

wagner

SUMMER, 1971

**“Students cannot develop  
maturity by being told  
what to take”**

WAGNER CURRICULUM CHANGES

*Dr. Arne Unhjem*

**“We had been in Kent only a few  
days when it became evident that  
the tragedy of last May was the  
result of two forces, one of which  
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came to us as a complete surprise”**

LIFE STYLES IN CONFLICT

*James A. Michener*

Vol. 8, No. 2, incorporating *Link*, published in winter, spring, summer and fall by Wagner College, 631 Howard Ave., Staten Island, N. Y. 10301. Second class postage is paid at Staten Island, N. Y.

Photo credits: pages 8-9 and 21 by Kevin Morris.

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## Pulitzer to Zindel

Paul Zindel, with Wagner bachelors and masters degrees, is the College's first alumnus to win a Pulitzer Prize. The coveted award honored his Off-Broadway play, "The Effects of Gamma Rays on Man in the Moon Marigolds," the subject of a profile in a recent issue of this magazine.

Zindel lives on Staten Island and is an active alumnus; the night following last month's Pulitzer award, he attended opening night of the rock musical, "Your Own Thing," in the auditorium.

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## The Kent State story

We were invited to a meeting of alumni of Kent State University about a month ago. James A. Michener, whose exhaustive study of the Kent State story was published in May by Random House, was the speaker.

His formal talk lasted for 30 minutes and for the next hour he fielded questions from the young and concerned Kent State alumni.

The Kent State story has lessons for all colleges and for the many persons interested in a continuing peaceful advancement of higher education. For that reason the following five pages of material from Mr. Michener appear in this magazine.

As this famous author sees it, a rather quiet year on the nation's campuses does not mean that student unrest had ebbed. He wonders how that can be when the factors undergirding the unrest still exist: the draft; the Vietnam war; racism; the "Establishment" and the difficulty of communication between generations and across life styles.

He hopes, however, that the use of violence will cease. We second that hope.

EWJ

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# Life styles in conflict

By James A. Michener

We had been in Kent only a few days when it became evident that the tragedy of last May was the result of two forces, one of which we had anticipated, the other of which came to us as a complete surprise.

The obvious cause was revolutionary agitation such as was occurring on campuses across the nation, and of that I shall say very little, because its character and manifestations are by now well known. The unexpected cause was the conflict in life styles between the older generations and the young, and I shall write principally of this because it is not yet well defined.

The older style, to which I conform, and to a great degree subscribe, could be called the historical American style, for it is founded upon the accumulated experience of our citizens starting with Pilgrim days.

It has five characteristics: It is based upon a belief in God as expressed through organized churches preaching a Puritan ethic. It is patriotic and has always sponsored a deep respect for the military. It believes that honest work is good for a man and preaches allegiance to the firm for which one works. It believes in the sanctity of the home, respect for elders if they are not too old to be a burden, and monogamy. Finally, it adheres to conservative modes of dress, speech, music and ornamentation.

At least ninety per cent of the American population subscribes to this life style and believes it to be flexible enough to accommodate anyone who is willing to give it a fair test. It can be summed up in a series of aphorisms that most of us subscribe to: 'If a man works he'll get ahead. America has usually tried to do the right thing. Rome wasn't built in a day. The strength of this country rests on the home. Get an education and you can accomplish anything. God is watching.'

The new life style rejects almost every precept given above and is thus an assault on all that older people hold most sacred. But that is not the important fact about it. Starting from a positive interpretation of life, indeed a most optimistic one, the new style preaches love, freedom, interdependence, personal responsibility and a radically new interpretation of society. The beliefs which have traditionally kept society organized are no longer respected, and the goals which have enabled the individual human being to operate within the society are rejected.

To be specific, the new life style ridicules the Puritan ethic as archaic and destructive. Saving money, hoarding against a rainy day, fear of what one's neighbor might think, and all the other boogeymen that have been used to make us behave are seen as ridiculous intrusions on the individual's freedom. God is sometimes respected more than he was in formalized religion, and religion acquires a deeper personal meaning.

The new-style people are by no means atheists, but the religions they subscribe to are often the older religions of the east. Christianity is no longer acknowledged to be the primary belief, but many of the new-style people find themselves at ease in Catholic, Protestant or Jewish churches, so long as the priest in charge does not try to force them to accept the ancient trappings of the religion. Pope John is a hero to the new group.

The new life style can find no place for patriotism in the old sense, while respect for the military has been replaced by contempt. These are the direct consequences of the Vietnam War and the draft that was needed to support it.

A generation of young men have had to grapple with one of the most confusing draft systems ever devised by a democracy and they have grown to hate it and everything associated with it. When an older man tries to tell them he fought in Germany and the South Pacific to preserve the American way of life, they tune him out as some kind of bore.

Ancient symbols of patriotism such as flags and martial music they dismiss with impatience if they are philosophically minded, with contempt if they are activists, and with physical violence if they are revolutionaries. If America were to be threatened with invasion, enormous numbers of new-style people would volunteer to defend her, but the idea of going to Vietnam to fight in an undeclared war for uncertain principles is repugnant and must be opposed.

Those who follow the new life style have a deep respect for work, but only if it is work they initiate and whose utility they understand. In their homes you find women baking bread in the old manner and men building the furniture they need. Farming is held in profound respect and hand trades like carpentry, electric repair and automotive overhaul are dignified as arts. But the nine-to-five job, especially

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if it involves competition, is viewed with distaste.

The more basic the job, the more acceptable. Many young men with long hair work incredibly hard as stevedores, truck drivers, day laborers and hospital attendants. What they avoid is the respectable white-collar job which their fathers tried so hard to land. As for allegiance to a great corporation, this no longer exists among the new style people and is diminishing among those who follow the older style.

Problems of the family are discussed endlessly by the new-style people. Many of them, especially girls, reject traditional marriage as a pattern of life, although they may accept it in their

thirties after having lived with various young men during their twenties. Children are treated with special love, as are the invariable pets one finds in the new-style groups. Chastity is never mentioned and virginity is a temporary irritation.

Love, the capacity to relate to other human beings, and the willingness to make concessions to them, is one of the noblest ideals of the new group, and when marriages do result from long association in the free and easy world of the new life style, they are apt to be good and well founded. Love, in the sense this word is used in the New Testament, is perhaps better

understood by the new group than it was by the old.

Sex is unimportant in that it is no longer a hangup and is therefore not the subject of endless discussion. If you are attracted to someone of the opposite sex, do something about it. Get it out of your system and then see what permanent values may result.

It is in the visible manifestations of dress, speech and ornamentation that the new life style so infuriates the older people. Men's hair is long, and the shaggier the better. Girls refuse to wear bras. Nineteenth-century patterns of dress are preferred, with steel-rimmed granny glasses, Kit Carson pigtails for men, Conestoga wagon ankle-length dresses for girls. Shoes are discarded whenever possible and neatness is no virtue. Some of the new-style people are meticulous in personal cleanliness; others are unbelievably sloppy. But this generation is more significant than any other: when they walk downtown in a group they terrify the more sober citizens to whom they seem the incarnation of revolution. In a sense they are.

For proof of how deep the cleavage between the two life styles goes, I think we could consider two sets of events which occurred in Ohio during a space of six months, one at Kent State in May (the downtown disturbance of May 1), the other at Ohio State in November. Each was a riot.

At Kent, 1000 young people were involved; at Ohio State, 40,000. The Kent riot lasted about two hours; the Ohio State, 12 hours. At Kent some dozen business establishments were damaged; at Ohio State about 60. At Kent there was no bodily harm to anyone; at Ohio State there was a good deal, including a shooting. At Kent about \$10,000 worth of damage was done; at Ohio State about \$30,000. By any index you may choose, the Ohio State riot was three or four times more serious than the one at Kent.

But there was one significant difference. The Ohio State riot was

conducted by persons who by and large subscribed to the older life style; it was a football riot and thus within the American tradition. We knew how to interpret it and how to handle it, newspapers were jovial in describing it as normal; police were understanding in not trying to break it up. But the Kent riot involved persons addicted to the new life style. It did not fall within our tradition; it seemed to involve politics; it was alien and we did not know how to handle it.

At Kent the governor of the state felt obliged to fly in and charge the participants with being worse than brown shirts; curfew was established; vigilante groups were talked about; and the National Guard was called in with loaded rifles, primarily because the new life style was involved with its mystery, its threat, its unknown possibilities. At Ohio none of these things were done because the riot was quickly identified for what it was; merely another explosion of normal university high jinks. I find this dual reaction of society understandable and inevitable.

This leads me to think, however, that some quick de-escalation of antagonisms between the two life styles is in order, and I would like to suggest the following course of action.

The young should be willing to make these concessions:

**ACT WITHIN THE LAW.** The correction of legitimate political grievances must be achieved in a legitimate way. The slow building of our democratic process required moral commitment and patience, but in the end it produced a notable society. Older people are understandably frightened by thoughtless assault upon it.

**RESPECT THE OTHER PERSON'S MORAL CONVICTIONS.** Young people are not obligated to pay allegiance to any church but they ought not to ridicule those who do, for this is one of the easiest ways to generate antagonisms.

**TOLERATE THOSE OVER 30.** It is true that new life styles are best understood by those in their teens and twenties, and there is probably some truth in the popular saying, 'You can't trust anyone over 30,' but mutual respect is essential, and aggressive rejection is not the way to attain it.

**MAKE SOME CONCESSIONS ON PERSONAL APPEARANCE.** A young man should be allowed to wear his hair the way he wishes and a girl her skirt at the height which fits her best, but neatness and cleanliness are not arbitrary demands; observance of them permits society to function.

**SEX IS A PRIVATE OCCUPATION.** Many older people approve of the new sex morals but do not care to have them blatantly promenade in public. It seems likely that recent excesses will create a demand for new rules covering books, plays, motion pictures and general public deportment.

**LANGUAGE SHOULD NOT BE USED AS A WEAPON.** The new freedom in language cannot be reversed, for it has opened up valuable new modes of expression, but its abuse infuriates the general public and makes communication difficult if not impossible. A recent speaker at Kent State was greeted, at the end of his rather liberal lecture, by this question from the gallery: 'How does the university dare to bring onto this campus a blank, blank, blank fascist like this to spread his blank, blank, blank.' Try as one might, it is impossible to see how such a question fits into any normal pattern of academic dialogue.

The older generation should be willing to make these concessions:

**ACKNOWLEDGE THAT THE YOUNG ARE SERIOUS AND RATIONAL IN THEIR PROTESTS.** When the young first began to speak out against the Vietnam war they were branded as irresponsibles; perhaps they



were the true patriots and had we listened to them when they first spoke we might have saved our nation much embarrassment. What they espoused then has now become acceptable to senators, newspapers and churches. The same is true of the ecological concerns of the young, their dedication to a classless society, and their determination to find meaningful occupations. These are serious concerns which merit serious attention.

**STOP BEING SO IRRATIONALLY OPPOSED TO HAIR STYLES.** To the young, this seems one of the most extraordinary manifestations of middle-aged intransigence; they cannot comprehend why middle-class people object so strenuously to hair styles that were popular across the nation only sixty years ago. One young man with a copious beard took the trouble to search out photographs of his four great-grandfathers and they were hairier than he. If one takes a hundred leading figures of American history, the bulk of them will look more like the hirsute youth of today than like the peeled and skinned fathers of their forties; and those historical figures who are not wearing beards will be wearing graceful and effeminate wigs.

**WORK OUT SOME RATIONAL SYSTEM OF DRUG CONTROL.** The present system, sponsored by the older generation, is working havoc among the young, for it is irrational, arbitrary and destructive of sensible decision. When one realizes that a huge proportion of the Kent student body, by its own confession, is subject to up to ten years in jail and a fine of \$10,000 per student, the absurdity of the present law is clear and it is the responsibility of the older citizens to untangle it. The aim should be the elimination of all traffic in heroin, with life sentences if necessary, the logical control of lesser drugs, and some kind of sensible, agreed-upon way of handling marijuana.

**STOP TRYING TO DEFEAT THE REASONABLE ASPECTS OF THE NEW LIFE STYLES.** Dress, music, idiom and new dating practices are matters of style, which change from generation to generation; older people should not allow themselves to become irritated by such trivial things. Use of drugs, bad sex habits, debasement of language and a predisposition toward violence in settling arguments go much deeper than style and ought to be opposed where they are known to be destructive of either the person engaging in them or the society which he is attacking. The sagacious older person ought to be able to distinguish between the two.

**ABOVE ALL, MAINTAIN CONTACT WITH THE YOUNG.** It would appear that the dialogue between generations is most often broken by the older group. (One acknowledges that some young people are so withdrawn and secretive, so distrustful of parents, that they make dialogue impossible, but in the majority of cases this is not so.) The young need older people to argue with, to test their ideas on. The continuity of life is a most precious thing and must not be ruptured carelessly.

If the dialogue has been broken by extravagant statements on each side—'Mow 'em down!' and 'Death to the pigs'—it must be restored, even though this may require humility on the part of those least accustomed to practice it. No wealth in this world is more valuable than the burgeoning talent of a new generation and no expense too great to spend on its cultivation. In even the most flagrant cases of parents rejecting their children after the incident of May 4, the chance for reconciliation exists; of this we are convinced. If this is to be achieved, children and parents alike must retract hasty statements, but the major responsibility for expressing the love that ought to characterize relationships between the groups lies with the parents.





The recent production of **The Persecution and Assassination of Jean-Paul Marat as Performed by the Inmates of the Asylum of Charenton under the Direction of the Marquis De Sade** was a hit, both in its excellence of performance and in the size of audiences attending. These pictures attest to the costuming, make-up and casting under the direction of Dr. Lowell Matson, head of the department of speech and theatre.

From next October through May the Wagner College Theatre, under the direction of its professional staff, will present a full 1971-72 season of musical comedies and legitimate drama. Under consideration for either studio theatre or major productions are the following: **The Boy Friend; You're a Good Man, Charlie Brown; The Roar of the Greasepaint, the Smell of the Crowd; Canterbury Tales; Spoon River; Rosencrantz and Guildenstern Are Dead;** the 1971 Stanley Drama Award Winner, and plays by O'Neill, Checkov, Shaw and Pinter.



# “De Sade” is hit of theatre season



# **News on Grymes Hill**

## **1970-71 Annual Fund passes last year's total**

As of early May, the Annual Fund had passed the total raised last year and still had seven weeks to reach its goal of \$200,000.

A report from the development office, dated May 7, showed that \$160,169 had been received since July 1, 1970 compared to \$156,110 raised the previous year.

Contributions received by June 30, 1971 will be counted toward the \$200,000 goal and campaign leaders are hopeful the goal will be topped.

## **Summer sessions begin June 14**

The Wagner College Summer Sessions begin June 14 with 195 courses and several special programs planned through its eight weeks, announced William A. Rowen, director of summer sessions at the college. According to Rowen, who

took over the summer program last August, this summer's concentrated session has slightly more courses than offered in the past, with many subjects being given for the first time. Of special interest, Rowen pointed out, are the following programs: Electron Microscopy and Microtomy; Exploring Art in New York; Field Ecology; Archeology on Staten Island; the College Achievement Program; and God and Man in the New Europe. Applications and information are available from the Summer Sessions office. During last year's summer session 1100 students were enrolled representing 94 colleges and universities.

## **Faculty promotions**

The following faculty promotions will be effective in September.

To professor: Dr. Lowell Matson, chairman of the department of speech and theatre;

To associate professor: Rita L. Rauba, physical education;

To assistant professor: Dr. Gloria Zane Baretz, nursing; Richard Gaffney, art; William J. Lied, Jr., physical education; and Paul Pollaro, chairman of the department of art.

## July 5 is start of "Exploring Art"

"Exploring Art in New York '71", the annual concentrated course in the arts, starts July 5th, according to Paul Pollaro, chairman of the art department and director of the two-week offering. "Exploring Art" is a series of lectures given on the Wagner College campus with corresponding museum and gallery visits taking advantage of what New York City has to offer the student of art. The course features lectures and discussions by outstanding artists in painting, sculpture and graphics. In addition, sessions are slated to deal with film making, black art, art in advertising, and frequent museum and gallery trips. Three graduate or undergraduate credits are offered. Cost of the course is \$195 and housing and dining facilities are available. Further information can be obtained from the college admissions office.

## All-A grades go to thirty-eight

Thirty-eight Wagner students have achieved straight-A averages in the fall, 1970 semester, the Dean of Students' office has announced. The Dean's List, a coveted academic honor, included 380 students who had achieved at least a 3.20 (better than B) semester average. Those who achieved straight A's include: Mrs. Elizabeth W. Ackerman, Deborah Attanasi, Donna L. D'Eugenio, Patricia A. Hill, Gary J. Jensen, Karen Sue Johnson, Leslie Kitson, Maxine Joyce Kullback, Lynn Morrell, Joyce Nugent, Janet E. Peel, Jacqueline A. Potter, Joseph J. Scuderi, Donald Sellitti, Patrick Serenson, and Richard Zinn, all of Staten Island; Lois Ruth Bredhold, Ann Falutico, Dorothy Lorenzo, John

A. Macaluso, Maria Modica, Barbara Ellen Olsen, Anita L. Petersen, and Ellen M. Tonneson, all of Brooklyn, N. Y.; Edgar A. Carlson, Katherine Lynn Cragnotti, Jerilyn L. Heal, Kathleen A. Kerwin, and Warren Roy Thime, all from Nassau County; Joyce Florschutz of the Bronx; Carolyn Field Bassett of Oneonta N. Y.; George E. Hannett of Rensselaer N. Y.; Elaine Marie Mugel of Kenmore, N.Y.; Linda Ditmars of Pennington, N. J.; Donna Jean Speer, of Medford, N. J.; Kathryn Inez Dubiel of South Windsor, Conn.; Henry Danpour of Tehran, Iran; and Dale E. Anderson of Coventry, R. I.

## Congressional Record notes life of Sutter

The Honorable John M. Murphy, member of the House of Representatives, placed an item about the life of the Rev. Frederic Sutter in the March 17 issue of the "Congressional Record."

It began: "Mr. Speaker, early this year Staten Island lost a distinguished citizen and churchman when Rev. Dr. Frederic Sutter died at the age of 95. A church in Stapleton, built under his direction in 1914, stands as but one monument to his humanitarianism; his greater monuments are the thousands of islanders who were touched by his gentleness and belief in God. An article from the Staten Island "Advance" written by Christine Keene, describes the work of this tireless champion of the community. I commend the article to my colleagues."

The complete article followed and can be read in the "Congressional Record" of that day, page E1942. Other information on the death of Dr. Sutter appeared in the last "Wagner" magazine.

### **Program for teaching mentally retarded children is approved**

Wagner's education department has received formal approval of the New York State Department of Education for its newly-formed program to provide permanent and provisional certificates for teaching mentally retarded children. It is the first program of its kind on Staten Island. David Spelkoman, of Clifton, N.J. has been appointed coordinator of the program. Spelkoman, who has served the past five years as a teacher to mentally retarded and neurologically impaired children at a New Jersey institution, is currently finishing his doctoral work at Fordham University. Anyone interested in the new offerings either on the undergraduate or graduate level can contact the education department.

### **Markham article is corrected**

An article in the last "Wagner" by Virgil Markham, retired professor, was less readable than it should have been because of a misplaced line of type. The portion, correctly reproduced, should read:

"Recollection comes crowding fast, and I can do no more than attempt to summarize the meanings of a thousand classroom days. For at Wagner everything memorable in college has belonged to the confrontation and mutual relation of the teacher and the students. If my earnest attempts have met success, I believe it is partly because—not by any means contrivingly—I have reflected in my words and bearing my enormous reverence for the masters of the great literatures it is our fate to teach, and of the language which is its instrument."

### **Higher gift annuity rates are offered**

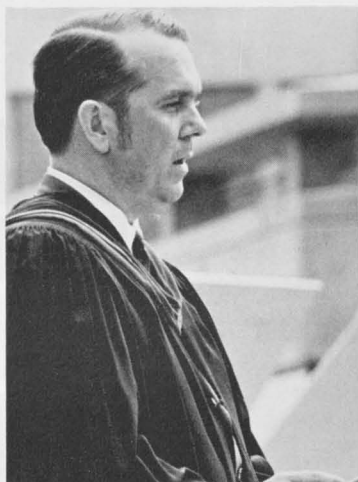
Wagner College is offering higher gift annuity rates effective June 1. The new rate schedule, which ranges from a return of 4 per cent at age 35 to 10 per cent at age 86, was announced recently by the development office.

Gift Annuity Agreements have been issued by the College for several years and they now will provide even greater benefits for donors taking advantage of this type of investment. In exchange for a gift of \$500 or more the donor is issued a formal agreement under which he is guaranteed a fixed annuity payment for life and, if desired, the payment can be extended for the life of a surviving beneficiary. A portion of the gift qualifies for an immediate income tax deduction with a large part of the annual payment non-reportable for tax purposes. Payments can be scheduled on a quarterly, semi-annual or annual basis.

Another advantage is the complete or partial avoidance of capital gains tax where appreciated property is used to make the gift. One important effect of these tax benefits is to enhance a person's net income after taxes. Often the higher annuity rate, combined with the tax advantages, can increase the amount of spendable income.

Gift Annuity Agreements are regulated by the New York State Insurance Department in order to provide full protection of the annuitant's interest. It is often said that a gift annuity provides "income which one cannot outlive."

For more information, including a rate schedule, write to the Development Office, Wagner College, Staten Island, N.Y. 10301.



### Chaplain Heil leaves for Connecticut post

The Rev. William T. Heil, Jr., Wagner's chaplain since 1964, has accepted a call to the pastorate of Faith Lutheran Church, East Hartford, Conn. Chaplain Heil left the College March 31.

At Wagner, Chaplain Heil is credited with conducting innovative chapel programs including ecumenical masses and folk masses, and undertook many other programs as a part of the religious experience provided to members of the campus community. His work encompassed many student groups of all faiths, most of whom sought to sponsor various events of interest to the College. He was instrumental in introducing the Project Reach Youth program and other volunteer programs which placed student input into Staten Island and nearby Brooklyn communities.

The Rev. Walter E. Bock, director of church relations at Wagner College has been named acting chaplain. Dr. Bock, a graduate of Wagner in 1938, has served as director of church relations since August, 1968. Dr. Arthur O. Davidson, president of the College, explained that it was necessary to appoint an acting chaplain to maintain the campus ministry. In addition, a chaplain's intern has been assigned to Wagner during this school year and to complete his work, a registered minister of the Lutheran Church must hold the chaplain's position.

## Coming to Campus

June 14	First summer session begins Special summer course for teachers—"Family Living"
	Special summer program in field ecology—"Acquatic sampling in field work"
16	Wagner College Guild annual meeting, Wagner Union Room 110, 12-2 P.M.
July 5	Special summer course—"Exploring Art in New York" Summer College Achievement Program (CAP)
8	Wagner Institute in Austria begins
9	First summer session ends
12	Second summer session begins Special summer program—"Electron Microscopy and Microtomy"
15	Special summer program in field ecology—"Acquatic and Entomological sampling in field work"
August 6	Second summer session ends
September 7-12	Orientation for new students
13	First day of classes
25	Football: C.W. Post, 1:30 P.M.
October 9	Football: Moravian (Parents Day), 1:30 P.M.



## The case for a “Philosopher’s Walk”

Les Trautmann '40  
Managing Editor  
Staten Island Advance

Colleges are constantly under study and not only by accrediting agencies. Colleges study themselves, first of all, to determine ways of carrying out their mission more effectively. This seems to be one of the most ancient ways of occupying the “free time” of administrators and faculty on campus. As the economic and physical pressures on colleges and universities have increased, however, more of the criticism has been coming from the outside. The experts, with varying credentials, are numerous. They tell colleges how they can make better use of their economic resources, how to make more effective use of their facilities, how to allow students to determine their own curriculum and how to expand their course offerings while cutting back at the same time.

So why can't I join in the game college critics play? My credentials are as good as the next chap's. I've been on a college campus!

It all started with a vacation trip and a reflective mood. During my vacation junket, I stopped off for a day's walking tour in Heidelberg, that old university town in Germany. After many hours of walking, I crossed the Neckar River on the 285-year-old Karl Theodor Bridge and started struggling uphill to the famous “Philosphenweg” — “Philosophers' Walk”—which looks back down on the valley, the river, the hills and the old city. What a promenade for a pensive hour or two. As I panted my way upward, I thought of an old college lesson, never tackle a sport until you get in shape. But I thought of Wagner College in another way, too, in its magnificent location high on the hill.

Wagner had its “Philosopher's Walks” in years gone by. There used to be that magnificent view from the steps of Cunard Hall . . . or a number of great vistas from the old row of faculty homes overlooking the Narrows . . . or from Chapel Knoll . . . or the wooded serenity

of the paths the Staten Island Arboretum painstakingly cleared along the slopes.

But along came growth—and you have to peek between the buildings, or hike around one of them to get a fleeting glimpse of the horizon, or be lucky enough to be assigned one of those new dormitory rooms with the \$100-a-day view.

My constructive suggestion to Wagner is to build a few lookouts, whether they be for lovers or philosophers. Sure there'd be concern about the vandals which plague us all, but think of the potential!

The viewer could philosophize on the change in transportation . . . the ever-increasing number of planes, the traffic roaring over the Verrazano Narrows Bridge and the connecting expressways, the few ships that move in and out of the harbor, the difficulty of finding mass transportation.

Or the viewer could look down on the poor huddled in a variety of housing and wonder about the effectiveness of the various programs running into millions of dollars for just those within range of the eye.

Or the viewer could turn a wee bit and look at the better homes . . . or watch, almost day to day, what changes are being made in a community's environment.

Or the viewer, in a few moments in a catbird's seat on campus, could observe a great deal about commerce, industry and government in a great metropolis.

Or maybe he could, in peaceful repose, just think about the lessons reviewed in the classrooms and have everything fall a little more smartly into place.

Or maybe solitary philosophizing has become old hat and we have to live in a world of turmoil and shout and yell at each other.

Or maybe there's still a place in education for the philosopher's walk.

# CURRICULUM CHANGED

By Allen Tishman and Brian Morris

February 10—Staten Island—The Wagner College faculty has formally approved a proposal that in effect abolishes basic curriculum requirements for students at the Staten Island college. The recommendation, formulated by a faculty workshop, will take effect September 1971.

Since its opening in Rochester, N. Y. in 1883, Wagner, like all colleges, had prescribed certain basic courses for all its degree candidates. While the basic requirements were modified through the years, colleges still outlined a basic curriculum for their students. Currently Wagner lists 66 semester hours of required courses.

After the workshop, the faculty committee on academic development formulated a recommendation that was presented to the meeting of the entire faculty for its approval. The new proposal allows the student, with advisement, to choose his course interests. The measure effects the basic curriculum of students; the individual departments still maintain the right to prescribe courses that relate to majors within the departments.

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The above news release, prepared by the College, signified changes of major impact in the curriculum. The following reactions are from some faculty and administration members.

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According to Dean William A. Rowen, who must become deeply involved in the administration of the curriculum change, and Barney Jensen, who is called on daily to interpret the revisions to incoming students and their parents, the reform approved unanimously by the faculty, "allows the student to get right into the entree of college. It eliminates the smorgasbord of appetizers that was the required, core curriculum."

The idea among the faculty that there be some change in curriculum began more than a year ago. Out of the idea the recent resolution developed, although few faculty members had any elimination of the basic curriculum in mind. Several proposals were advanced, mainly by the faculty committee on academic development, all with the idea that a curriculum be developed to allow the student to diversify his interests; all with the conception that there be an increasingly close relationship between the student and the faculty member as advisor.

After a concentrated workshop, and a mandate for change by President Arthur O. Davidson, the proposal that the basic curriculum, in force in one form or another since the College was founded, should go.

Rowen pointed out that curriculum reform is a national trend among colleges and universities, "although probably most that have modified their curriculum haven't made as dramatic a change as Wagner."

He stressed that the elimination of a basic curriculum plan is far from an abandonment of academic standards. "It is most definitely not a kind of permissive Pablum; in fact the old curriculum plan could be considered more permissive than the new direction we have taken."

Some studies at other colleges which have been experimenting with various curriculum reforms, show that, given the opportunity, students tend to elect more ambitious schedules; attack several fields of study, not merely a major-minor concentration; work harder; enjoy college more, and achieve higher grades.

At this time, when a factual evaluation and comparison is impossible, it is still the opinion of most administrative personnel that there are only advantages in the change; no disadvantages.

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***"An opportunity for maximal learning and flexibility"***

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Jensen, from his chair as admissions director, finds only positive thoughts among freshmen, transfer students and former Wagner students applying for re-admission. "Among this group there is the feeling that there is an opportunity for maximal learning and flexibility in directing real interests into chosen studies."

"In addition, the attrition rate will probably be much lower," Jensen thinks, because students who have little interest, even a fear of a required course, simply will not take it.

Jensen suggests that the move toward more personalization in choice of courses, is both dramatic and timely. "High school students are more rounded than they were years ago. Many high schools have already instituted exciting programs producing applicants for college whose backgrounds are highly diversified.

"High school students, for example, are reading books that were part of the college curriculum just short years ago. We will be better able now to challenge this new crop of graduates with a program of close advisement that directs students in their interests, and allows several concentrations of study."

Rowen, too, who submitted that the relaxing of the required basic curriculum is part of the same nationwide trend that has produced the "university without walls" concept, sees no disadvantages to the new direction, but cautions, "quality and constant advisement by the faculty is the key to success of the program."

He said the faculty in mandating the change committed itself to frequent, thoughtful advisement, which gives them and the student the opportunity for a one-to-one relationship. He admitted that course scheduling under the new system will be a bit of a problem, but a minor one in terms of what the new concept can achieve.

Rowen agrees that advisement will differ between the faculty members, but it will differ "in the degree of personalization given to the student's interests. The teacher has the opportunity to act in an intuitive sense as he gets to know the student better."

Rowen thinks that a classroom full of students who have chosen to be there yields a new vitality in teaching—an impressive quality in attracting top teachers to Wagner.

Now that Wagner has put itself in somewhat of a new age regarding curriculum, it seems that preliminary



comparisons point up weaknesses in the system of required courses for all. "The ability of a student to direct his own interests has to cause him to think more. It takes the college out of the glorified trade school category—a requirement for a job," Rowen advanced.

Rowen, conceding that he dislikes the term, feels the new move will bring more "relevance" to the college experience. "The student, in directing his own interests, will find more relevance because he will be better able to develop his intellectual skills. He will find himself more educated in critical thinking meaningful to the



human experience and predicament. He will be more equipped to solve problems relevant today and those that are topical ten years from now."

To support his argument, he cited two current cases that he guessed would not have occurred under the old curriculum system: about 25 students have pre-registered for an elementary Russian course; an equal number have enrolled in a linguistics offering.

"With the old system requiring 66 credits in various commodities lumped on to the subjects required by the major departments, students wouldn't have enough time available to elect a course in Russian, for example, even though they felt they wanted it and that it could be useful. The fact that about 25 students have chosen to take Russian—more than our expectations—is one evidence that the faculty was correct in providing for diversification."

Even though concrete comparisons of the rigid core system and the new personalized approach are not available, two facts stand out as significant, both Rowen and Jensen agreed: The faculty unanimously voted that this was the way Wagner should go; the President mandated the change and declared he was open to "considerable change."

"We need to do much more than rearrange what we already have," Dr. Davidson said. "Our location should enable us to explore new areas, to draw on the resources of the area, to better reflect the needs of today's students."

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### ***From enthusiastic welcome to doubts that the students will benefit***

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Judging by a random sampling, the Wagner College faculty approves of the curriculum change and has gone to work on adapting it to each department. But the attitudes of acceptance range from enthusiastic welcome to doubts that the students will benefit, with an in-between segment who support the changes but wish that more preparation had been done before making the switch.

The big question mark seems to be the advisement program. Those who welcome the change with open arms are confident that the students are capable of making intelligent decisions in choosing courses. Other faculty members voice agreement with the change in principle, but do not think advisement procedures have been worked out sufficiently to enable the open curriculum to succeed in practice. They feel the students may be fumbling in selecting courses at first, while the faculty members will be unsure of their own role and the advice they are supposed to give. It will take time, maybe a year or so, they expect, until the change has been fully assimilated and worked out smoothly.

The faculty members who wanted to retain the required curriculum held to the idea that required courses broadened a student's outlook and provided a diversified introduction to learning. Though they fear some students might misuse their new freedom of choice to construct programs overly narrow in scope, these faculty members also admit that the open curriculum can work out well if the advisement program is comprehensive and effective.

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### ***"Not changed merely to satisfy student demands"***

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"The curriculum change was not a sudden development," explained Dr. Arne Unhjem, chairman of the philosophy department. "I hope no one gets the impression that the curriculum was changed merely to satisfy student demands," he asserted. William A. Rowen, dean of academic services, related that the former president of the college, Dr. Richard H. Heindel, proposed a radical change in the required courses 12 years ago, but the faculty did not go along. At that time President Heindel favored distributive requirements, which would not prescribe specific courses, but would require a minimum number of credits in each area.

Change is taking place now, Rowen remarked, because "we've reached the point where we have the right mix of faculty, administration and students to try something new." The change in curriculum at Wagner is not unique among colleges. It was developed after studying changes adopted at colleges such as Hampshire, Haverford and Hartwick, noted the dean.

According to Dr. Lee A. Borah, associate professor of psychology, some of the faculty wanted to do away with the core curriculum seven years ago. After two years of struggle, however, virtually no progress had been made and the idea was dropped.

Recently, when the present change was voted in, the suggestion to institute distributive requirements was brought up again—unsuccessfully. Robert C. Hicks, associate professor of physical education, said faculty members who preferred distributive requirements were afraid of getting embroiled in disagreements over courses and numbers of credits, so they gave in to advocates of a completely open curriculum. Unhjem's comment echoed the observation that faculty members were unwilling or unable to determine what subjects or courses should be essential for all students.

Dr. Robert M. Anderson, history department chairman, considered the proposal for distributive requirements superfluous. "It was not necessary," he expressed. "No student can complete 128 credits without drawing upon several different disciplines."

The main advantage in having an open curriculum will be to increase the climate of freedom for students, which in turn will generate more motivation and a higher sense of responsibility in the student body.

"Students were too restricted under the old curriculum, they needed an opportunity for more free choice," stated Hicks. "I still feel, however, we need to require some courses if we want our students to be exposed to broad subjects. We went overboard in eliminating all requirements."

"It is not necessary to require courses to give students a varied program," countered Borah. His belief was shared by Unhjem: "The old curriculum had worthwhile courses, but students cannot develop maturity by being told what to take."

Professor Moises Tirado, chairman of the foreign language department, holds an opposing view. "I'm not in favor of the change. The College should have created a different degree, perhaps a bachelor of general studies, for students who didn't want to take the established requirements. Such a plan has been used in other colleges."

He feels that students have not proven they can handle all freedoms given to them. Since the abolition of attendance requirements "there have been too many cuts in classes," he complains. "Sometimes I have only five students attending out of a class of 15," said the professor.

Hicks sees the problem in a different light. "Incoming students may be unsure of where their abilities lie. It is the responsibility of the College and the faculty to challenge them." He felt this is best accomplished by a required curriculum. "Exposure to a variety of subjects in required courses stimulated the interest and thinking of students," he maintained.

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***"Students will take what is easiest for them. Their education might be too narrow."***

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Almost everyone agrees that students will take the courses which interest them most, but the professors don't see eye to eye on whether such a trend will be for the better. "Students will take what is easiest for them," predicts Hicks. "As a result, they won't examine areas they're not interested in, and their education might be too narrow."

Tom Hamilton, planetarium instructor, suspects that "career oriented students will take a less well-rounded program than they should. The danger is that science students will ignore the humanities, and vice versa."

Arguing on the alternative side, Anderson said, "You can't force people to learn. The student who finds a way to abuse the freedom we're giving him probably wouldn't have learned much from his required courses anyway." Borah commented, "If students do their best taking subjects they enjoy, there will be fewer students



"Their education might be too narrow"

ROBERT HICKS



"The curriculum change was not a sudden development"

ARNE UNHJEM

given grades of D and F in subjects they were forced to take."

Quite naturally, individual professors foresee a neglect of their own subject areas by some students. According to Hicks, "there will still be a great interest in physical education. The ones we'll lose are the ones who

need it most: the students who can't hit a tennis ball or catch a baseball, the ones who need to develop coordination. They'll sit on their fannies and get fat."

Unhjem felt it "will be bad if students graduate without knowing about Plato, for example." Tirado considers foreign languages "vital for an educated person. We need to speak the language of other nations to learn to understand each other and eliminate prejudices."

Hamilton would like each student to at least know "the difference between a planet and a star" and to have a basic appreciation of science.

The College will have to make many adjustments in coming months to accommodate the open curriculum. Said Unhjem, "There are many difficulties to cope with. The open curriculum was brought in without enough planning. The advisement system is not well organized. Technical questions still have to be resolved, such as whether or not a student can take two majors."

Borah shares his assessment of the present methods of advisement. Though he's in favor of the open curriculum concept, he believes it should not have taken effect until the advisors were fully prepared. "We've tossed out the baby with the bath water," he remarked, in describing the College's "hasty" action in ushering in the open curriculum. In his appraisal, one segment of the student body who might be hurt by the change are non-declared majors who wait until their junior year to pick a major. Borah worries that, unless some truly effective procedure is found to advise freshman and sophomores of major requirements, those who are late in declaring majors might not graduate on time.

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***"There's a necessity to be creative and relevant instead of the good old way"***

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Every professor questioned said departments will have to revise courses to appeal to students. "There will be a necessity of being creative and relevant instead of carrying on in the good old way," Unhjem pointed out. "Competition will be created among departments, but I don't think that any 'snap' courses will be the result," he added.

"Teachers are no longer guaranteed a captive audience," noted Anderson. He observed that staffs may have to be realigned or changed to meet fluctuating demands for certain types of courses. The history department has already dropped the survey courses in American History and Western Civilization. He doesn't see any danger, however, that the faculty will be tempted to court popularity by making courses easy or giving especially high grades.

All of the professors saw the open curriculum as a stimulus that will bring improvement to present course offerings. "It will weed out the bad courses," stated Hamilton.

Looking at the advisor roles the faculty will play, the professors expressed varying degrees of confidence in the system. While no one felt it would fail, some felt the open curriculum must prove itself at Wagner. "The advisors will really have to put their hearts into the program," commented Tirado. He would like to see special seminars that will give the faculty more training in how to serve as advisors.

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***"It's harder to tell a student what he should take"***

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"Under the old curriculum, it was easy to tell a student what he had to take," Anderson recalled. "It will be harder to tell a student what he should take with the expanded options that will be available to students."

The consensus of opinion held that several years will be needed to determine if the open curriculum produces the most propitious atmosphere for education at Wagner. One criterion for measuring the value of the open curriculum was suggested by Hamilton—an analysis of the types of programs that students take. He also suggests that the scores seniors make on Graduate Record Examinations might be studied over a period of years. If the ratings do not show lower scores than in the past, then the open curriculum can be considered to be as least as good as if not better than the old core curriculum.

Unhjem is reserving judgment on the efficacy of the open curriculum. "It is subject to revision," he stated, and did not rule out the possibility that the College might institute some required courses again sometime in the future.

A more optimistic view was expressed by Borah. "Core curriculums will eventually disappear from most colleges," he prophesied.

Anderson thinks that some of the older and larger universities would be wise to follow the pattern that Wagner and other schools have taken in abolishing required courses. He theorized that the Ivy League institutions and others of their ilk are more resistant to change than a college like Wagner because of complacency with their reputations and traditions. He believes that the extreme student unrest on those campuses is largely due to dissatisfaction. That dissatisfaction is bred by those schools' delay in innovating changes. ■

# The National Scene

## A drive for unrestricted federal grants to colleges gains in Congress, but private contributions show a decline

■ **College Income:** For several years higher education's major representatives in Washington have been trying to persuade the federal government to start a program of general, unrestricted grants that colleges and universities could spend essentially as they wished. This spring the campaign has been resumed in earnest, and key committees of Congress have been paying close attention.

What the institutions want is something more than a continuation or expansion of existing federal aid for specific academic programs, college construction, and students. "In a time of fiscal constraints," a spokesman told senators and representatives on Capitol Hill, "it is imperative that first things come first. In the case of higher education, the first priority is . . . grants to institutions for operating costs." The prospects for Congressional action on a bill to authorize such grants seem brighter now than ever before, nurturing the hope in some quarters that the first grants may become available by the fall of 1972.

In the meantime, colleges and universities must reckon with a decline in voluntary financial support from private groups and individuals—the first such drop in more than a decade, according to the Council for Financial Aid to Education. In general, private institutions lost support last year, while public institutions had substantial gains. The council's overall estimate was that gifts fell \$20-million from the previous total of \$2-billion.

Another source of income to colleges—investment of endowment funds—will be aided this summer by a new nonprofit organization called the Common Fund. The fund will pool deposits of \$100,000 to \$10-million from participating institutions and will seek an "above-average, long-term" rate of return.

■ **Power Struggle:** The recent years of campus turbulence have witnessed an intense competition for control and influence in American higher education. Now some observers of the academic scene think a major redistribution of power may be taking place within it. Two trends seem to stand out:

—The traditional autonomy of the college and university faculty shows signs of erosion.

—The public, through its elected officials, wants a greater say about what goes on in the institutions.

At the state level, for example, education officials report that legislators have become increasingly interested in campus "accountability"—a

concept that implies closer supervision by the legislatures over how the colleges spend their state appropriations. In addition, bills have been proposed in at least five states to limit or re-examine faculty tenure at state institutions.

The tradition of tenure, so important to the professor's job security, also is being re-examined at a number of colleges. These developments have caused a stir within the American Association of University Professors, which in a recent resolution called attacks on tenure "irresponsible."

■ **Women Only:** Several women's colleges are bucking the trend toward coeducation. Five years ago there were about 250 exclusively women's colleges in the U.S.; today the number is down to about 150. But single-sex colleges like Chatham and Wilson in Pennsylvania, and Temple Buell in Colorado, plan to stay that way. "We are determined to provide an option for those young women who prefer an alternative to coeducation," says Wilson's president, Charles C. Cole, Jr. At Wellesley College in Massachusetts, where a plan to admit male students has been rejected, President Ruth M. Adams speaks of "an historical commitment to the education of women that, in these times of heightened consciousness on the part of women, is perhaps more consequential than for many prior years."

■ **In Brief:** The enrollment of black students has grown appreciably at many colleges and universities in the past two years, their reports to the federal government indicate. In most cases, however, the proportion of blacks at senior institutions remains well below the 11.2 per cent that blacks represent in the total population . . .

For the first time in at least two decades, faculty salaries have risen more slowly than the cost of living, an annual survey shows. Average pay is up 5.4 per cent this year, compared with a 6-per-cent rise in consumer prices . . .

The concept of deferred tuition—learn now, pay later—lay behind a revolutionary proposal by the governor of Ohio. He suggested that students at senior colleges in that state agree to repay out of future earnings the state's subsidy for their higher education . . .

Higher tuition for out-of-state students at a state university has survived a test in the U.S. Supreme Court. The court upheld a rule in Minnesota that students have to live there for a year before becoming eligible for lower rates.

# Freshman center- fielder sparks dismal baseball season

By Brian Morris '65

The name is Colt Helbig. It has that ring to it. As one Wagner fan remarked at the first game of the season: "Colt Helbig: With a name like that he has to be either a ball player or a movie star."

Almost as if on cue, Helbig, who had taken his stance in the batter's box for his first varsity swing, socked a 3-2 delivery over the rightfield fence for a home run. The fan, who apparently chooses his heroes by the ring of their names, leaped up clapping, shouting, "I knew it."

Coach Ralph Ferraro, who smiles widely when asked about his find from Scotch Plains, N.J., isn't so concerned with the ring of the name. It's the ring of the bat striking horsehide that counts in his book.

With a team that has found more ways to lose games, Helbig stands out not so much as a single bright spot in all the gloom; he's more like the milky way both in his hitting attack and in the "smooth" way he patrols centerfield.

The slim, muscular freshman "is going to be a good one," Ferraro states, admitting that Helbig still has a bit to learn about the centerfield position. Actually, Helbig came to Wagner as a shortstop, but when Ferraro found his outfield

was full of gaping holes, he converted him to the key position. "He's a natural ball player," the coach explained, "smooth . . . strong arm . . . fast. He wants to play shortstop but I need him in center where he'll do the team the most good now. He hasn't complained."

Despite Helbig's play and some strong performances from first-baseman Art Zinicola and pitchers Bill Nikosey and Tom O'Toole, the Seahawks have a very disappointing record. The team has found ways to lose that had probably been invented before, but hadn't been used for quite a while. One local sports writer called many of the losses "creative," like a drilled cut-off play on a double steal in which the second baseman is supposed to cut-off the catcher's peg and fire the ball back to the plate . . . except, for some inexplicable reason, the second sacker steps out of the way and the ball dribbles into centerfield. Two runs.

That's the way it's been through most of the year. But Ferraro, who becomes more and more of an optimist every season—"It can't hurt, can it?" he asks—takes hold of himself, and speaks about three more seasons with Helbig.



Colt Helbig leans into a Seton Hall fastball and socks it over the right field fence. The freshman centerfielder rapped the homer in his first varsity at bat.

A drive for unrestricted federal grants to colleges

gains in Congress, but supplies

The nearly \$710,000 Wagner College has earmarked this year for its financial aid program is more than double its expenditures in this area two years ago. Even so, Charles Bushong, director of financial aid, predicts Wagner will have to double the current figure over the coming two years just to keep pace.

The financial aid budget is at an all-time high, Bushong revealed, because of the college's development of minority group programs and the increased flow of students from middle income families who are being burdened with higher living costs.

"While we can find money to help many of our students, our own resources are limited, even when supplemented by the federal and state programs of financial aid. Most students attending private colleges should expect to borrow about \$1000 a year," Bushong explained.

The money that Wagner distributes through Bushong's office comes from a variety of sources, but more than half is funded by the college's operating budget. Federal programs contribute about \$250,000; the New York State grant to students approximates \$32,000; private donors and special programs account for about \$65,000.

Wagner scholarships and aid grants will reach \$335,000 this year. In addition, the college must contribute funds to match certain federal grants and maintain a program of student employment solely funded by its own money.

Over the two-year span, Wagner saw its own contributions rise from \$150,000 in 1968-69 to \$222,000 in 1969-70. Meanwhile, federal aid money dropped from a peak of \$378,000 to \$200,000 over the same period.

**Commitment is a major factor**

"Our commitment is a major factor in these discussions," Bushong stressed. "In the highest year for federal funds, Wagner was able to help more of its students. But many of those students are still in school despite the cuts, which means that Wagner money must be diverted from new students to continue aid to the students now in school. The commitment is not a legal one, but we feel a moral obligation to these students."

"In addition we're moving to enroll more students from the minority groups, although we cannot take as many as we would like. Again, we commit ourselves in this area, and while our contributions are on the rise, there is no guarantee that federal and state allotments will increase from year to year," he continued.



**greatest problem for colleges today**

Brian Morris, director of the news bureau, recently did a three-part series on the financial picture at Wagner that appeared in the Staten Island "Advance." Two parts were printed in the last issue of "Wagner." The rest appears here.

Federal aid comes in a variety of packages, many of which have stringent guidelines attached that limits the number of students who can be aided by the funds. This year, Wagner was allocated major grants of \$64,000 from the Educational Opportunity Grant; \$37,000 in College Work-Study funds; \$124,000 from the National Defense Student Loan program, and \$20,000 toward the college nursing program which is aimed primarily at minority group students. The nursing funds were slashed in half this year.

"Restrictions for eligibility under these programs are particularly tight," Bushong said. "Entering freshmen, for example, are eligible for the Educational Opportunity Grant if the family gross income is under \$6000, or if there are 13 dependent children, the gross can be as high as \$7900."

Although the \$64,000 from this source was spread over 29 new students and students already in attendance at Wagner, Bushong contends he could have used at least \$75,000 to support applying freshmen alone.

### **National Defense Student Loan funds always run out**

Probably the most used federal loan program is the National Defense Student Loan which was increased at Wagner to \$124,000 this year. Bushong predicts he will spend more than \$175,000 counting on \$12,000 in Wagner money and about \$50,000 in collections from past borrowers to achieve the increase. But, here too, Bushong thinks he easily could have approved loans reaching \$250,000.

In allocating this money, the financial aid officer starts with students of the lowest family income and works his way up. Last year, the NDSL program was exhausted by about the \$7500 income level. Once the federal money is depleted, Bushong recommends the New York State loan program which carries a higher interest rate—seven per cent as opposed to the federal's three per cent—and has no cancellation privileges for students who enter the teaching profession.

Last year Wagner students were granted state loans totalling some \$1.25 million. Other loan programs and scholarship incentives made directly to students must be taken into account, as well, but none of these are administered by the Wagner office.

Wagner's contributions come in a variety of forms ranging from direct scholarship grants to employment of students on the campus. Wagner contributes to raise the level of the federal programs and uses its resources to seek out scholarship grants from private and church

donors, corporations and foundations.

While most of the federally and state-supported programs are directed at needy students, it is still the middle-income groups who frequent the aid office most in search of help. But many of these students do not meet the stringent guidelines put forward by the regulatory agencies.

"The poor can nearly always find a college to attend, that is, if they meet the academic requirements. The middle-income groups, however, put in the most applications and the least money is available to them. These students should expect to borrow at least \$1000 each year to meet college costs."

"Most students looking for full financing by Wagner are simply out of luck. Wagner is in no position to offer full tuition and room and board. I don't criticize those students who ask for full financing, because in submitting our own requests for money, Wagner, too, looks for all it thinks it needs for the coming year."

Generally, Bushong feels, colleges in New York State "receive about 50 to 55 per cent of their requests in the U.S. Office of Education because allocations are based on a formula of college students to population."

Bushong admits he is forced to deficit finance in the beginning of the year because he is uncertain of exactly how much money will be made available to him. So far, though, his aid budget has always been in the black because of late-coming donations and scholarship help from various organizations or persons who respond to the college's efforts to raise scholarship funds.

Bushong admits that his ability to stay in the black is somewhat of an oddity at a time when nationwide figures compiled by the Association of American Colleges suggests that "the current operating deficit in many colleges may be roughly equivalent to the amount of scholarship assistance which the institution is providing out of its own resources." By this formula, Bushong noted, Wagner could expect to be about \$700,000 in the hole before the academic year even began.

### **Funds must be doubled to keep up aid to needy students**

He predicts that Wagner will have to double its contribution again in the next two years just to keep even; that is, admitting the same number of needy students each year.

But this prediction, Bushong said, assumes that federal and state aid to these students aid programs will continue at least at their current level—an assumption that he feels is "entirely unwarranted."



## Alumni Profile: Dean Jean Gaise

By Allen Tishman



Jean Gaise is a member of the Wagner College Establishment, but some parents have said they don't trust her because she's under 30.

The slim, blonde, 1964 Wagner graduate has been Assistant Dean of Students since September, succeeding the Dean of Women. Dean Gaise fulfills a quasi-parental position for women students. She has overall responsibility for the women's dormitories, counsels girls in a multiplicity of situations, and serves as an advisor and member of college groups and committees.

Though her youth might not endear her to a few skeptical parents, Dean Gaise is on sure footing with students, who may view her as being much closer to their side of the generation gap.

Dean Gaise feels that today's students are more involved in the educational process than their predecessors of just a few years ago. She believes that students have the right and the obligation to examine not only the role and conduct of a college, but also to ask if the college experience is going to be relevant to them as individuals.

Yet she is firm in her convictions, favoring an optimum amount of freedom but not license for students. The dean is confident that students can handle any reasonable freedoms with responsibility when they are allowed to make decisions for themselves. On the other hand, she disagrees with radicals who would use force against a college, since such acts usually "lead to ugly incidents."

Dean Gaise "believes in what Wagner stands for"; the more personal environment of a small college rather than a sprawling university, and the support of Christian principles.

The dean is a proponent and predictor of change. For example, she says coed dormitories are being talked about. She quickly adds that if coed dorms are instituted, it would be with

care to preserve privacy and include other options for students.

The role of women in education is of special concern to Dean Gaise, who follows women's liberation movements as a sympathizer instead of an activist. She voices her strongest support of the feminist cause "mostly to defend myself against ribs from friends."

The dean is serious, however, when pointing out the discrimination women have faced in educational fields. "The low numbers of women admitted to medical and law schools, and the percentages of women who are department heads or professors at universities" are just a few of the past evidences of inequality that are being attacked, she explains.

Dean Gaise is eager to see an increase in the types of careers that women seek, although she expects an uphill struggle until women receive equal pay for equal work.

"I never thought of going anywhere else for college study when I first applied to Wagner," admits Dean Gaise. She was carrying on a family tradition . . . her sister was already an undergraduate at Wagner and her father, the Rev. David Gaise, was an alumnus as well as a member of the Board of Trustees.

After receiving a B.S. in education, Dean Gaise taught kindergarten in New Jersey. Two years later, the desire to communicate on a higher level took her into graduate study at Ohio University. Working her way through as Assistant Director of Student Residences, Dean Gaise earned a master's degree in student personnel in 1969.

Quinnipiac College in Connecticut was her next stop, where she served as College Counselor and Coordinator of Women's Housing.

Dean Gaise welcomed the opportunity to join the Wagner administration, for she had "warm feelings about the people here."



## Alumni Profile:

### Ken Ellis

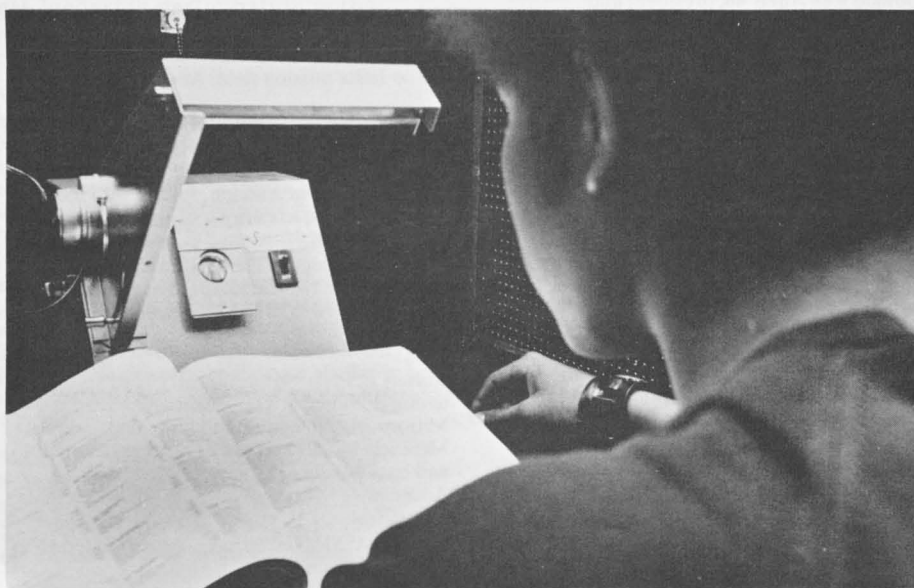
He knew there was a need and he had a good feeling for his college—it had taken eight years of full and part-time study to get a degree in mathematics.

Then, in a chance conversation with a business contact, Ken Ellis explained a hoped-for program at his alma mater and today some Wagner students are getting special help toward their academic success under a \$15,000

grant to the College Achievement Program.

He feels any friend of Wagner has the same opportunity; to be aware of the needs and ready to ask others for help.

Ellis, a 1964 graduate, got his diploma the hard way, with attendance at Wagner from 1953 to 1955 and again from 1958 to 1964 following Navy duty. He lives on Staten Island and is an active alumnus with a membership in the Alumni Advisory Council.



Students in the College Achievement Program receive help from machines that aid them in faster reading and comprehension.

## Class Briefs

### 1929

**The Rev. Howard A. Kuhnle '29** retired on Aug. 31, 1970 after serving in the Lutheran ministry since 1932. He is now part-time associate pastor of Grace Lutheran Church in Buffalo, N.Y. Address: 71 Sage Ave., Buffalo, N.Y. 14210.

### 1930

**The Rev. Elmore Hoppe '30**, chaplain at State Boys School at Industry, N.Y., has been awarded a citation for "Meritorious Service" to boys and staff at the school. Chaplain Hoppe was similarly honored in 1967 by a citation from the Parole Department of the institution. Address: Chaplain Elmore Hoppe, Box H, Industry, N.Y. 14474.

### 1931

The 40th anniversary of the Class of '31 found the remaining members too scattered to plan a reunion. Billed in 1931 as "the largest class ever to graduate from Wagner," it had 20 members, of whom 17 are still living. Held in fond memory are **the Rev. Elmer C. Dressel, the Rev. Harold W. Sticht and Joseph J. Koehler.**

Class president is **Dr. Austin L.P. Bosch**, who has followed a family tradition by serving a long and distinguished pastorate in one congregation—Trinity, Maspeth, Long Island. He's been there since about 1937.

**The Rev. Carl E. Prater**, pastor of Kensington Church, Buffalo, is another holder of a long pastorate. Carl's become a serious theologian, with study in Europe on a Trexler Fellowship and research in patristics and New Testament at Oxford and Heidelberg universities. **The Rev. Nils C. Oesleby**, who once sprinted 95 yards for a touchdown after receiving the kickoff in a game against Montclair State in 1929, now specializes in darts. He serves a Wisconsin Synod congregation in Eau Claire.

**The Rev. Franklin P. Smith** has made a career of organizing congregations for the Unitarian-Universalist Church. He's done this at Albuquerque, Los Alamos and Santa Fe, N.M., and is now establishing one at Shawnee Mission, Kansas. **The Rev. Fred M. Ericksen** has spent 24 of his 37 years in the ministry in Chicago, where he has been pastor of Nazareth Church since 1957. Other pastorates have been in Baldwin, N.Y.; Canton, S.D. and Ames, Ia.

1931

**Dr. Ernest C. French** has got it made. Leaving the cold confines of upstate New York, he's moved to a retirement community long before retiring. He serves a large LCA congregation at Sarasota, Fla. **Dr. Albert Stauderman** in April marked 20 years as an editor of "The Lutheran," the LCA magazine. Last year he was named executive editor with full responsibility for the publication. He says he can count both scars and medals. Among the latter are the Distinguished Service Award of Lutheran Brotherhood, presidency of the National Lutheran Editors Association and listing in "Who's Who."



Stauderman



Carstens

Distinguished service in the Lutheran ministry has also been racked up by several other class members—the **Rev. William H. Niebanck** (St. John's, Rutherford, N.J.), the **Rev. William E. Haegert** (St. John's, Lindenhurst, N.Y.), the **Rev. John E. Sjauken** (Trinity, Fort Wayne, Ind.), the **Rev. Harold F. Lucas** (Holy Communion, Utica, N.Y.) and the **Rev. John Kaercher** (Trinity, Castleton-on-Hudson, N.Y.).

And no one related to Wagner needs to be reminded of the class's "little giant," **Herbert Sutter**, who later became Wagner's winningest basketball coach and the major factor in putting the college on the map athletically. Looking at today's seven-footers, would you believe that Herb won 12 varsity letters was a leading scorer in basketball, quarterback in football, and (what else?) shortstop in baseball? Honest!

1934

The **Rev. Otto Borchert '34** retired on Feb. 28, 1971 after serving as pastor of Immanuel Lutheran Church for 33 years. Address: 58 West St., Seymour, Conn. 06483.

1938

**Dr. Henry Endress '38, H'54** of Washington, D.C. will represent Wagner College at the Inauguration of Charles John Merdinger, the 21st President of Washington College, Chestertown, Md. on Saturday, May 8, 1971. Address: The Saint George, 1280 St., N.W., Washington, D.C. 20036.

The **Rev. Dr. Walter Bock '38**, director of church relations at Wagner College, has been named acting chaplain on the Wagner campus. Dr. Bock will succeed the **Rev. William Heil '55** who has accepted a pastorate in East Hartford, Conn. Address: 8 Peter Cooper Rd., Apt. 4-C, New York, N.Y. 10010.

1942

**F. William Monge '42** has been made vice president of the international division of Veeder-Root Company. Mr. Monge has been president of the Peck, Stow & Wilcox Company, another Veeder Industries company, since last July. Address: 10 Robin Rd., Glastonbury, Conn. 06038.

1943

**Dr. Trygve Jensen '43** has been reappointed chairman of the national council committee on chemical education of the American Chemical Society. Dr. Jensen was also elected chairman of the New York section of the American Chemical Society. One of many grants received by Dr. Jensen was a \$24,000 award from the National Science Foundation under Title IV, which was used to set up a neutron activation lab for Wagner's nuclear chemistry course. Address: 22 Dakota Place, Staten Island, N.Y. 10314.

1948

**Dr. Donald Rae Allen '48**, president and chairman of the board of Alchem Inc., is a candidate for the school board in Wichita, Kansas. Address: 52 Norfolk, Eastboro, Wichita, Kan. 67206.

**Ronald H. Reynier '48**, senior partner in the law firm of Reynier and Crocker, was elected president of the YMCA board at Pottstown, Pa. Address: 4 Holly Court, Pottstown, Pa. 18464.

1950

**Jack Eagleton '50** has been appointed vice president of sales, nut and candy division of H.H. Evon Company. Mr. Eagleton had been general sales manager before his promotion. Address: 1132 Galway St., Northbrook, Ill. 60062.

**Harold H. Carstens, X50**, who is president of Model Craftsman Publishing Corporation in Ramsay, N.J., was elected president of the Hobby Industry Association of America. Named "Jerseyan of the Week" by the Newark, N.J. Sunday Star Ledger, in Feb. 71, Mr. Carstens has offered a drug deterrent program in model building. Address: 20 Robin Ridge Rd., Upper Saddle River, N.J. 07458.

**Joseph Romano '50**, a member of the 25-man Agents Advisory Council of New York Life's field force, was in New York to confer with company executives on marketing programs and policyowner services. Mr. Romano was elected to the advisory council from among more than 8,000 New York Life agents in the United States, Canada and Puerto Rico. He is a representative of the company's Park East general office in Manhattan. Address: 162 Crowell Ave., Staten Island, N.Y. 10314.

1951

**Dr. Raymond Amoury '51** has been appointed surgeon-in-chief of the Childrens Hospital in Kansas City, Mo. and also professor of surgery and professor of pediatrics at the University of Missouri School of Medicine. Address: 6230 Glenfield Dr., Shawnee Mission, Kansas 66203.

1952

**Donald D. Wilson '52 M55** has been awarded a C.A.S.N. in literature from Wesleyan College. Mr. Wilson is currently an instructor in English at Wagner College. Address: 62 Albion Place, Staten Island, N.Y. 10302.

1953

**Lawrence P. Sweeney '53** has been named treasurer of Daniel Starch & Staff, Inc. of Mamaroneck, N.Y. Address: 29 Jameson Pl., West Caldwell, N.J. 07006.

1954

**Amelia L. Brosius '54** has retired after 38 years in the India mission field. Address: Reback, Pa. 17867.

**Dr. Manfred W. Lichtmann '54** is presently chief of anesthesiology at the U.S. Army Hospital, Nuremberg, Germany. In October 1970, he spent a month in Amman, Jordan with the International Red Cross Hospital. Prior to his present tour, he spent one year at the 3rd Field Hospital in Saigon. The Lichtmanns have a daughter and two sons. Address: 130th General Hospital, New York APO 09696.

1956

**Robert E. Piela '56** has recently been appointed acting principal at The Washington School, New Milford, N.J. In addition to his teaching duties Mr. Piela has also served as assistant football and basketball coach at the high school. Address: 474 Ottawa Ave., Hasbrouck Heights, N.J. 07604.

**William A. Sleavin '56** has been appointed chief of the office audit branch of the Internal Revenue Service for the District of Brooklyn, Queens and Long Island. Address: 23 Seaview Ave., Northport, N.Y. 11768.

1959

**Kenneth A. Kruser '59 M62** has been named special assistant on accounting matters to the secretary-treasurer of Nebraska Consolidated Mills Co. Mr. Kruser has been controller of Nixon & Co., a subsidiary of NCM since 1969, and previously was with Gland-O-Lac Co. Address: 816 123rd St., South, Omaha, Nebraska 68154.

1960

**John W. Russell, Jr. '60**, area director of Staten Island for the Addiction Services Agency of the City of New York, has been appointed district director of Queens for ASA. Address: 957 Targee St., Staten Island, N.Y. 10304.

**Robert W. Smith '60**, director of public information at Lafayette College since 1966, has accepted a position as director of editorial services at Cornell University. Mr. Smith began his new assignment at Cornell in April '71. In 1960-61 Smith was sports editor and city reporter for a Nebraska daily newspaper. He has won several national awards for his sports writing and football programs. Address: 811 Coleman St., Easton, Pa. 18042.

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### June 30 last day

A reminder that June 30 is the last day you'll have to help your class rate highest in participation in the 1970-71 Annual Fund.

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1962

**Dr. John R. Kongsvik '62** has moved from Dayton, Ohio to Vermont where he is associate investigator at Putnam Memorial Hospital Institute for Medical Research in Bennington. Address: 108 Rutter Rd., Bennington, Vt. 05201.

**The Rev. William A. Wittcopp '62**, pastor of St. John's Lutheran Church in Elma, N.Y., is a member of the Elma Volunteer Fire Company and its rescue squad. In the summer he also works as a fireman every Saturday at the Lancaster Speedway, and provides a ministry for the race track drivers who have no chance to get to church. Address: 2141 Woodard Rd., Elma, N.Y. 14059.

1963

**Dr. Stanley Greenberg '63** is a resident in psychiatry at NYU-Bellevue Hospital. Address: 153 West 91st St., New York, N.Y. 10024.

**Susan S. Hartwell '63** is now a senior teacher at the Early Childhood Center, in Rochester, N.Y. Address: 654 Thurston Rd., Rochester, N.Y. 14619.

**The Rev. Miss Barbara Spelman '63** has been selected to appear in the 1970 Edition of Outstanding Young Women of America. Miss Spelman is director of research for the Presbytery of Chicago. Address: 2217 Fremont St., North, Chicago, Ill. 60614.

**Charles K. Wetherill '63** has taken a position as senior accountant for Arthur Young & Co. in Newark, N.J. Address: 33 Oak Lane, Lake Intervale, N.J. 07005.

1964

**Vincent J. Baldassano '64**, art instructor at Niagara County Community College since 1966, has been awarded a \$1600 faculty research grant by the State University of New York Research Foundation. Vincent won second prize in a national fine arts competition sponsored by SUNY at Buffalo in 1969 and received the 32nd Western New York Artists Award at the Albright Knox Gallery. His works are on permanent exhibit in art galleries in seven states. Address: 120 College St., Buffalo, N.Y. 14201.

**Matthew J. Cannizzaro '64** has been appointed local representative by Rouse Co., which is studying the possible development of South Richmond into a planned new community for the City of New York. Matt studied urban planning at Columbia University and University of Southern California. He recently returned to this country after serving with the Army in Korea. Address: 120 Mason St., Staten Island, N.Y. 10304.

**Carl Robert Fischer '64N** has been promoted to Assistant Director of Yale New Haven Hospital. Mr. Fischer received his Masters in Nursing and in Public Health Hospital Administration from Wagner College. He is a member of the American Nurse's Association, National League for Nursing, American Hospital Association and American College of Hospital Administration. Address: 84 McDermott Circle, Hamden, Conn. 06518.

**John G. Irwin Jr. '64** is currently taking advanced courses in federal taxation at the American Institute of Banking. Prior to joining Anchor, where he is now assistant controller, Irwin worked as an accountant for Hess Oil and Chemical Corp. Address: 7 Sawyer Ave., Westerleigh, Staten Island, N.Y.

1966

**The Rev. Gordon T. Reinertsen '66**, after graduating from Lutheran Theological Seminary, was ordained in June, 1970. He is now assistant minister at Holy Triune Lutheran Church, Minneapolis, Minn. Address: 2031 Winnetka Ave., North, Minneapolis, Minn. 55424.

**Janet Isler Reinertsen '66** has taken a position teaching special learning disabilities in Hopkins School District, a suburb of Minneapolis. Address: 2031 Winnetka Ave., North, Minneapolis, Minn. 55424.

**Maureen Ward Gallo '66N** has been promoted to assistant director of nursing and director of inservice education at Lebanon Valley General Hospital in Lebanon, Pa. Address: 249 E. Spruce St., Apt. 1, Palmyra, Pa. 17078.

**Capt. Howard G. Wisemann '66**, after returning from Taiwan, is in command of a C130 in the United States Air Force. Address: Apt. 24A Briarwood Ave., Fayette, N.C. 28306.



Kiefer



Rice

1967

**Kris M. Kiefer '67**, ensign in the U.S. Navy, is serving with the Naval Security Department in Washington. Kris graduated fourth in his class from Naval Officer Candidate School. Address: 24 O'Neil Dr., Westboro, Mass. 01581.

**George Rice '67**, after serving the South Huntington School District #13 as a teacher, has taken a position as programmer for the Honeywell Corporation. Address: 24 West Blvd., East Rockaway, N.Y. 11518.

1968

**Herbert Freeman M68** is now the associate administrator of the Sephardic Home at 2266 Cropsey Ave., Brooklyn, N.Y. 11214. Mr. Freeman accepted this position in January. Address: 136 Highland Rd., Scarsdale, N.Y. 10583.

**Robert Hindle '68** is being trained as a Case Worker I in the public assistance program of Middletown, Conn. Address: 2113 E. 35th St., Brooklyn, N.Y. 11234.

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### D.C. this summer

Why not plan to attend our summer meeting in Washington, D.C. on July 19. The Alumni Office will furnish all details.

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# Marriages

**Lt. James T. Oldham '68** has been transferred from Keesler AFB, Miss, to Galena AFS in Alaska effective April 1, 1971. Galena AFS is located on the Yukon River 250 miles west of Fairbanks. It is the nearest American fighter base to Russian territory. Address: 5072nd Air Base Squad, APO Seattle 98723.

**Lt. Peter M. Syrdahl '68** has been appointed executive officer of the Naval Autodin Switching Center, Syracuse, N.Y. He has spent the past two years in and out of numerous ports in the Western Pacific while serving as operations officer aboard a fleet tug. Address: 305 Bedford Circle, Hancock Field, Syracuse, N.Y. 13212.



Oldham



Syrdahl

**1969**

**Barry W. Dress '69**, after teaching English for the past year at Staten Island Academy, has been given duties as administrative assistant to the headmaster. Address: 961 Victory Blvd., Apt. 7-L, Staten Island, N.Y. 10301.

**Joseph Poedubicky '69** has accepted a science teaching assignment in Hamilton Township, Trenton, N.J. Address: 36 N. Hamilton Ave., Trenton, N.J. 08619.

**Army Spec. 4/c Paul Ramsperger '69** is serving in Vietnam in the 21st Infantry of the Division's 196th Infantry Brigade near Chu Lai. He is the recipient of the Purple Heart and the Army Commendation Medal. Address: 641 Tilden Ave., Teaneck, N.J. 07666.

**Barry Smith '69**, former Seahawk, signed on Feb. 2 with the Washington Redskins as a defensive end. Address: 190 Nevada Ave., Staten Island, N.Y. 10306.

**Judith Ann Storms '69**, after receiving her masters in economics from Arizona State University, has taken a position as economist for the department of economic planning and development for the Arizona State Government. Address: 1031 E. Lemon St., Apt. 6, Tempe, Ariz. 85281.

**1970**

**Robert Bergendahl '70** has been commissioned second lieutenant in the U.S. Air Force. Lt. Bergendahl is assigned to Craig AFB, Alabama, for pilot training. Address: 277 Cornelia Ave., Staten Island, N.Y. 10309.

**Peter Gradwell '70** has taken a position with Parke Davis & Co. as pharmaceutical salesman in Vermont. Peter and his wife, **Diana Leonovich '69** and daughter Erica live at R.D. 2, Sandhill Rd., Essex Junction, Vt. 05452.

**David Mulnard '70** has accepted a position as administrative assistant at the Gruman Aerospace Corp. in Bethpage, N.Y. Address: 27 Gainsboro Lane, Syosset, N.Y. 11791.

**Patricia Howard Dress '70** is teaching at Willowbrook State School on Staten Island. Address: 961 Victory Blvd., Apt. 7-L, Staten Island, N.Y. 10301.

**Joyce Eberhardt '70** is a Spanish teacher at Yonkers High School. In the summer of '71 Miss Eberhardt will go to Spain under the program "Study in Spain, Inc." She will attend the University of Madrid and travel extensively. Address: 279 First St., Yonkers, N.Y. 10704.

**Frederick L. Madsen '70** is stationed at Lackland Air Force Base for officer training. Address: 405 Charles St., Milford, Del. 19963.

**Patricia M. Riker '70N** is working on her masters in psychiatric mental health nursing at the University of Hawaii. Address: 1930 Ventry St., Honolulu, Hawaii 96822.



Storms



Bergendahl

**Any news?**

If you have changed jobs, moved, married, had an addition to your family or have any other news, the Alumni Office would like to hear from you. The news items will be printed in a future issue of Wagner magazine.

**Ronald S. Rothenberg '65** to Lynda L. Laffey on Dec. 21, 1970. Address: 3636 Fieldstone Rd., Riverdale, N.Y. 10463.

**Edwin J. Fowler '65** to Patricia Haggerty on Jan. 23, 1970. Address: P.O. Box 82, Killington, Vt. 05751.

**Capt. Joan Steen 65N** to Capt. Ardel M. Olson on Dec. 24, 1970. Address: MEDDAC Box 58, Fort Polk, La. 71459.

**Walter J. Lonski '66** to Maryann A. Valenta on Feb. 6, 1971. Address: 44 Simonson Ave., Staten Island, N.Y. 10303.

**Lt. Bernard M. Olsen '67** to Deborah Sue Vadnais on May 23, 1970. Address: 5342 Bellefield Rd., Norfolk, Va. 23502.

**Richard C. Lanes X68** to Pamela Perkins on Dec. 20, 1970. Address: RFD #31, Haddam Neck Rd., East Hampton, Conn. 06424.

**Lt. Peter Syrdahl '68** to Karin Linda Vilonen. Address: 305 Bedford Circle, Hancock Field, Syracuse, N.Y. 13212.

**Ellen Klotz '69** to Stanley Zagajeski on March 27, 1971. Address: 908 Chamberlain Highway, Kensington, Conn. 06037.

**Susan Cheryl Heiberg '69** to **Benjamin Lambert '69** on April 25, 1970. Address: 744 Pelton Ave., Staten Island, N.Y. 10310.

**Patricia Howard '70** to **Barry W. Dress '69** on Aug. 30, 1970. Address: 961 Victory Blvd., Apt. 7-L, Staten Island, N.Y. 10301.

**Richard Schodowski '69** to **Catherine Pelkowski '71** on April 3, 1971. Address: 208 Willowbrook Rd., Staten Island, N.Y. 10302.

Virginia Cunningham to **H. Robert Hill '70** on April 3, 1971. Address: 60 Jacques Ave., Staten Island, N.Y. 10306.

**Christine Larson '71** to Charles H. Auer on April 3, 1971. Address: 358 Hoyt Ave., Staten Island, N.Y. 10310.

**Touchdown Club**

Plan now to join the popular Touchdown Club. All home games (see schedule on back cover) are followed by a coffee hour and discussion in Sutter Gym. Anyone interested should contact the Alumni Office.

To Mr. Joseph A. '60 and Mrs. Barbara Bird Kavalek '62 a son, Scott Joseph, on March 9, 1971. Address: 14 New England Rd., Maplewood, N.J. 07040.

To Mr. and Mrs. Robert R. St. John '61 a daughter, Stacie Lynn, on Feb. 9, 1971. Address: 33 Granite Springs Rd., Yorktown Heights, N.Y. 10598.

To Mr. William and Mrs. Susan Johnson Conway X62 a daughter, Kristie Lynn, on Jan. 12, 1971. Address: Birdsall Drive, Bridgeton, N.J. 08302.

To Dr. and Mrs. Stanley Greenberg '63 a son, Eli, on Dec. 14, 1970. Eli joins his brother Josh, now five. Address: 153 West 91st St., New York, N.Y. 10024.

To Mr. and Mrs. Charles Wetherill '63 a son, Kenneth Kiefer, on Aug. 21, 1970. Address: 33 Oak Lane, Lake Intervale, N.J. 07005.

To Mr. Carl '64N and Mrs. Lynn Ekstrand Fischer '65N, a daughter, Leslie Elaine, on Dec. 18, 1970. Address: 84 McDermott Circle, Hamden, Conn. 06518.

To Lt. Robert '66 and Mrs. Linda Hagenbucher McLarty '68, a son, Brandon, on Sept. 25, 1970. Address: 211 Brightridge Ave., E. Providence, R.I. 01924.

To Mr. Thomas '66 and Mrs. Dawn Mueller Hynes '68 a son, Warren William, on Jan 17, 1971. Address: 140 Hopkins Ave., Staten Island, N.Y. 10308.

To Lt. Russell H. '67 and Nancy Pelcak Johnson '70 a son, Russell William, on Oct. 5, 1970. Address until Aug. 1971: c/o Pelcak, 515 New Hampshire Rd., Spring Valley, N.Y. 10977.

To Mr. and Mrs. George Rice '67 a daughter, Jennifer, on Aug. 27, 1970. Address: 24 West Blvd., East Rockaway, N.Y. 11518.

To Dr. Jonathan and Mrs. Monica Koffman Kagan '67, a daughter, Deborah Rachel, on March 22, 1971. Address: 500 W. University Parkway, Baltimore, Md. 21210.

To Mr. Bruce '68 and Mrs. Kari Pedersen Cynar '68 a son, Robert Garret, on Dec. 4, 1970. Address: 122 Cedar Lane, Apt. 2L, Teaneck, N.J. 07666.

To Mr. Felice and Mrs. Mary Ann Sellenthin DeFrancesco '68 a daughter, Marie Ann, on Jan. 25, 1971. Address: 55 Purcell St., Staten Island, N.Y. 10310.

To Mr. Richard '68 and Mrs. Gail O'Neil Caputo '69 a daughter, Melissa, on Dec. 14, 1970. Address: Via Delle Armi 1015, Bologna, Italy.

To Mr. Peter W. '69 and Mrs. Melissa Latt Brown '69 a son, Scott David, on Feb. 5, 1971. Address: 7 Wagon Rd., Asheville, N.C. 28805.

To Mr. William and Mrs. Bonnie Matthews O'Neill '69N, a daughter, Brooke J., on March 30, 1971. Address: Lyman Rd., Wolcott, Conn. 06716.

To Mr. Francis '69 and Mrs. Gloria DiPerna LoRusso '69 a daughter, Christina, on Aug. 13, 1970. Address: 577 Jewett Ave., Staten Island, N.Y. 10302.

To Mr. Gary '69 and Mrs. Virginia Nelsen Eittlemyer '70N a son, Michael Gary, on Jan. 9, 1971. Address: 27 Bluebird Place, Goldman's Mobile Home Park, Riverhead, N.Y. 11901.

To Mr. James and Mrs. Wilma Zapata Tully '70 a son, Steven James, on Nov. 30, 1970. Address: 465 Robinson Ave., Staten Island, N.Y. 10308.

**Births**

To Mr. and Mrs. Raymond L. Adams '51 a son, Raymond Lester III, on Dec. 11, 1970. Address: 20 Griffin Rd., Granby, Conn. 06035.

To Mr. and Mrs. William Sleavin '56 a daughter, Carolyn Ann, in the summer of 1970. Address: 23 Seaview Ave., North port, N.Y. 11766.

To Mr. Michael and Mrs. Ann Nelson Caffyn '58 a son, Gregory Nelson, on March 9, 1971. Address: 5 Wolfhill Ave., Oceanport, N.J. 07757.

To Mr. and Mrs. Michael D.J. Kirby '59 a daughter, Kathleen Noel, on Dec. 2, 1970. Address: 209 Holly Parkway, Williamstown, N.J. 08094.

To Dr. Jerome '60 and Mrs. Constance Young Demasi '61 a son, Daniel Jerome, on March 16, 1971. Address: 573 So. Springfield Ave., Springfield, N.J. 07081.

To Mr. Roger and Mrs. Kathryn Denk Heintz '60 a son, Gregg Roger, on Dec. 24, 1970. Address: 21 DelVerde Rd., Rochester, N.Y. 14624.

To Mr. Roger '60 and Mrs. Shirley Colley Hessel '60 a son, Todd Ernest, on Oct. 15, 1970. Address: 190 Delaware Ave., Island Park, N.Y. 11558.

To Mr. Karl '60 and Mrs. Margaret Sherry Kamp X61 a son, Gustaf John, on Dec. 11, 1970. Address: 182 Arlo Rd., Staten Island, N.Y. 10301.

**In Memoriam**

The Rev. Dr. Albert P. Schilke '27 died Jan. 30. A native of East Berlin, Conn., Dr. Schilke had been pastor of Fairfield Lutheran Church of Our Savior in Norwalk, Conn. for the last seven years. He had also served five other parishes in New York and Connecticut. Dr. Schilke was a member of the executive board of the New England Synod of the Lutheran Church in America. He leaves his wife, the former Helene Geffkin, a daughter, Diane, and a brother, Adam. Address: 33 Melody Court, Fairfield, Conn. 06430.

The Rev. William Zundel '29 died Nov. 4, 1970. A member of Alpha Kappa I, Pastor Zundel while at school was a cheerleader, business manager of the dramatic club, member of the debate council and president of the student body. At the time of his death, Pastor Zundel was pastor of St. John's Lutheran Church in McKeesport, Pa. We have no information on survivors.

(Continued)

# LETTERS

*Although these letters were, in most cases, written to the Alumni Office rather than to the Editor, they are reproduced (and sometimes condensed) to inform and stimulate your thoughts on Wagner College as it is today—Editor*

## In Memoriam . . .

**Lena E. Brosius '42** died Feb. 27, 1971. At the time of her death, Miss Brosius was director of the Children and Family Service, a division of Episcopal Community Services of the Diocese of Pennsylvania. Her sister, Miss Amelia Brosius survives. Address: Rebeck, Pa. 17867.

**Dr. Charles Steinman '43**, chief of surgery at Cross County Hospital in Westchester, N.Y., died of leukemia on March 23rd. He specialized in vascular surgery, and had many articles published concerning his specialty. In one of his more publicized accomplishments, the doctor sewed back the arm of a Yonkers, N.Y. boy after the arm had been torn off by a train in 1964. Mrs. Shirley Rubin Steinman '43, his widow, a son and three daughters survive. Address: 161 Lawrence Ave., Mount Vernon, N.Y. 10550.

**Mrs. Ruth Hamilton Halle '46** died Feb. 12, 1971. She is survived by her husband, William W. III, one son and three daughters. Address: 95 South Morris St., Dover, N.J. 07801.

**Mrs. Alma Leigh Boyle '46** died March 14, 1971. Mrs. Boyle was a medical social worker with a master's degree in medical social work. At the time of her death, Mrs. Boyle worked at the Alcoholism Clinic in Poughkeepsie, N.Y. She is survived by her brother, Wilbur T. Leigh of Marco Island, Florida 33937.

**Thomas Scaramuzza '49** died in April 1971. Widow: Mrs. Delores Scaramuzza, 58 Buffalo St., Elmont, N.Y. 11003.

**Frederick Bohrer, Jr. '55** died in April 1971 after several years of suffering. Fred had his Master's in Music from NYU where he received his Doctorate. His last position was at Pembroke State College in Pembroke, N.C. where he was assistant professor of music. Married to the former Judith Ingram, he leaves two daughters. Address: 116 N. Main Rd., Vineland, N.J. 08360.

**Richard Graf '68**, U.S.A.F., died March 28, 1971 in an automobile accident on the New York Thruway at Albany, N.Y. Richard was on his way to the operating room at Griffiss Air Force Base where he was an aide. While at Wagner, Richard was active in intramural athletics, and was a member of Kappa Sigma Alpha. Parents: Mr. and Mrs. Joseph J. Graf, 313 Oldfield St., Staten Island, N.Y. 10306

Dear Sir:

In a recent issue of WAGNER, my fellow alumnus from the S. I. ADVANCE chided alumni for using disruption as an excuse for cancelling their contributions to the college.

My wife and I would like you to know that the enclosed is our first alumni contribution, and that we are making it precisely *because* of Wagner's conduct in the face of these challenges from people who would destroy it if they didn't get their way.

From your accounts it seems that Wagner listened to the requests of various student groups, acted positively on the legitimate ones, and after adequate discussion, disregarded the rest. That the college failed to be intimidated by the reactions that followed is a tribute to Wagner's dedication to quality education for *all* its students.

Richard M. Langworth '63

*The following letter is reprinted from the Wagnerian:*

The other night, as I taught my Ed. 16 class, I confronted once again a phenomenon which I have faced often in my three years at Wagner as a "part-timer" in the Education Department.

Let the event explain itself: On Monday night, March 29, I asked my Ed. 16 class how many of them had ever heard of Charles Reich's *The Greening of America*. Out of the 20 to 26 people in this class, only THREE had ever even HEARD of Reich or his book! This, after months of its heading the best seller lists and after months of "Charles Reich" interviews and articles in the media!

So I have some questions:

1. What is going on at Wagner? Is it possible that Reich and his book are not discussed in many, if not most, classes? What is education for, if it is not to encourage a dialogue concerning the questions and problems of the times?

2. Is college study an interruption in a student's education? Only a tiny percent of Wagner's students regularly or even occasionally read the N. Y. Times, TIME, NEWSWEEK, etc. When I have hassled them about this, they claim that they're too loaded down with assignments to read the paper or current periodicals. Can this be true?

3. What is Wagner doing about this? Have my experiences been isolated ones? Is this UNCONSCIOUSNESS typical of Wagner students?

4. As Wagner moves away from required courses, may I suggest a move in the other direction: A course sponsored by a new Realities Department entitled "What is Going on Out There." Every student would be required to take this course each year and teachers in the department would never gain tenure and could be removed by student vote. Basic texts would be: The New York Times, Newsweek, and Time Magazine.

I write this to you with no malice. I'd just like to see things improve.

Ed Packert  
Education Department

Dear Sir:

I am sending my small gift to Wagner because of the unique experience it gave to me in my lifetime. I shall always remember the personal attachment I felt toward the professors, administration and especially students of Wagner.

I only wish that my gift could be larger, however, others more fortunate than myself, I'm sure will do their part. I only wish to say that Wagner to me is one small island of intellectual growth in a sea of confusion.

Anthony J. Colesanti '69

# Summer '71 at Wagner

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## Seahawk Football—1971

Sept.	25	C. W. Post	Home
Oct.	2	Upsala	At E. Orange, N. J.
	9	Moravian	Home
		(Parents Day)	
	16	Albright	At Reading, Pa.
	23	Kings Point	At Kings Point, L. I.
	30	Springfield	
		Homecoming	Home
Nov.	6	Susquehanna	At Selinsgrove, Pa.
	13	Gettysburg	Home
	20	Valparaiso	At Valparaiso, Ind.

All home games begin at 1:30 p.m., except for the Homecoming game which starts with a parade at 1 p.m. and opening kick-off at 2 p.m.