also studied Spanish for four years.

She emerged from the interview relieved but confident. "I expected more subject-matter questions— I really read up on Germany's current economic and political condition," she said. "But I thought it went well. At one point when I was talking in German, though, I couldn't think of the proper word in German—and the Spanish equivalent popped into my head. From there it was simply a matter of association. Sometimes I get confused and can't keep them straight!"

Patricia Tully, a Spanish major with only one B in her academic career, was the next interviewee, and her sponsor was Dr. Leonard Brownstein, associate professor of foreign languages. Her difficulty in writing the proposed project of study (to Mexico) was especially troublesome.

"I'm applying for a teaching assistantship, so that I can return and help poor Puerto Rican and Mexican children," she explained. "But how do you write in detail what you intend to do? This isn't like studying something. I have to respond to situations and to individuals. I want to improve my speaking and writing techniques by close associations with the Mexican lower-classes, but I'm not exactly sure what those techniques are and what would constitute genuine improvement for me."

An added challenge in her Fulbright application, as with Carol, was that the statements had to be written in the language of the country to which application is being made.

Pat was asked about the presence of Indians in Mexico and special problems in teaching them, about the Mexi-
"I gained something more valuable—a better understanding of myself."

can school system and about the policies of the recently-elected Mexican president. She had taught English to upper-class students in Madrid the previous year and was asked to relate that experience to her plans for bilingual education in Mexico and ultimately the U.S.

"The problem with teaching Spanish students English is that many elementary school teachers mistake the Spanish speech pattern for a learning disability," she said. "If a Spanish youngster incorrectly positions an adjective after a noun, it's probably because that's the way it's done in the Spanish construction and it's the way he hears his parents speak English. It's not a disability. I want to find out more about these subtle Spanish constructions."

The Fulbright nominees were the first to receive notification of the decisions. It was late January, 1977.

"I heard I was a finalist and Dr. Rudnytzky jumped up, hugged me and almost squeezed me to death," Carol recalls with a laugh. "He was even more ecstatic than I was. I got word that I was a finalist—but I didn't realize that 80 percent of Fulbright finalists turn out to receive grants." Carol was one of 80 Americans to receive a grant last year.

The second round of Danforth interviews was held in February and the final announcement came in April. Carter Norwood, along with the two other College nominees, received an interview and was awarded Honorable Mention status in April.

Pat Tully and Joe DiCecco did not win Fulbright or Danforth fellowships. Despite a rating of "1" from the College committee, Pat's proposal to Mexico was turned down. Joe didn't make it beyond the campus interviewing committee. But both La Sallians are doing extremely well today and are studying in their fields on institutional grants. Pat is at Bryn Mawr in Spanish Studies and Joe is in the University of Massachusetts's clinical psychology program. He has already done impressive work on the influence of family birth order upon the behavior and growth of children.

Regardless of how far they went in the fellowship process, however, these four students are among a small group of the College's 1976 "MVP's"—Most Valuable Pupils. All four agree that the fellowship application experience was invaluable, forcing them to define their future goals on paper and to explain them to a demanding group of interested people already in the professing profession.

"I'm glad I did it, even though I didn't win a grant," Joe DiCecco concludes. "I gained something more valuable—a better understanding of myself."

And for those who do win the awards, the fellowship experience instills not only an enlarged sense of self but reinforces a conviction that the choice made four years ago to attend La Salle was right. As Dr. James A. Butler, a professor of English and a 1967 Danforth fellowship winner, puts it: "Winning a national fellowship imprints an indelible mark—if not on one's soul, at least on one's curriculum vitae. The fellowship proclaims publicly and forever what one knows already in his or her heart: the undergraduate education provided to the recipient by La Salle College is equal to that of any institution in the United States."
The NEW Family Therapy

By Drs. Jack Smith and Eleanor Murdoch

Troubled children can often be straightened out by helping families to heal themselves.

The authors, clinical psychologists associated with both La Salle College and Catholic Social Services, are practitioners of a new technique that is revolutionizing the treatment of the troubled child.

Mary S. is 15 years old and she’s troubled. She’s run away from home twice this year and she’s been sexually involved with several boys. Her mother is distraught but totally unable to handle the situation.

If Mary had been sent for psychological help 10 years ago, she probably would have sat down with a therapist and begun a long series of private interviews. The therapist might have diagnosed Mary’s symptoms in a short time but tracing the real causes would have been another matter. And it would have been even more difficult to get Mary to realize what was the matter with her and want to do something about it.

If Mary’s mother had brought her to the clinic she would have sat in the outer office reading last year’s National Geographics or done a little shopping. After the session was over Mary would have gone right back to the same family environment in which she had spent her life.

At the next session the therapist would have been disappointed at how much of last week’s progress had worn off and a month or two later he would not really be surprised when he heard that Mary had run away again.

If Mary came to our clinic today most likely we would insist on Family Therapy. We would have her entire family come in for a series of interviews—mother, father, sisters and brothers, even grandmother if she is an integral member.

Involving the whole family may sound strange when Mary is the one in trouble. But is she really the only one? Perhaps her symptoms are just more obvious. Indeed, we often find that a troubled child is only a reflection of serious overall family problems.

It is not unusual for a family in distress to single out one child as a scapegoat or perhaps a child subconsciously assumes that role because of feelings of guilt. The scapegoated child usually is the most sensitive one and by acting up is really trying to do something for the family and not something to it. It’s hard to find this out by talking to the child alone, however.

What we attempt to do in Family Therapy is to defocus the spotlight on the troubled child and try to analyze his or her problems in the context of the whole family environment. If we can help the child see his or her problems in such a way they become a lot less threatening and more manageable.

We believe that the family is the world’s most basic institution and that God has given it strong powers to heal itself. When you get right down to it, all Family Therapy really does is to create an environment that helps the healing process take place. When a family sits down together and listens to each other tensions and conflicts have a way of diminishing and relationships tend to change. As this happens the troubled child usually gets off the hook and is better able to progress on his own.

In most cases Family Therapy is not a long, drawn-out process. Three visits often are enough to size up the situation, and defocus the troubled child. After that we may recommend more family visits or decide to treat the child individually based on our improved insights.

Family Therapy, of course, requires a degree of family cooperation and when it isn’t there we break off after the first meeting. “No sense in wasting your time or ours,” we say. Fortunately, this happens rarely because families don’t come to us in the first place unless they are willing to make an effort.

The way we’ve been talking it may sound like Family Therapy is a new wonder-technique. Actually, it was first tried many years ago but has been used in a very limited scale until recently. It’s still far from perfected but we feel that Family Therapy often is the quickest and best technique to treat the troubled child. Perhaps we are a bit unique in our intensive use of it and we should be qualified to speak from considerable experience.
Here's an example of how Family Therapy works. It's an imaginary case, of course, a composite of many we've had but it's quite typical.

Let's suppose Mary S., comes into our clinic today. She arrives with her whole family and two therapists, one male one female, greet them at the door.

It takes two of us to do the job right because family therapy involves much more than just leading a group discussion. Two therapists keep things moving better and afterwards they can compare impressions and conclusions. While one of us is asking tough questions the other is trying to keep the situation from becoming threatening.

Having both a male and a female therapist present gives each spouse someone to key in with and neither feels at a disadvantage. Also, men and women tend to observe different things. In one case we know of the wife kept calling her husband a tightwad and said he never spent any money on her. The female therapist got suspicious when she noticed the wife was dressed in a different stylish outfit every session.

After shaking hands, we usher Mary and her family into our office where there is no table, just a circle of chairs. We let each person sit where they want but we observe them carefully. We can tell a lot from who sits where.

Mary's parents are in their forties and we know that both have full-time, white-collar jobs. Mary has a pretty but hard-looking sister who is almost 18 and a brother who is rather short for being 12 years old.

Mary's mother enters the room first and picks a chair at one end of the room. Mary comes in next and sits next to her mother. The older sister sits on the other side of the mother. Little brother looks suspicious and doesn't sit down right away. Father enters last, takes a chair at the other end of the room and pushes it back a little out of the circle. He fidgets and looks at his watch and his son finally comes over and sits next to him. The family has arranged itself almost like the males were Hatfields and the females McCoys.

One of us starts things off by asking "Well, why are we all here today." The father glances at the mother and says, "Ask her." The mother tries to explain, "It's because of Mary's problems," and she looks over at the father, as if for approval. The older sister seems disinterested and gazes out the window. The brother squirms in his chair and picks his nose.

Both of us take turns trying to get each family member into the conversation. The idea is not to let anyone of them take over but to see who is the spokesman and find out who is playing what role. In this case it is difficult because Mary's family is hostile and reluctant to get involved.

But we keep trying and little by little they begin to open up. It takes more than three sessions but eventually we get a pretty good idea of what has been going on in Mary's family and why.

Over the years the father tried to rule the family with an iron fist because he knew no other way. In actual fact he had practically no control over his family and tended to withdraw. He had little to give emotionally and was in-
effectual and unhappy. Most probably his own father was the same kind of person. We have learned that one tends to parent as he has been parented.

It became apparent that Mary’s mother was a very frustrated person. As a little girl she had been rescued from a molester by her own father and subconsciously she looked for a strong protective man to marry. At first she thought she found this man in Mary’s father because he was big and seemed safe and reliable.

Well, if safe and reliable means always being there—that’s what he was. When he wasn’t working he just sat around the house and never said or did very much. Sports and game shows on TV were his major interests.

Mary’s mother turned off to her husband out of boredom and disgust. She had several furtive affairs but they made her feel even worse because they added guilt and fear to the equation.

Without even knowing it the mother began working out her frustrations and fantasies through Mary. On the one hand she pushed Mary into the promiscuity she herself couldn’t handle and on the other hand she rejected Mary for responding the way she wanted her to.

We concluded that the older daughter was just biding her time until she could split from the family scene. She was callous and self-centered and perfectly content to let Mary take the blame as the bad girl in the family.

The younger brother already was imitating his father’s style and personality and was reacting to his lack of effective parenting by acting out. He was suspected of stealing in school and had thrown a rock through the neighbor’s window for no apparent reason. His father merely dismissed this behavior by saying that “boys will be boys.”

Knowing all this made it a lot easier to understand Mary. Obviously, she lived in a messed-up environment but we picked up some very important subtle relationships during the sessions. It turned out that Mary who was supposed to be the “bad actor” was actually the most loyal member of the family. She cared. So much it hurt.

She did what she did to take the heat off her mother. Deep down, she blamed herself for most of the family’s problems and her mother subconsciously encouraged her to do so. The real reason Mary ran away was to draw unfavorable attention to herself. In effect she was saying, “Everybody get mad at me so mommy and daddy will stay together.”

Once we saw the true situation and made Mary herself see it, it was relatively easy to get her straightened out. She became her own person and soon stopped blaming herself for her parents’ problems.

We would like to be able to report that we also straightened out the other struggling members of the family but we can’t. We can only say that we gave them a better chance to straighten themselves out. To make a little peace with their pasts and live a little more effectively in the present.

In addition to helping us treat the troubled, target child we find bringing families together, even for a few sessions, can yield very desirable indirect benefits. In some cases it’s the only time the family has ever sat down and really listened to each other—the first time they realized that the other members had special needs.

Quite often family therapy sessions make parents think of their children as people instead of chattels and both generations develop more respect for each other as a result.

When we can relieve pressure and tension in a family the parents tend to fight a little less fiercely and less frequently. The children are the big winners because they can relax and get back to the job of being children again. In the short run, they often do better in school—later they will be better parents themselves because they’ve learned what it is like to be children.

In some sessions we encourage parents to open up about their own childhood experiences. The children usually find this fascinating and it helps them identify with mom and dad. Obviously, there are things parents need not discuss in front of their children—sex lives for example—and if we see problems in these areas we deal with them in private sessions. Quite often when we begin to work with the parents on their marriage the whole family heaves a sigh of relief. We seldom again go back to or indeed hear complaints about the “troubled child.” We are now dealing directly with the real source of strength—the parents themselves.

To wind this up, we believe that Family Therapy is a technique that deals from the strength and understanding that can be found to some degree in most families instead of from the weakness and confusion that characterize the troubled individual.

Dr. Smith is taking the message of Family Therapy to the classroom this year. Hoping to translate awareness to prevention, he is conducting a brand new course called “The Psychological Foundations of the Family.”
"A time like this," poet Joshua Gilbert Holland once said, "demands strong minds, great hearts, true faith, and ready hands." Such a mandate could serve as their ultimate goal as La Salle's faculty and students pursue their daily academic ritual. Frequently, however, hands serve another purpose. How often are concepts exchanged, feelings expressed, and emotions aroused vividly through our hands?
The former president of La Salle and four other prominent educators were honored at the college’s annual fall honors convocation saluting Religious Education, on October 23 in the College Union Ballroom on campus.

Brother Daniel Burke, F.S.C., Ph.D., who stepped down as La Salle’s president last December 31 after having served in the position since July, 1969, received an honorary doctor of laws degree.

Other honorary doctorates of laws were presented to Brother Luke Salm, F.S.C., S.T.D., director of graduate religious studies at Manhattan College, and Dr. and Mrs. Leonard Swidler, co-founders of the Journal of Ecumenical Studies.


Brother Patrick Ellis, F.S.C., Ph.D., president of La Salle College, presided at the convocation at which some 520 men and women from the college’s day and evening division were honored for academic excellence.

Dr. George Dennis O’Brien, president of Bucknell University and a member of La Salle’s Board of Trustees, sponsored Brother Burke for his degree. Brother William J. Martin, F.S.C., S.T.D., chairman of the religion department at La Salle, sponsored Brother Salm. Rev. Leo M. Van Everbroeck, chairman of the graduate religion department at La Salle, sponsored the Swidlers. Dr. Helen F. North, professor of classics at Swarthmore College and a member of La Salle’s Board of Trustees, sponsored Father Rooney.

Brother Burke was honored for the example he has given as a man, a scholar-teacher, and community leader.

“In the years in which we addressed him as ‘Brother President,’ he slighted neither the demands of the title of ‘Brother’ nor those of the title ‘President,’ ” said Dr. O’Brien. “As ‘Brother,’ he worked ceaselessly to promote the spirit of Christian community among us. As ‘President,’ he led us along the path of academic excellence with quiet determination, unflagging perseverance, and uplifting example.”

During Brother Burke’s seven-and-one-half-year term as president, the face of La Salle’s campus changed considerably. Women were admitted on a full-time basis for the first time in 1970, new classroom and athletic facilities were completed, and the college introduced an MBA Program, the city’s first Weekend Campus, and a Continuing Education for Women Program.

Brother Salm, the first Christian Brother in the World to receive a doctorate of sacred theology in 1955, was honored for a career that has “been marked by a wholehearted commitment to the faith which seeks understanding and to the life which would witness to that faith through the vows of religion.”

Brother Salm was the first non-cleric member admitted to the Catholic Theological Society of America. He is now the executive secretary and past president of that prestigious organization. He is professor of religious studies at Manhattan and adjunct professor of moral theology at Maryknoll Seminary.

The Swidlers were honored for their contributions to Ecumenism, inter-religious dialogue, and church reform. “Not all they have written and stood for has been received without controversy,” said Father Van Everbroeck, “but their scholarship, their integrity, and their charity have never faltered.”

Dr. Swidler, a professor of religion at Temple University, has written and lectured extensively on religion and history. Arlene Swidler, who is currently teaching English at Villanova University, is education editor of the Journal of Ecumenical Studies. She has also written extensively on religion.

Father Rooney was honored “for his persistent concern for the life of Christian higher education and for the intellectual vitality of American society in general.”

Father Rooney, a priest of the Archdiocese of Chicago, is now an ordinary professor of English language and
Brother Mollenhauer is College's First Provost

For the first time in its 114 year-history, the college has a provost. La Salle's Board of Trustees officially changed the title of the college's chief academic officer, Brother Emery Mollenhauer, F.S.C., Ph.D., from vice president of academic affairs to "Provost," at its semi-annual meeting on Oct. 5.

"This decision was based on the results of a survey of current practice in institutions of comparable size and substance," said La Salle's president, Brother Patrick Ellis, F.S.C., Ph.D. "The new title is intended to emphasize the primacy of the academic. Moreover, it clarifies the fact that the chief academic officer is the spokesperson for the college in the absence of the president."

Brother Ellis added that such determinations are, of course, never made completely in the abstract. "This unanimous action on the part of the Board is a clear indication that they consider Brother Emery Mollenhauer an especially competent person to hold the title, Provost, for the first time."

A native Philadelphian, Brother Emery was named LaSalle's vice president for academic affairs in June, 1969, after having served as dean of the college's evening division for the previous eight years. He is also vice president for corporate responsibilities of the First Pennsylvania Bank.

La Salle's Council of President's Associates is comprised of 30 prominent citizens who work with the college's president and other administrators in consulting roles on such matters as curriculum improvement, public relations, the role of the private college, and the impact of government regulations.

President's Associates Adds Eight Members

Eight local business executives have been appointed to La Salle's Council of President's Associates for three year terms, it was announced by Brother Patrick Ellis, F.S.C., Ph.D., president of the college.


Also: Terence Heaney, Esq., '63, vice president and tax counsel of the Valley Forge Investment Corp.; Peter J. McCarthy, '64, director of corporate advertising of the Pennwalt Corp.; Robert L. Myers, president of Century Chevrolet, and Elmer Young, Jr., senior vice president for corporate responsibilities of the First Pennsylvania Bank.

La Salle's Athletic Committee has been interviewing candidates in search of a successor.

Jack Conboy Retires As Athletic Director

John J. (Jack) Conboy, '50, has announced his retirement as La Salle's athletic director, effective December 31, 1977.

"I've accomplished the goals which were outlined to me by the administration when I was hired," said Conboy. "We've been fortunate in restoring stability to the men's basketball program. We've successfully made the transition to our first all purpose basketball facility, Hayman Hall. Our women's program has gotten off the ground very well and I think our entire athletic program has been able to make maximum use of a limited budget."

"I've enjoyed my ten years at La Salle and I'll cherish many of the relationships and friendships I've developed during that time."

Conboy, 53, was named athletic director at La Salle on January 3, 1969, replacing James J. Henry, who had served as La Salle's athletic director for 35 years. He had joined the La Salle athletic staff as assistant athletic director in November, 1968.

Hayman Hall, La Salle's multi-purpose athletic and recreation facility, opened in September, 1972 under Conboy's auspices. La Salle also launched a flourishing women's athletic program in 1972 which is now comprised of eight varsity teams and four intramural sports.

Conboy is currently the president of the East Coast Conference, chairman of the Big Five athletic directors, and is a member of the NCAA Division One Basketball Committee.

"During the decade of Jack Conboy's service as La Salle's athletic director," said La Salle President Brother Patrick Ellis, F.S.C., Ph.D., "there have been many positive changes, particularly in participatory sports, as the college has grown into full use of a new physical recreation facility and added a complete roster of varsity and intramural sports for women."

"Through all of these circumstances, Jack Conboy has stayed in tune with La Salle's priorities and has related well with regional and national associations."

"Jack Conboy will retire from La Salle with my unequivocal best wishes for success," said Vice President for Student Affairs Dr. Thomas N. McCarth.

Conboy retired from the U.S. Army after twenty years service with the rank of Lieutenant Colonel. He is a veteran of three wars [World War II, Korea, and Vietnam] and served on the La Salle ROTC staff from 1960 to 1964. Conboy and his wife Ann have four sons and reside in Drexel Hill, Pa.

La Salle's Athletic Committee has been interviewing candidates in search for a successor.

Brother Emery Mollenhauer, F.S.C., Ph.D.

John J. Conboy, '50
John C. Rosania, an agent with the Prudential Insurance Company's Quaker City Agency, was among the first 32 people to earn the new master of science in financial services degree from the American College in Bryn Mawr, Pa.

Jerome H. Kopensky has been appointed a director of the Conshohocken Federal Savings and Loan Association.

Ira Davis, the college's track and cross country coach, was inducted into the Hall of Fame of the Police Athletic League of Philadelphia in ceremonies at the Sheraton Hotel on Nov. 9.

Bruce T. Beaumont, who has been a medical representative for Pfizer Laboratories for 13 years, was one of 100 representatives to recently receive the professional designation of C.M.R. (Certified Medical Representative). Jerome Zaleski, a judge in Philadelphia's Family Court Division, was inducted into the Hall of Fame of the Police Athletic League of Philadelphia at a luncheon at the Sheraton Hotel on Nov. 9.

George K. Dunye has been appointed controller for the Treasury Department of the Republic of Liberia. Peter A. Martosella, Jr. has been appointed executive vice president and chief operating officer of the Penn Central Properties Division at Victor Palmieri and Co., Inc., in Philadelphia.

Joseph P. Kelly has opened a real estate business, Kelly Corporation, in Feasterville, Pa. John E. McGonigle, C.P.A., has opened an office in Moorestown, N.J.

Robert Kerr has been appointed secretary-business manager of the Bordentown City, N.J. Board of Education. Air Force Capt. Stanley S. Zelenski has been decorated with the Department of Defense Joint Service Commendation Medal at Baudette Air Force Station, Minn., for meritorious service while assigned at Peterson AFB, Colo., as a space systems staff officer.

Thomas J. Marnell has been appointed director of advertising and sales promotion for the Philadelphia Saving Fund Society.

Paul C. Holmes has been appointed dean of Fliffs House at Andrew Warde High School in Connecticut, where he assists the administrative housemaster in student discipline, extracurricular activities and school morale. David F. Schenkel has been named director of industrial relations at Electronic Associates, Inc., in West Long Branch, N.J. Philip N. Spinelli was recently awarded the professional insurance designation, Chartered Property Casualty Underwriter, CPCU, at national conferment ceremonies in San Francisco.

Robert S. Paustis, Jr. has been promoted to assistant vice president of corporate services at the National Liberty Corporation in Valley Forge, Pa.

John Maida, Esq. was chosen "Man of the Year" by the Greater Norristown Jaycees. John E. Wroblewski has been appointed chairperson of the business and economics division at Alliance College in Erie, Pa. Ronald Zinck recently passed the examination for his New Jersey Real Estate Broker's License.

MARRIAGE: Gloria M. Bielen to Bruce R. Furman.

BIRTH: To Bradford Erickson and his wife, Ingrid, a son, Benjamin Van der Maelen.

BIRTH: To Timothy Fitzpatrick and his wife Joan Mancini, '74, a son, Thomas James, III.
Michael J. Buckley has been appointed regional supervisor for Prudential Insurance Company’s Greater Philadelphia Region. John C. Soffronoff has been appointed director of advertising at Provident National Bank. Harold Young was recently appointed by the First National Bank of Toms River, N.J. as credit administrator in the bank’s commercial loan division.

Richard Occigrosso has been promoted to assistant cashier-mortgage officer at the United Jersey Bank-Med State N.A. Linda Radu Onslager is presently associated with Poquessing Realtors, in Philadelphia, as a sales representative. George J. Walmsley, III has joined the staff of North Penn Hospital as director of fiscal affairs.

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MARRIAGE: Daniel J. Casey to Grace Piselli.

Anthony T. Mazzei is now a district representative for the Prudential Insurance Company.

BIRTH: To Anthony T. Mazzei and his wife, Margaret, a daughter, Melissa Marie.

SCHOOL OF ARTS & SCIENCES

Dr. Joseph A. Diorio, was appointed chief of anesthesiology at Allentown Hospital.

John R. Zrada has been named assistant vice president and manager of the Frankford Trust Company’s Bustleton Office in Philadelphia.

Dr. Francis E. Senn, Jr., was recently named director of the Naval Avionics Facility’s Medical Department, following a 21-year career in the Navy Medical Corps.

Brother William Carey, F.S.C., received his J.D. degree from Villanova Law School in May, 1977 and is currently employed by the State of Pennsylvania as an assistant attorney general attached to the legal office of the Department of Public Welfare.

MARRIAGE: Peter Boyle to Loraine Alterman.

James J. McDonald, the college’s alumni director, was re-elected to a second term as Commissioner in Ward 8, Abington Township.

Navy Cmdr. Joseph T. Kennedy recently assumed command of the Navy’s School of Explosive Ordnance Disposal in Indian Head, Md.

MOVING?

If your mailing address will change in the next 2-3 months, or if this issue is addressed to your son or daughter who no longer maintain a 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 attach the label from the back cover of this issue and mail to the Alumni Office, La Salle College, Phila., Penna. 19141.

ATTACH LABEL HERE
the Robert Packer Hospital, Sayre, Pa., has been advanced to certified membership in the National Association for Hospital Development (NAHD) during the association's 11th annual conference held in Boston. Rev. Robert J. Fritz has been named a trustee of the Society for German-American Studies.

'68 Warren W. Klenk has been named executive director of the Brockport Foundation, which serves as a center for tax-deductible, private giving to the State University College at Brockport. P. Stephen Lerario, Esq., a former Montgomery County Assistant District Attorney, is now associated with the law firm of Bluestein, Trusky, Susman, P.C., in Philadelphia.

'69 John McGrail was promoted to studio manager at Jerry Friedman Studios, Inc., in New York City.

'70 James P. O'Donnell recently completed a basic sales and marketing conference at Johnson & Johnson Headquarters, and is currently the company's baby products representative for Northeastern Pennsylvania.

'72 MARRIAGE: Rev. William J. Gerhart to Karen Lee Blunen.

'73 William J. Flannery is now practicing law in Harrisburg, Pa. Neil P. Greenberg, Esq., was admitted to practice before the Pennsylvania Bar in April, 1977. First Lt. Charles J. Hughes is participating in the Military Airlift Command's accelerated airlift of personnel and equipment to Europe in support of Reformer '77, a realistic training exercise conducted in Germany by forces of the North Atlantic Treaty Organization. James J. Kelly has joined Merrill Lynch, Pierce, Fenner & Smith, Inc., as an account executive in the local office in Philadelphia. Edward McGann was promoted to assistant personnel manager of the Insulation Group Division Mountaintop, Pa. Plant, which is a division of the Certainied Corporation in Valley Forge.

'74 Bruce E. Beans has been appointed assistant news editor for the Doylestown (Pa.) Daily Intelligencer. George E. Pierce passed the Pennsylvania Bar Examination.

'75 George Walter has been named assistant director of financial aid at La Salle College. Victor J. Powers has been accepted to Penn State University's College of Medicine at the Milton S. Hershey Medical Center in Hershey, Pa. MARRIAGES: Susan M. Coia to Ronald H. Gailey. Kevin M. Weinstein to Mary Capece.

'76 Michael Jaster is now teaching at Bishop Egan High School in Fairless Hills, Pa.

'77 George Walter has been named assistant director of financial aid at La Salle College. MARRIAGES: Joseph J. Herb to Janet Hahn. Frank R. O'Hara, Esq., '54 (second from left), associate general counsel of the Gulf Companies, and John R. Galloway, '57, Gulf's regional director of public affairs, made the presentation.

La Salle recently received its third annual Student Loan Fund Grant from the Gulf Oil Foundation. Accepting the check, part of $50,000 which is being awarded to the college over a five year period, is Brother President Patrick Ellis, F.S.C., Ph.D., and Brother David Pendergast, F.S.C., (left), the college's director of corporate support. Frank R. O'Hara, Esq., '54 (second from left), associate general counsel of the Gulf Companies, and John R. Galloway, '57, Gulf's regional director of public affairs, made the presentation.

NECROLOGY

'40 James J. McKeegan
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