

alumnae  
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january 1970

# cedar crest college bulletin





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## alumnae quarterly

ALLENTOWN, PENNSYLVANIA 18104

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Winter, 1970

# Soul and Society

ADDRESS

BY

HIS EXCELLENCY SOEDJATMOKO

AMBASSADOR OF THE REPUBLIC OF INDONESIA

AT

THE OPENING CONVOCATION

OF

CEDAR CREST COLLEGE

ALLENTOWN, PENNSYLVANIA

SEPTEMBER 18, 1969

Let me begin by telling you a story. It is a tale from the folklore of Javanese mysticism.

Islam is supposed to have been brought to Java, an island in Indonesia where I come from, by nine holy men. Starting from coastal settlements, they spread their religion through conversion as well as conquest. One of them, Siti Djenar, was a mystic, a heterodox mystic. He proclaimed that God was not somewhere in heaven, but in man's heart and that for a good Moslem it was not necessary to make the pilgrimage to Mecca or to observe the prescribed forms of religious worship, if he could only open himself to God's Light in his heart. And he went out of his way to show his contempt for the religious code of law.

After having suffered his impertinences for a time, the other eight holy men got together and decided that Siti Djenar should be killed, not so much because what he had been teaching was untrue, but because his teachings and his manner of teaching were upsetting the social order. So they bade him come to a meeting at which they notified him of their decision. Accepting their verdict, Siti Djenar allowed himself to be stabbed, but from his wounds it was not blood that flowed, but a white substance, and he did not die. Finally they beseeched him please to die in order that the social order might be preserved, whereupon Siti Djenar acceded to their wishes; his blood turned red again and he died.

Depending on one's angle of vision, as with most legends this one has various levels of meaning. The one most pertinent to the theme of my presentation today may be that man's life, individually and collectively, revolves around and moves between two poles of fundamental concern: on the one hand, the search for truth, for inner freedom, for the perfection of the inner self or the redemption of the soul; on the other, the search for a better society.

Much of the stirring and searching of youth today, not only here in America but in many other places, revolves around these two concerns. That the search for the inner self has taken on such importance is understandable. It is a reaction against the stifling rigidities and empty conformity that are part of modern, affluent society, in the West as well as in the East; against the depersonalization of human relations, the deep individual loneliness and sense of powerlessness resulting from man's envelopment by the vast bureaucracies, both public and private, needed to run this complex, technology-based structure. It is a reaction against the spiritual impoverishment following secularization, the rationalizing away of value and meaning in man's life, and the deep sense of relativity that paralyzes his moral faculties. Hence the urgent quest to "relate" to one another, to seek absolute truth, spontaneity and inner freedom, to "expand" human awareness, to seek love, compassion and joy.

The concept of "soul", though with slightly different connotations, has now returned to respectable usage, after having been explained away by the psychologists. The unbelievable innocence and vulnerability of "flower power", the dabbling in mysticism





and oriental religions and philosophies, the renewed emphasis on emotion, on feelings and on the irrational are significant manifestations of the reawakening of human faculties that were crippled for too long. To an observer who himself comes from a religion in his country where mystical inclinations have remained strong, these phenomena bring to mind associations with outbreaks of mass religiosity, albeit in this particular case, of a distinctly secular character, with post-Freudian or early-Marcusian overtones. But this observer is also forcefully reminded of the fundamental distinction almost all mystically-inclined religions and philosophies make between surrender to the emotions and indulgence of the senses on the one hand, and on the other the rigorous discipline of mind and soul they demand of their adherents.

Also, as the story I have told you implies, the two poles around which man's fundamental concerns revolve, though not mutually exclusive, clearly operate on two different existential levels. The methods used in the search for the one will not necessarily lead us anywhere in the search for the other, nor will the vision and insight gained at either side be automatically transferable. "Instant utopia" is not the social corollary of the mystic's "leap to God"; nor does the mystic's ahistorical outlook on life give us a handle on intractable social problems that only respond to solutions with perseverance over time. History is replete with examples where social systems imposed on societies in the name of God or Truth have only led to the greatest intolerance, to tyranny and oppression of the worst kind.

Secondly, the perception of truth as a transsubjective reality through an inner illuminative experience is of course of fundamental importance to the individual concerned, and it can affect his capacity to "relate" to the human beings in his immediate environment as well, but it should also be realized that this experience by itself does not make him a "better" man. Nor does such experience substantially add to his capacity to help relieve the misery of his fellow man. In other words, the attainment of inner freedom or perfection, even in the aggregate, does not ensure a perfect society. In fact, this history of the traditional religions in Asia that have a pre-emptive concern with the mystical pursuit of Truth and the redemption of the self shows their failure in dealing with the stagnation, poverty and injustice in their societies; in many instances they have actually hampered necessary adjustments to social change.

There is an obvious need, therefore, for an awareness of the limits beyond which the predominant reliance on the path of personal authenticity in facing the problems of society at large becomes self-defeating. A personalistic view of the ills of society precludes communication and action on a general level, over and beyond the particularism of one's own generation or one's own group; it precludes the development of a theory of society without which no purposeful and effective long-range social action is possible. It is clear that in viewing the two poles of human con-

cern, we are dealing with two different kinds of realities, each with its own manner of perception and own modes of action. In order to deal effectively with the problems of society and of social change, we should do so on their own terms, as social problems, and not as problems of ultimate truth; we should address ourselves to them historically and not morally, even though our motivations may be moral.

These reflections, suggested by some manifestations of the psychedelic strain in the counter culture of youth today, assume particular importance when we stop looking inward for a moment and look outward at the problems that are being faced by the world today, and from which none of us can escape.

Man seems once again to be at one of those historical points of articulation at which the decisions he is called upon to make will be crucial for his future, if he is going to have one at all.

There is, on the one hand, the constant danger of nuclear extinction. On the other hand, there is as never before, a sense of unbounded opportunities for man to arrange his life here on earth in a civilized and morally acceptable way because, thanks to the giant strides in science and technology, he now has the capability to harness the resources of nature to that end.

Between these two extremes there is the urgent need to reassert man's moral control over a run-away military and industrial technology, so that it may once again serve man's purposes and needs.

There is the pressure generated by the problems of urban living, of pockets of backwardness and poverty, problems of racial harmony and of how to put an end to the destruction of human ecology. There are the deeply unsettling problems of continuous personal and institutional adjustment to a rapidly changing technological, social and cultural environment.

The advances of science have brought an unprecedented degree of fluidity in man's image of himself. Many of the notions he has had about himself, about good and evil, have become increasingly obsolete or irrelevant. And so, in the face of the pill, of drugs capable of influencing mind and memory, in the face of the seemingly imminent possibility of manipulating the hereditary configuration of one's offspring and the increased feasibility of human organ transplants, man is forced to face up to the question, not merely as to whether he can survive but as to what kind of a man he does want to survive as, individually as well as collectively. Man will have to re-define man's humanity, re-formulate what he considers essential to his humanness.

These are some of the problems that have to be faced at one point or another by almost all nations, in varying degrees, and from their respective cultural perspectives, but inescapably.

But superseding all other problems — providing at least we can avoid nuclear extinction — is that of the population explosion. In view of the likelihood that thirty years from now the world population will have doubled, the question arises as to whether mankind as a whole will be able to organize itself adequately to





Top—Cedar Crest trustees welcome the charming wife of Ambassador Soedjatmoko into the official college 'family' following the awarding of an Honorary degree of Doctor of Laws. At left is Mrs. W. Bruce MacIntosh, prominent and active alumna and center is Dr. Clarence H. Moatz, a previous recipient of an honorary degree from the college.

Bottom—Wearing academic attire for the first time is Ambassador Soedjatmoko, seen here with Dean Henry F. Pommer (back to camera). The honorary doctorate from Cedar Crest became the first college degree for the self-styled 'college dropout' whose education was forcibly ended by the Japanese Army of Occupation in 1943, diverting his life plan from a career in medicine toward the political scene.

meet the challenge of feeding and clothing this awesome multitude, and in doing so secure at least a tolerable level of civilized life. In this connection, there is the problem of international poverty, and the constantly widening gap between the rich and the poor nations, with its inherent threats to world peace.

This is bound to require a fundamental re-direction of world resources. It will mean engaging the developing countries in a much more systematic way, and much more intensively, in the productive processes of the world, in a manner that is compatible with their freedom and dignity. To take just one example. Unless a deliberate effort is made to link up the research capabilities of

the less developed nations — if necessary to help develop them to the point where this becomes possible — with the frontiers of research and development in the technologically advanced nations, new advances in technology will only serve to widen the gap between the rich and the poor countries, and lock the latter permanently in a position of passive recipients of a bounty created by others. Present research into marine biology and the mineral exploitation of the seabed is a good case in point. It is obvious therefore that new concepts of development are required; new and more adequate instrumentalities for the movement of capital, technical know-how and organizational skills at an order of mag-



nitude far beyond what has been the case still now. This implies the need to develop the international legal and political framework within which such a rearrangement of the international order can take place in a manner that is acceptable to all. And, above all, it will require a new and broader vision of mankind's future that can give meaning to life in terms that make sense not only in the contemporary setting but also in the decades to come, on the individual as well as the collective level.

These, in my view, are the major problems mankind faces today and that will determine the shape and quality of both individual life as well as the life of nations in the decades to come. So far the world has not shown much inclination or capability to deal with them. If anything, the present situation is characterized by intellectual stagnation and by a dearth of new ideas and concepts. The world must develop the collective capacity to deal with these problems. No single nation, however powerful, however affluent, will be able to solve them on its own. A new fundamental interdependence has emerged, the interdependence of survival, the interdependence of the minimum conditions for civilization.

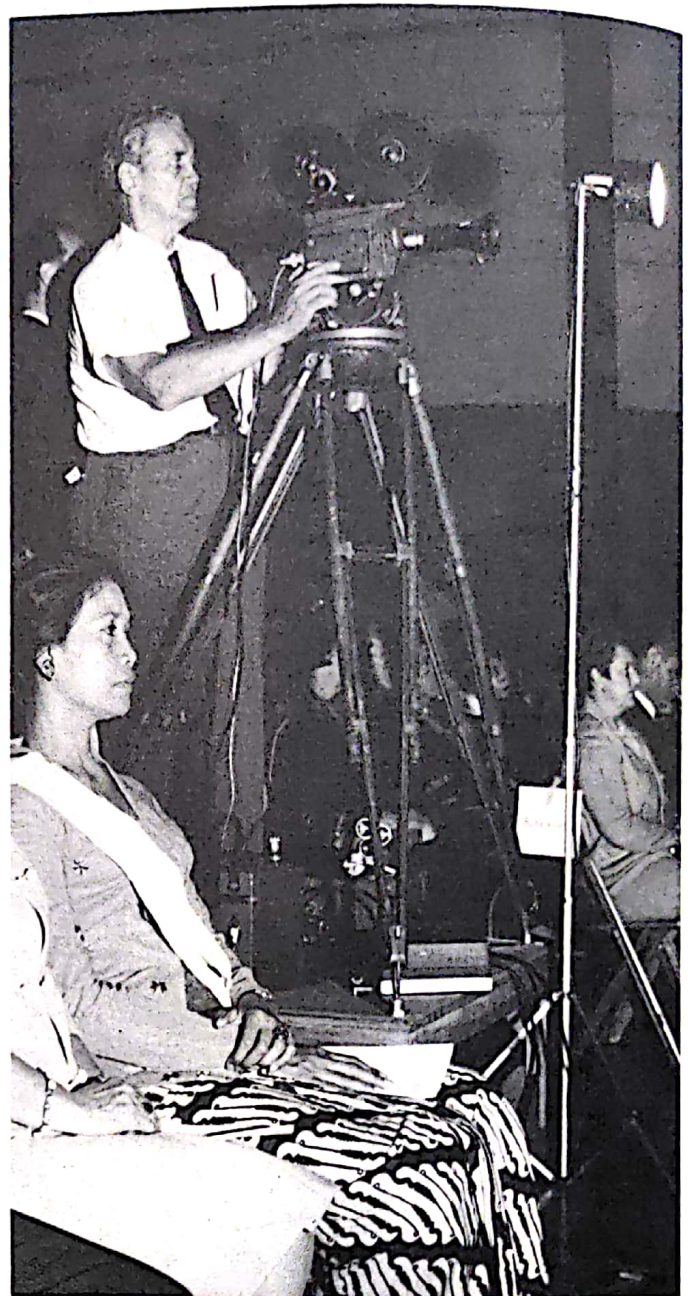
This observation only emphasizes what has been clear for some time now, namely the crucial importance of the intellectual institution in the shaping of the future. In a quite unprecedented manner knowledge, especially theoretical knowledge, research and development and the disciplined imagination of the scientist have become the key to the future.

In gauging our collective capability to face that future we must therefore look at our universities and research institutes. Universities of the rich countries and of the poor countries are involved alike, for almost all problems and the solutions they require have now become global in scope.

If we take for instance the American universities; they have long ceased to be merely training institutions for an American elite. For quite some time these universities have been the training ground for the elite of many parts of the world as well. It is clear that these universities have not yet adjusted themselves adequately to this new role. But it would be unfair to single out the universities in the United States as having failed to adjust to new requirements. One might say that almost all institutions all over the world were caught unawares by the rapidity, the magnitude and unsuspected depth of the social and cultural change that has taken place in the last two decades.

If for a moment we look beyond the three factors that have given a special cast to the American case: the war in Vietnam, the draft and the civil rights struggle, and try to define the problems that most universities all over the world have in common, then two basic questions emerge. One concerns the relationship of the university to the larger society — to social change, to the basic issues society faces today, leading to the need to redefine the function of the university.

The other question concerns the internal order of the university as a special kind of order, not necessarily similar to the con-



The Cedar Crest Convocation was recorded for television by a USIA film crew for showing in Djakarta and throughout Indonesia twelve hours later via satellite, adding a new note to the opening of the 1969-70 school year. Mrs. Soedjatmoko is seen at left as she observed proceedings.



cept of order in the larger society; its distribution of power, the nature of its autonomy, the manner in which it exercises that autonomy, to fit the specific character and function of a university, so that it engenders the kind of social relations that will make possible the reconciliation of discipline as an inherent requirement of learning with the reach for responsibility of an earlier maturing generation.

As in all processes of major structural change, some degree of violence, born out of desperation and fear and their mutual escalation is to be expected. What is more important, however, is that beyond the clamor and violence, beyond the rhetoric of campus confrontation, the search is carried forward by students and faculty as well as the administration, to develop the new concepts on the basis of which the university could re-structure and re-position itself, and on the basis of which it would become possible to come to grips with the broader challenges of our time. Only in this way can we hope that the fundamental questioning of the assumptions of present day society in the light of the pressing requirements for the collective survival of mankind can take place creatively and with the least amount of disruption. By redefining their role and their responsibility in this light the universities all over the world will be able to play their function as the seedbeds of a better future.

Because of the interdependence for survival, there appears then an urgent need for an intensified international cooperation between these intellectual institutions the world over. Without cross-fertilization and cross-cultural illumination it will become impossible to develop those concepts and that vision which will be acceptable to the world at large. What is needed then is a network, connecting universities and making possible intensive communication, a free and vastly enlarged flow of information and the development of new forms of cooperation on a much larger scale than has been the case so far. If such a close cooperation could be developed, this international network of universities and research institutes could yet become the intellectual infrastructure of a new world and a new world order. In that way, the universities might play the role the third estate played in the French Revolution, and the term "fifth estate" might not be inappropriate to this network of intellectual institutions.

One final observation: Youth is the vehicle for the lost hopes and opportunities of their elders. The emergence of each new generation, therefore, especially in rapidly changing societies, opens up new opportunities and possibilities for new departures.

Out of its own particular feeling of life, out of its own particular situation, each generation has the task to determine the meaning it wants to give to life; to redefine the great moral issues before it and the ways of meeting them, to define what kind of society, what kind of world it wants to live in and to leave to succeeding generations. It is therefore not enough for youth to define its identity by its protests. Nor does the establishment of utopian communes of happy people, or mindless activism, provide a

meaningful answer to the basic problems of civilization that mankind now faces on a global scale.

It can certainly be argued that the existence of monastic orders or of centers where groups of people live by transcendental values, is important to any society, to any civilization in that they remind man of other dimensions of life and of living, but no one could claim their adequacy as responses to the problems we are speaking of.

On the other end of the spectrum, it is certainly true that man does not, and cannot, know the end result of any single social act. But this is no reason for him to abdicate his rationality nor his moral responsibility insofar as he can see it. Tactics suggested by notions like creative chaos, creative destructiveness, are based on such abdication and derogate from man's humanness. Notions like these, as well as ideas about spontaneous revolution and the creativeness of spontaneous mass action, were familiar strains in the Indonesian revolution for Independence too. But I can assure you, they don't lead anywhere.

The most important development to emerge from the cultural crisis that now grips affluent societies may well be the new moral reassertiveness of youth; the crystallization of values that are based on a new sense of human solidarity transcending the boundaries of narrow nationalism and group identity; the longing for the kind of social relations that are not hierarchical, and that allow for more spontaneity, more compassion and love. But these new creative and moral impulses will have to be harnessed and related to existing realities if they are to carry us through the long struggle that lies ahead. Otherwise they will only dissipate themselves in meaningless self-righteousness or in unbridled activism.

To come back to the story I told you in the beginning, and the two poles of human existence I spoke about: in man's unending task to strive for a better society, while caring about the salvation of his soul, man cannot escape from the tension between spontaneity and structure. In fact it is in that very tension that his creativity is grounded, and it is in this awareness that he is relieved from the false choice between cop-out and Uncle Tom.

To conclude then: while the search for private happiness, personal fulfillment and inner freedom are important ingredients to any solution that will have to be worked out, by themselves they won't suffice. Only with the greatest intellectual effort and moral reassertion can we hope to come to grips with these problems that threaten to overwhelm us. Idealism, utter selflessness and devotion are important, but equally important are the willingness, the capability and stamina to meet the problems of society on their own terms, to develop a clear vision of the future — of the kind of society and world you want to live in —, with a soul that is sensitive but also tough, a strong, trained creative mind, that is also humble.

To a college dropout like me, a university does not seem to be a bad place in which to develop these faculties.





# A NEW CONCEPT

**Dr. Henry F. Pommer**  
**Vice-President for Academic Affairs**  
**Dean of Faculty and Chairman,**  
**Committee on Long-Range**  
**Educational Planning**

At their November meeting, by a vote of 44 to 7, the faculty approved for Cedar Crest a sweeping new educational program. All parts which apply to freshmen will be in effect by September, 1970; upper-class developments will be implemented one and two years later.

The new program was developed during twenty months by a committee of faculty, students, and administration, with the help of alumnae, trustees, and other experts. By its overwhelming approval of the committee's report, **the faculty has given Cedar Crest students one of the most flexible and innovative educational programs in the country. What we have is not just a new curriculum, but a series of carefully interrelated**

*parts which include new functions for the classroom, library, dormitory, and community. The heart of the new program is the way in which facing alternatives, studying their consequences, and making responsible decisions contributes to the maturing of every individual.*

The changes in educational program have been planned to carry out four goals for Cedar Crest:

1. To prepare students to face a world increasingly complex and dynamic.
2. To encourage both faculty and student use of our growing knowledge of the varied ways in which people learn.
3. To develop a program suitable to the interests, needs, and life styles of women, though within the purposes of quality education in the liberal arts and sciences.
4. To assure the constant-re-evaluation of both the aims and methods of education at Cedar Crest.

All students will be affected by the liberalizing of graduation requirements. Under the Independent Election option a student may propose a tailor-made combination of courses and other projects which fit her unique strengths and goals; if her proposal is approved by a committee, she may proceed towards a final-year evaluation of how she has met her self-determined requirements. Independent Election will serve very well a student who would like to concentrate on such a field as urban studies (the politics, sociology, ecology, and architecture of city life) or environmental pollution (chemical, biological, legal, economic, and sociological aspects of air, water, and land pollution.) These topics are merely samples of the combination which this option and the richness of the College's facilities make possible.

The other option is Distribution Plus Major, in which for distribution purposes a



Left—As members of the summer task force for the Committee on Long Range Educational Planning at Cedar Crest, this group met daily for a month to refine and finalize recommendations for the future. L. to r.: Charles R. McAnall, assistant professor of music; Dr. Henry F. Pommer, vice president of academic affairs and dean of the faculty; Dr. Marion Kayhart, chairman, biology department; Ruth Ann DiLiberti, '70; Judy Deak '71; and Dr. James Gottshall, chairman, English department.

Right—Dr. Henry F. Pommer, dean of faculty and vice president for academic affairs at Cedar Crest College, outlines the report of the Committee on Long-Range Educational Planning. The committee's report, in the works since 1968, has been approved by the Cedar Crest faculty for implementation by fall of 1970.



# OF EDUCATION

student takes any two courses in each of four divisions:

Fine Arts—art, dance, drama, music.

Humanities—English; philosophy; religion; French, Spanish, or German intermediate or advanced language and literature.

Social Science—history, politics, economics, psychology, sociology.

Mathematics and Natural Science—biology, chemistry, physics, mathematics.

In addition to the eight courses chosen for distribution, the student will choose twenty-four courses for electives and for her major.

Preparation for teacher certification at the elementary or the secondary level can be included in either Independent Election or Distribution Plus Major.

A student attending Cedar Crest for four years will also include two January Terms of her choice (and may attend additional ones as she desires). January Term projects may involve class work, independent study,

foreign tours, or other forms of learning; each project is to be innovative, different from what the College offers during fall and spring terms. Some will be proposed by the faculty; others will be initiated by students. The student will choose only one such project for each January, and will take it not for a grade but for credit/no credit.

Five additional steps are being taken to make the freshman year more stimulating and flexible:

The advising system is being greatly expanded by releasing a small number of qualified faculty from classroom teaching. They will then be able to give sufficient time to helping freshmen and sophomores plan programs for individual needs. (Juniors and seniors will be advised by faculty members in their fields of concentration.)

Interdisciplinary courses in Contemporary Issues are being developed. Each

will be taught by a faculty team drawn from different fields of specialization.

Freshmen seminars, each elective and restricted to 15 students, will provide thorough-going scholarly inquiry into limited fields of specialization.

Freshmen will have the privilege of taking one course each term on a pass/fail basis instead of for a grade.

For freshmen as for all other students the standard load will be four courses (instead of five) in each long term.

In her later years the student will have continued opportunities for pass/fail courses, an expanded emphasis on off-campus experience (whether in the U.S. or abroad), an elective senior synthesis. The College will also, for September of 1970, increase the size of the faculty so that the faculty-student ratio will be 1:11.5 and so that departments will have more richly varied professional skills.



## About the Author

Dr. Francis P. Jennings, head of the Cedar Crest history department, is the third department chairman to accept the editor's invitation to contribute articles in what hopefully will be a continuing series.

Dr. Jennings's concern for the Colonial period manifests itself in a prolific series of articles, and he is currently involved in the second draft of a book on the history of the Iroquois Covenant Chain, as well as publication and revision of other manuscripts.

He previously served as Director of the Division of Science and the Social Sciences and professor of history at Moore College of Art in Philadelphia. He has also served as a Visiting Professor of History at Lehigh University.

He and his wife reside in Quakertown, Pennsylvania.

# making history live-

## A New Approach to an Old Subject

Dr. Francis P. Jennings

Chairman, Department of History

An alumna visiting Cedar Crest probably would stay out of classrooms. Nostalgia is a selective emotion that can be depended on

to avoid the torture chamber. The visitor renews her old admiration for the birch trees standing eloquently white against a bright blue sky. She inspects the library and the dorms and perhaps goes on to the auditorium where, just possibly, she may once have urged her dear lord Macbeth to plunge the dagger deep.

Perhaps she ought to be warned to stay away from the auditorium on Monday afternoon, however, because a new sort of show is now being produced there. It has plenty of tragedy and a little low comedy, but let us blurt out the truth — it is the old torture chamber removed to a new site and updated with some refinements of more exquisite sadism than the alumna can remember. There are gathered all the innocent freshmen, and there — confronting, surrounding and infiltrating their hapless ranks — are all the faculty of the history department. It is a moment of qualified truth.

For such high drama the scene has been set rather casually. On stage are countless drums and things to hit other things and make a terrible racket with — happily mute for the time being. Scattered about between stage and seats are odd bits of paraphernalia: upended chairs, an abandoned organ, a cluttered temporary unpainted wooden platform, a small wheeled table. As the freshmen begin to fill up the room, a bewhiskered <sup>1</sup> old stagehand enters, pushes the table into position center front, boosts a young lady up to sitting position upon it, and turns to announce, <sup>2</sup> "Professor Kenney will now begin her lecture."

The young lady then tells her audience, with considerable erudition, that the scenes of history are adapted to the stages on which they appear, and describes the Lehigh Valley as a stage with its own history. The old stagehand mentions some of the actors and events that once starred in the Lehigh Valley. A bell rings. The girls file out. Other performers approach the implements onstage and test their monstrous decibels. The history faculty slowly exit after the freshmen, talking as vociferously as the girls though perhaps about different matters.

This was the combined meeting of all the sections of the new "Introductory" courses in history. A word or two of explanation may now be in order.

Last year, that rare event occurred — a bridging of the generation gap. Faculty and students agreed that the existing history program lacked *elan*. Meeting interminably,

Editor's Footnote: See photo of author.

the faculty devised a substitute based on a different set of assumptions. It needs to be said that the entire process of discussion was marked by firm rejection of fashionable jargon. We asked ourselves questions in plain English: "What is wrong with this thing?" What do we really want? What can be done, considering the small-college limitations of our resources?

We concluded that what was wrong with the freshman course was fundamentally that it did not introduce history at all. It was a standard sort of "Basic European History" survey of a lot of things that had happened in and around Europe, but it made no provision for exciting the students' interest about how we know that such things had happened; nor was there any stimulation for the student to wonder whether the same course might, ten years from now, present the same events in a quite different light. The course was simply a body of information, with the normally associated indoctrination in currently approved ideology, and the student in that course was more likely to be successful if she were a good memorizer than if she stopped to think. The assumption behind the course was that a student who had acquired this body of information about Europe was prepared to study any other body of information about other places and peoples.

We decided that the assumption was fallacious and the course a bore — to faculty as well as students. What was needed was an introduction to the discipline and profession of *history*, not the memorization of the historical record of any particular, momentarily important spot. Historians do not just read each others' books to amass more and more minutiae of detail; they examine preconceptions and discount biases, they confirm the validity of documents and artifacts used as evidence, they test the logics of perception and causation, and they publish their reasoning and evidence for inspection, verification, and criticism. These processes are taught to graduate students of history as the very essence of their craft. But, except for refinements of technique, they are not arcane mysteries; in rudimentary form, such processes are practiced by normally competent nonhistorians in everyday situations. Why, we wondered, should not Cedar Crest students be capable of understanding them? Why should we not introduce our students to what historians actually do in our profession, instead of merely exposing the girls



to some of the products of our activity?

The new introductory courses are our answer to those questions. We set them up as a multiplicity in unity. All sections meet together on Mondays for an hour's discussion of the issues and problems in the craft of history. Issues range from how to use the library as a research tool to a consideration of the nature of time. Between these extremes are presentations of the uses that historians have made of the ideas and working methods of economists, anthropologists, geographers, archaeologists, biologists, and other scholars.

The Monday sessions are the unifying element; on other days, sections meet separately with individual professors to discuss a field of history in which the professor has his special competence. There is no more of every specialist teaching the whole historical record, as the old assumptions and courses required us to do. Our principle now is that a man teaches best what he knows best; it is hardly a brilliant new insight, but it has been astonishingly flouted wherever all faculty have been forced to teach the same "basic" freshman course.

We have given some attention to seniors also, lengthening their seminar from a semester to a year so that they will have time to produce a decent research paper embodying meditation as well as busy work. The intermediate courses of sophomores and juniors are being conducted with little change, however, until we can get an idea of the success of the new introductory courses.

How will it all turn out? It would be wrong to arouse glowing expectations at this stage of the experiment. Students divide in their usual proportions. Some respond enthusiastically. Others express detestation. Most are waiting to see, just like their faculty.

There is encouragement in our impression that the students who dislike the new courses are girls who just don't like history, no matter how it is done up, while the girls who respond most favorably seem to be those who always have had some interest in the subject. However that may be, the novelties are being watched and discussed constantly by the history staff, and the students will be given plenty of opportunity to speak their own piece. For historians it is natural enough to want to gather the evidence and keep judgment suspended over a period of time.



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1—Dr. Francis P. Jennings, author of this article, assumed the chairmanship of the Cedar Crest Department of History in 1968. He is a frequent contributor to varied publications, including historical and educational journals.

2—Dr. Alice Kenney, Associate Professor of History, has resumed her duties after a leave of absence last year during which her book, *The Gansevoort's of Albany* was published by the Syracuse University Press.

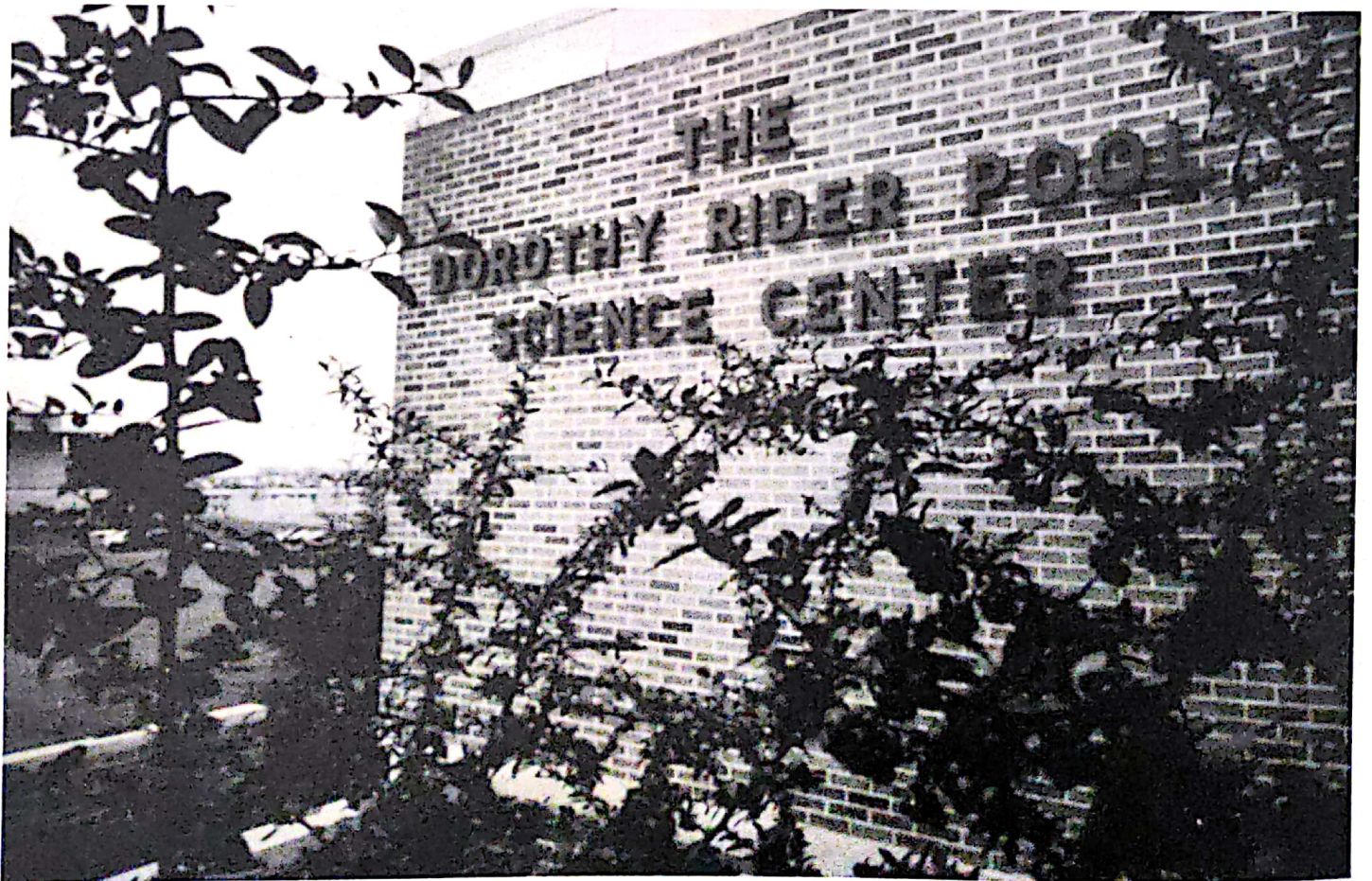
3—Members of the Cedar Crest History faculty pause momentarily in the midst of their busy schedules. Front row: Dr. Jennings, Associate Professor Nellie Manges, Henry A. Way, Jr., Assistant Professor and James R. Smith, Instructor.

4—Dr. Jennings and Henry Way, Assistant Professor of History, discuss departmental matters at a faculty coffee. Both joined the Cedar Crest faculty in the Fall of 1968. Way is one of five special appointees serving on the Council of the American Church Union.





Proudly boasting new names.







# Ceremony & Celebration

From time immemorial, christening days have been times for the gathering of the clan, a time for joy and a time for sadness; a time to greet those who share the occasion and to miss those who are gone. It is a time when the past and present fuse into hopes for the future. The Naming Ceremonies for two Cedar Crest buildings on November 17 were no exception. They brought together all segments of the Cedar Crest — alumnae, trustees, faculty, administration, students and friends.

The Harold D. Steinbright family, for whom the newest residence hall was named, combine two segments of the college family. Both Mr. and Mrs. Steinbright had served as Cedar Crest trustees, and their daughter, Marilyn, was a 1956 graduate. Mr. Steinbright had served as a trustee from 1949 until his death in 1954 when his wife succeeded him to the board where she served until 1967. For the past twenty years the family has contributed substantially to the building program, as well as giving of their time and talents toward furthering the Cedar Crest cause.

Trustee service, shared family interest, involvement, and support were spotlighted in the naming of the Science Center for Dorothy Rider Pool, the late wife of Leonard Pool. Mr. Pool, elected to the board in January 1959, has served with distinction as President of the Board and continues his service as a trustee.



Mrs. Harold T. Steinbright (right) and her daughter Marilyn '56 examine the plaques bearing their names.



Norman Saunders, Director of Development, greets Leonard Pool as they view the display of the plaques which were later placed in the new buildings. The occasion was the reception in Lees Foyer which followed the ceremonies.



S. Hayward Wills, center, made the announcement of the new names. Pictured at left is Jeanne Ballard, president of Steinbright Hall. President Tompkins is at the podium.



In making the announcement for the name, revealed for the first time at the ceremonies, S. Hayward Wills, a Vice-President of the Board, commented.

"The science center is named for a woman who was interested in many facets of life. Before her marriage she was a teacher in the public schools of Detroit. After her marriage she encouraged and supported her husband as he developed new technological and marketing concepts which resulted in the formation and growth of Air Products and Chemicals, Inc. In fact, she was one of the original incorporators and directors of the firm which her husband founded, and she followed its expansion and development with keen insight until her death in 1966.

"She had a warm interest, too, in her fellow man, as evidenced by her service as a director of her local Y.W.C.A. and Red Cross and Guidance Clinic. She was at home in the cultural world. Her first love was music, but she also served as a director of the art museum and a sponsor of the society of arts.

"We honor the memory of a woman of wide interests and many capabilities in naming our science center the "Dorothy Rider Pool Science Center."

Making acknowledgment was Charlotte Meyer, '70, president of Alpha and Omega, science society, who said, "Systems of nomenclature give rise to identity amidst the diversity of scientific knowledge . . . Once an object has been given a name, it has been assigned a universal identity."

In announcing the name for Cedar Crest's newest landmark, the residence hall completed a year ago, Wills stated,

"A residence hall is the basic unit of life of the college family. It is appropriate, therefore, that we name our new residence hall not for an individual, but for a family.

"We name it for a family which has shown its interest in and support of Cedar Crest over a period of more than two decades. The father served as a trustee for five years. After his death, his place on the Board was taken by his wife, who served for twelve years. Their only daughter was graduated from Cedar Crest with her degree in elementary education shortly after that curriculum was inaugurated.

Charlotte Meyer, president of Alpha and Omega science society, took part in the program.







Steinbright Hall president Jeanne Ballard participated in the Naming Ceremonies program.

"During the past twenty years this family has contributed to the college's building program; indeed, it was their generosity which made possible one of the rooms in the science center. But, realizing that a college is more than bricks and mortar, they established two scholarships to assist needy students.

"We name our newest living unit for a family which has a deep regard for the importance of education and the importance of a good family life. Steinbright Hall is named for the late Harold Dixon Steinbright, his wife, Edith Clemmer Steinbright, and their daughter, Marilyn Lee Steinbright."

Jeanne Ballard, '71, hall president, in her acknowledgment pointed up the opportunities to learn responsibility which residence hall living affords as well as the enrichment of the academic program through continuing discussions outside the classroom. Summing up, she said, "Responsibility, respect, consideration of others, involvement in campus activities, as well as formal knowledge, are all present in our dormitory community."

The principal address of the day was made by President Pauline Tompkins, who said, "In honoring the names of Steinbright and Pool, we symbolically honor all those who are a part of this college's living heritage."

Dr. Tompkins reported that November 1969 was a significant benchmark in the college's history with decisions of recent days and weeks affecting its future in various ways.

She announced:—Faculty approval of the basic recommendations of the Committee on Long-Range Educational Planning, which calls for a totally new academic program starting next fall.

—The successful floating of a bond issue by the Pennsylvania Higher Education Facilities Administration to provide initial funding for construction of the proposed College Center. The fall of 1971 has been set as the completion date.

—Action by the trustees' executive committee to adopt the "most ambitious capital campaign in the history of Cedar Crest"

—a "Development Decade of the 70's."

President Pauline Tompkins takes a look at Cedar Crest's past as she charts its course for the future for an intent audience.





—The projection of a campus 10 years hence to include an additional wing on the newly named science center; another residence unit matching Steinbright Hall; the College Center, including a library wing; a multipurpose facility for offices and classrooms; a modern infirmary; a swimming pool, and a fine arts center.

Dr. Tompkins paraphrased Robert Frost, saying: "For we have promises to keep and miles to go before we sleep."

When naming the two buildings, she said it is appropriate and fitting that "we recall our heritage."

She reviewed more than 50 years of college history, giving the background for the naming of its buildings for persons intimately involved in the continuing development of the campus.

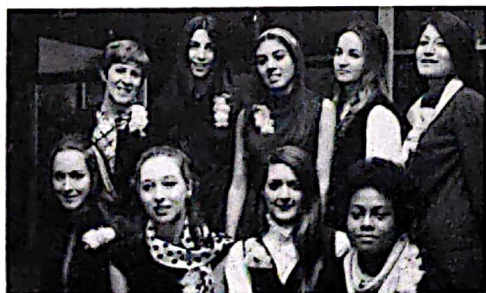


Ruth Butz Dent, trustee, who worked on plans for the naming of the two buildings and who participated in the program, chats with Mrs. Harold D. Steinbright. Dean Nellie Manges is pictured, back to camera.

Mrs. H. H. Dent, the former Ruth Butz, shared the platform with Dr. Tompkins and brought greetings in behalf of the trustees. Butz Hall, a residence hall, is named for Mrs. Dent's late father, Reuben Butz. In the audience was Betsy Curtis, a member of the Cedar Crest admissions staff, for whose father — the late Dr. William F. Curtis — another residence hall is named.

Dr. Tompkins said that in honoring those for whom the buildings are named, "we acknowledge the importance of the qualities they represent — the teacher, the server, the philanthropist; not the taker or the self-serving. In taking these names for the college, we also assume a responsibility to incorporate into our education and in our environment the qualities of the individuals we honor."

A reception was held in Lees Hall after the program. Members of the newly formed Student Public Relations Board served as ushers and assisted as hostesses.



Making their official debut as ushers and hostesses at the Naming Ceremonies were members of the Cedar Crest Student Public Relations Board. From left to right, they are: Dolores Bohunicky, '73, Belle Baxter, '70, Emily Reynolds, '73, Rosalyn Key, '71. Standing, Jean Rogers, '70, Sandra Stevens, '73, Judith Yoder, '71, Barbara Kreshtool, '70. Advisor to the group is the Director of Public Information, Mrs. Peggy N. Phillips.



Science Center acquires a name.

#### THE COMMITTEE FOR CEREMONIES NAMING NEW BUILDINGS CONSISTED OF:

Mary E. Kriebel, Placement Director—Chairman; Mrs. H. H. Dent—Trustee; Marion Kayhart—Chairman, Biology Department; Nellie M. Manges—Dean of Students; Peggy N. Phillips—Public Information Director; Norman W. Saunders—Director of Development—ex-officio; Jeanne Ballard '71—President, Steinbright Hall; Charlotte Meyer '70—President, Alpha & Omega Society; Patricia Sledler '70—President, Student Government Association.



# Making every minute count

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## ALUMNA IN ACTION

—Jane Vargo Schwartz '69

"Most people feel that life at a small women's college is a quiet and peaceful affair — with no interruptions," smiled Mary E. Kriebel, Cedar Crest College Director of Placement, as she reached for an insistent telephone and signaled two waiting students to sit down.

The 1937 Cedar Crest Valedictorian's schedule belies the popular concept of college serenity. Service to Cedar Crest and to the community marks Mary Kriebel's varied career.

Miss Kriebel assumed full-time directorship of the Placement service in 1967. Prior to that time, she divided her schedule between her duties as secretary to President Dale H. Moore and the Placement office, which has been in existence since 1943. Outlining the Placement Office's service to students, Miss Kriebel detailed a systematic approach to job finding and job satisfaction. She enthusiastically extols the new Cedar Crest system of interview which offers "a round-table basis rather than the separation of the interviewer and the applicant." Such interviews, she feels, do away with an artificial atmosphere present at most interviews.

Among important innovations in Placement, Miss Kriebel listed a reciprocal system of interviewing with Muhlenberg Col-



Director of Placement Miss Mary E. Kriebel at work counseling Cedar Crest College students about employment opportunities and job application procedures.

lege. "As a college of Cedar Crest's size rarely has the opportunity to secure representatives of major industries, the new system allows students of both Cedar Crest and Muhlenberg to take full advantage of company representatives in the area for interview purposes."

Private interview rooms and extensive cataloguing of job opportunities enhance the Placement office's effectiveness. Catalogues listing jobs according to type and location are easily available to both students and alumnae.

Miss Kriebel mentions that there are more teacher interviews available than corporation recruiters on campus. "We have extensive contacts with schools all over the East Coast, and have available a listing of every school in the nation." She is particularly excited about a new system of relating summer job opportunities to the student body by keeping up to date files on previous student summer experiences.

Mary Kriebel's job is not limited to current Cedar Crest students. She hastens to remind all graduates that the Placement office's services are open to alumnae as well. A note or telephone call will activate an alumnae file, and Miss Kriebel will send any employment information available. In addition, there is a program of reciprocity with the Middle Atlantic Placement Association and with the Association of School,





Director of Placement Miss Mary E. Kriebel discusses Placement Office services with junior Barbara Howard of Allentown, Pa.



Director of Placement Miss Mary E. Kriebel discussing Placement office offerings in employment catalogues and references.

College, and University Staffing whereby we can refer our alumnae to a college placement office in an area in which she desires employment.

Mary Kriebel asserts that the "main function of the Placement Service is to alert students and alumnae to career opportunities and to prepare them for locating and applying for employment with the realization that as women they will be probably leaving the job field and returning after marital and maternal duties are fulfilled."

Her comment on the nature of her service typifies her devotion to Cedar Crest. "Placement is really a part of the educational process. It helps women to find the place in the world where they can make the greatest contribution and find their greatest satisfaction. This is opposed to the cold employment office set-up which merely matches a woman with a job."

Her many activities on campus include serving as Secretary to the Board of Trustees as well as active participation in the Allentown Alumnae Association, for which she served as treasurer from 1946-1958. She recently served as chairman of the committee which planned and executed ceremonies for naming the Dorothy Rider Pool Science Center and Steinbright Hall.

A former editor of the REPORT, newsletter of the Middle Atlantic Association for School, College and University Staffing, she recently returned from that association's November 23-25 convention at Grossinger's, New York, as the newly elected Vice-President. In addition, she is an active member of the Middle Atlantic Placement Association.

The list goes on from there. A member of Cedar Crest's Administrative Council, she also finds time for the Association of University Women and the Business Professional Women's Club.

Service to the community does not stop with Cedar Crest College for Mary Kriebel. She is a member of St. John's United Church of Christ in Allentown, where she formerly served as Deacon and Sunday School teacher. Work at the Allentown Hospital as Gray Lady claims another fraction of her time. Somehow she finds time for Sam, her black cat, who shares the attractive apartment where she frequently entertains colleagues, family and friends.

Mary Kriebel is an alumna making every minute count — for herself and for others.



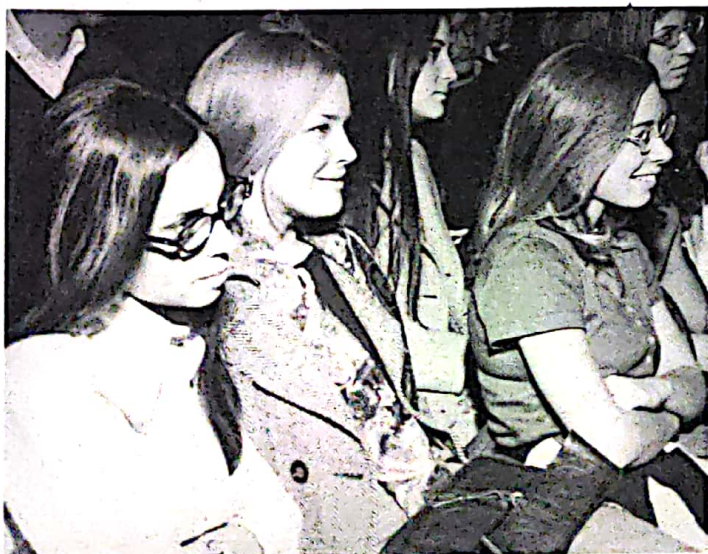


# HAPPENINGS

## on the hill

### NATIONWIDE MORATORIUM HITS CEDAR CREST CAMPUS

A rarely used word has been sparked back into the vocabulary of every American. The word is "moratorium," meaning a temporary discontinuance or cessation of activity. A word is called back into the active ranks of one's vocabulary only when the need for the word arises. Americans have found that need in expressing their sentiments concerning the continuing war in Vietnam.



No newspaper or magazine published in the past few months has not repeatedly mentioned the word. "Moratorium" is on the lips of housewives, businessmen, ministers, politicians and college students. Whether the nationwide Moratorium action was wise or unwise, rash or judicious, Cedar Crest College has assimilated the word into its campus vocabulary, and has taken measures to support the nationwide peace movement.

A Student Government resolution concerning the October 15 Moratorium was presented to President Pauline Tompkins early in October. It recognized the fact that the war in Vietnam has caused suffering among Vietnamese and Americans alike, and has been a divisive force in the United States. The resolution read on: "With the hopes that men of all political persuasions may look to each other in seeking common solutions to common problems, October 15 has been nationally designated a day of Moratorium on 'Business as Usual'. In this spirit, the Student Government of Cedar Crest College strongly urges the faculty to suspend normal activities that day. Our desire is not to disrupt the educational experience, but rather to enhance it. We are confident that through participation in this Moratorium, the entire community will have undergone a truly meaningful learning experience."

President Tompkins accepted the resolution and "business as



usual" did stop at CCC on Wednesday, October 15. Classes were cancelled and a new educational experience was introduced to the student body.

All five Lehigh Valley colleges co-ordinated special M-Day activities, but Cedar Crest was the only area college fortunate enough to secure a distinguished, well informed, nationally known figure. Our campus hosted Representative Shirley Chisholm.

Representative Chisholm spoke to a packed auditorium in Alumnae Hall on Moratorium morning. Mrs. Chisholm, wearing a black arm band, delivered a vital address to a receptive student body. She expressed her dissatisfaction with the "draining off of the cream of our country" by the war in Vietnam, and advised that "America take a very good, strong, hard look at herself." Mrs. Chisholm felt that U.S. citizens have been disappointed and the "talks of withdrawal are tokens of deception." She continued: "War has torn the seams of our country."



Young people realize that if they did not protest, the war would go on forever. They will not be fooled any longer. Let us not be afraid of being slandered for speaking out for this just cause. Have courage in your convictions."

Various seminars followed the key-note address. The seminars, led by faculty members with students acting as moderators, were set up to inform those attending about various aspects of the war. Nancy Tschudin '70, attended a seminar on the politics and economics of the Vietnam war. Dr. Chung and Dr. Kolbe of the CCC Politics Department headed the discussion with Lynn Loreng '71, acting as student moderator. Nancy expressed her opinion of the seminar: "Dr. Chung discussed Asian attitudes toward the Vietnam war. It would be beneficial to continue the discussion groups in the future so that students may become informed on all aspects of the war."

At noon, a meditation was held in the quad. Although it was poorly attended, the students that did participate, found it to be a moving and a memorable experience.

As an off campus experience, Cedar Crest girls distributed leaflets throughout the community. Some students went door to door, dispensing information about the war, while others stationed themselves at shopping centers. The community's reaction to the leafleting was a mixed one. Some members of the community rudely ignored the students, while others gave the girls a minute of their time in order to learn about the Moratorium and its objectives.

As an afternoon campus event, the new CCC Experimental Theater gave its premier performance in the Little Theater. The first presentation was an overwhelming success.

The final event of M-Day was a unity march from the Admin-



istration Building to Muhlenberg College. Over one hundred Cedar Crest girls participated in the march which culminated in a peace rally at Muhlenberg. Three speeches were presented in an effort to unify the students of the five area colleges. All agreed that this final activity of the day was a successful end to an active and worth while Moratorium Day.

A special faculty meeting was held to discuss the events of M-Day on the Cedar Crest campus. All agreed that it was a success and were quite pleased with the student response.

A new organization was recognized as part of the CCC campus at the October meeting of the faculty. The new organization, The Young Socialists, is composed of students who feel that our society needs a greater degree of socialism and supported the October Moratorium. They also supported the November Moratorium by sponsoring discussion groups and films on campus. Classes were not called off for the November M-Day, but on and off campus activities provided another learning experience for the student body.

The word "moratorium" has been assimilated into the Cedar Crest vocabulary. The idea of a moratorium on campus has sparked minds into intellectual pursuits. Cedar Crest, by its active participation in the national peace moratoriums, became a center of awareness, and a nucleus of concern within the Lehigh Valley. The Moratorium action on campus does not demand that each girl make political commitments, but merely asks each girls to become concerned and aware of America's position in world affairs, and especially in Vietnam. Learning experiences such as this one will always be remembered by the Cedar Crest students far beyond the dimensions of the classroom.

Bonnie Minue '70





## MARCH ON WASHINGTON

by Anne Barnes '71

The feeling? The effect on the participants? Well . . . The March on Washington happened . . . it was. For the crowd of more than a quarter of a million people, "Washington" still is. "It was like Woodstock or your wedding or graduation from college"—"an event that took place that will live on within you forever"; "An event that was momentous enough to possibly affect your whole life."

And so went the comments at a discussion held in the Snack Bar a few days after the November 15 March on Washington. The group, made up of faculty and students, numbered about twenty, only three of whom had not gone to the Capitol.

Almost everyone agreed that he had gone to D.C. somewhat apprehensively, not because he wasn't sure about the part he would play, but because of possible violence. As one became involved though, this sense of fear was replaced by a group feeling—a togetherness of intent and purpose—which eliminated initial misgivings. Regardless of personal political beliefs or inclinations, each and every one of the Cedar Crest participants left Washington with a sense of inner-warmth and common solidarity with his fellow-Marchers, which they felt to be universal among the participants.

Had the youth gone to Washington expecting Woodstock #2 "People thought it was a groovy thing to be there with thousands of other kids," but when one CCC student questioned some of the Marchers she found that they gave "long dissertations as to why they were against the war . . . people were there for a cause . . . the ones that weren't, well, it made them think."

"We have to give the police credit." "The Washington police were amazing . . . they were holding candles and sharing coffee along the route of the March Against Death . . . they were wearing Peace buttons under the lapels of their uniforms . . . they were talking with the kids, communicating, exchanging views." Yes, they were there doing their job as law-enforcers, but they took the opportunity to learn from the day. They were open-minded, and so they were able to "step outside of their uniforms," to lose that "police image", and to become warm, concerned citizens of the U.S.A.

The March was an eye-opening and worthwhile experience; an overwhelming scene . . . beautiful, amazing, unbelievable. It was . . . and it still is.



1969

## ANNUAL SONG CONTEST

Every year, the Annual CCC Song Contest manages to delight the "standing room only" audiences in new and exciting ways. The 1969 presentation offered a first in the college's history. FIVE classes gave sparkling performances! Yes, the Class of '69 joined the Crest's current family to warm the hearts and bring a tear to the eyes of all who remember the spirit and success of that wonderful class.

Barb Bliss returned with 35 of her fellow alumnae to thrill the Parent's Weekend audience with selections from "Hair." They raised their voices to the strains of "Let the sun shine in on Cedar Crest," and ended their performance by tossing flowers to the audience that could not resist clapping and singing along!

The "Star Spangled Seniors" placed a sparkling second, parading in crisp red, white and blue outfits, with a shining star around each girls face. Bev Kelner led the Yankee Doodle Dandies in song, while Tina Peterson, pianist, played such patriotic favorites as "Stars and Stripes," and "Columbia the Gem of the Ocean." Gail Graham, chairman, was the Seniors' own twinkling star. The Class of '70 waved their flags in a fond farewell to CCC!

The busy bees of the Class of '71 buzzed away with first prize while "Working to Bee." Complete with yellow stripes and blackened eyes, Queen Bee, Cyndi Kallgren, led her hive in song, while pianists Louise Yost and Sue Spengler buzzed out the appropriate piano tunes. Chairman Suzy King helped bring the prize back home to the Junior Hive!

The spirit of the Class of '72 is truly the spirit of Cedar Crest: "The Show Must Go On!" Sophomore song contest chairman, Rosalind Long, announced that her class was disqualifying themselves for competition due to the fact that their theme, "Center Stage: Cedar Crest" was similar to one used just four years ago. But the Sophs, led by Wendy Muller, stole the show in glittery purple and pink costumes. Pianist Mary Louise Williams accompanied her class in such Broadway favorites as "Hello Dolly." They were true performers in every sense of the word!

The Class of '73, anchored in their Freshman year, and led by Sherry McMillen, sailed through their performance decked out in yellow and blue uniforms complete with sailor caps. Ship mate pianist, Tina Denzel, played some salty favorites, and chairman, Carol Christensen, docked the Frosh into their first successful port!

So from "Hair" to the hive, and from center stage to the sea, Song Contest '69 was a rousing success! In the words of the Star Spangled Seniors: "Cedar Crest will still be best—it lives forever!!"

Bonnie Minue '70



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1—Artist Tom Corrigan has done it again with a student-approved song-contest album jacket reflecting the NOW look.

2—"Working to Bee" the busy Juniors, led by Queen Bee, Cyndi Kallgren, Erie, Pa., sing their way to the coveted pot of honey represented by the gold cup awarded them as first place winners for Song Contest, '69.

3—Bev Kelner, '70, Wanamassa, N.J., who directed the Star Spangled Seniors in their rousing patriotic contribution to Song Contest, receives the second place award from Dean of Students, Nellie Manges.

4—Bev Kelner and the "Star Spangled Seniors" won acclaim—and second place.

5—BEE-UTIFUL and happy juniors jive in the hive.

6—Not a chorus line for a Broadway show, just Cedar Crest Sophomores exuding charm and music as they wait their turn on stage.

7—The peppy Class of '73 launched their CCC singing career with a nautical theme and all of their parents, on hand for Parent's Weekend activities, thought they were winners, even if the judges failed to award them a prize. They at least rated E for enthusiasm.





1—Members of the Ghana Dance Ensemble perform in authentic tribal costumes under the auspices of the Cedar Crest and Muhlenberg Colleges Fine Arts Council.

2—And the beat goes on—as students at Cedar Crest and Muhlenberg Colleges learn the intricacies of African Dance in a special afternoon session with the Ghana Dance Ensemble in Lees Hall.

## THE MUHLENBERG-CEDAR CREST FINE ARTS COUNCIL

The first presentation of the 1969-70 school year by the Fine Arts Council of Cedar Crest and Muhlenberg Colleges was a program of authentic African dances by the Ghana Dance Ensemble October 29.

This company of 40 dancers, musicians and singers were in this country on their first United States tour under the sponsorship of the Arts Council of Ghana and the Institute of African Studies of the University of Ghana. The company was formed in 1962 and has successfully performed its program of tribal dances in Dakar, Milan, London, and Mexico City.

The Company was formed on an experimental basis in the area of cultural education and cooperation between the two sponsoring groups. The result has been the first troupe of young Ghanaian artists who have been professionally trained in a School of the Dance, who can skillfully perform not only their own tribal dances but those of other tribes and other sections of Ghana.

The presentation of the Ghana Dance Group marks still another milestone in interinstitutional cooperation in Allentown and the Lehigh Valley. The Muhlenberg-Cedar Crest Fine Arts Council, formed in 1968, has as its purpose the cooperative presentation of programs which might not be possible on an individual school basis. Primarily planned for the students and faculty of the two schools, the programs are also open to the community within the limitations imposed by space.

A Spring Outdoor Sculpture Show at Muhlenberg College is being planned as the second Fine Arts Council presentation of the 1969-70 school year.





The Rev. and Mrs. Channing E. Phillips (Jane Nabors '56) prior to his address to the Cedar Crest College student body, faculty, staff and townspeople November 5, 1969.



The Rev. Channing E. Phillips, pastor of the Lincoln Temple, United Church of Christ in Washington D.C., and first black nominee for president of the United States, addressed an audience at Cedar Crest College November 5.

The Reverend and Mrs. Channing E. Phillips, Dr. LeRoy Burkhart, Chairman of the Religion department, and students before Rev. Phillip's address Nov. 5.



## PRESIDENTIAL NOMINEE SPEAKS AT CEDAR CREST

The Reverend Channing E. Phillips, pastor of the Lincoln Temple, United Church of Christ in Washington, D.C., expressed his viewpoints on "Theology and Revolution" in a lecture at Cedar Crest College November 5, and was successful in communicating with and to his audience of students, faculty, staff and townspeople.

The clergyman, termed 'the most rational voice in the crusade for Black Power', was the first black man in history to be nominated for the Presidency of the United States. He is the husband of Cedar Crest alumna Jane Nabors Phillips '56, who accompanied him back to the campus. He deplored violence but cited its necessity for bringing about much-needed change. Rev. Phillips noted that large public funds were made available soon after the civil rights rioting in Detroit. As most legal

means of power are not accessible to the black man, Rev. Phillips stated, he seeks out violence, the one method which he has found brings about reform.

Affirming the black man's rejection of religion in a conventional sense, Rev. Phillips sees the church's role thusly:

"If the church and religion are to be relevant, the church must be in a position of power to move in political and economic areas." Using a Biblical reference, he stated that God stressed that "love thy neighbor as thee love thyself" meant to help the powerless and the disinherited.

Long active in the crusade for civil rights, the speaker is also president of the Housing Development Corporation, director of the Washington Urban League and the Washington Commissioners Coalition of Conscience.



## 1976: AGENDA FOR TOMORROW

In a challenge to all Americans to concern themselves with the ecological problems facing this nation, Stewart L. Udall, former secretary of the Interior, told a capacity crowd in Alumnae auditorium November 19. 'I find in my travels that college students, in particular, do care about the nation they are going to inherit.'



The conservationist praised the 'value revolution' currently taking place in America. 'We have to ask whether we can have growth without spoilation. We have been going along on the basic premise that in order to have industrial progress we must have dirty cities. But is this true?' Udall questioned.

He stressed that Americans tend to view their environmental problems with a false sense of optimism, placing complete faith in science's ability to cure anything. He sees the nation as failing in two vital areas:

- The realization of a harmonious multi-racial society.
- the steady deterioration of the environment.

The two factors are really one, states Udall, as 'social questions are interrelated with environmental questions that are terribly important.' It is the quality of life that we must turn our attention to, Udall warns, to develop a pleasant society.

Pinpointing the evils of modern American cities, Udall listed:

- Congestion caused by overpopulation and automobiles
- Air pollution
- Degeneration of public transportation
- Ugliness caused by the pursuit of instant progress.

He asked Americans to evaluate whether or not materialism is what America is all about.

Udall outlined a general program of action to preserve the national environment:

- Establish new national priorities.
- Use top talent available to rebuild the nation's cities into clean, beautiful urban areas.
- Work toward a 'leveling off' of population to prevent all gains from being gobbled up by the sheer weight of numbers.
- Find the scientific means by which we can have industry that is at least 95 per cent clean.
- Force industry and cities and towns to give their liquid waste full treatment before it is dumped back into rivers and streams.
- Devise vehicles—whatever they may be—that will not give off noxious fumes.

Noting the American obsession with speed and mobility, Udall urged all to slow down and determine what the nation really wants.

Currently a member of The Overview Group, an international consulting firm created to assist industries and governments with pollution problems, Udall is also a part-time professor of 'environmental humanism' at Yale University.

In answering questions from the audience, the former secretary called for federal and state legislation to combat water and air pollution. He questioned the validity of programs such as the space venture:

'The earth is more important than any other place I can think of, and our ultimate task is to make this a cleaner, better, more beautiful place to live. We must give this the kind of priority we have given such things as the space program.'



Stewart L. Udall chats with faculty members Dr. Marion Kayhart, J. Robert Halma, and Dr. Richard L. Kolbe before his talk in Cedar Crest's Alumnae Hall November 19.



Stewart L. Udall, former secretary of the Interior and now involved in The Overview group, an international consulting firm assisting industries and governments with pollution problems, invites a capacity crowd of Cedar Crest students and community residents to join in the fight for a better physical environment. His lecture documented former ecological mistakes and outlined future corrections to combat air and water pollution. His challenge called for legislation to implement the changes he suggested.





Wearing colorful turtle necks and bell bottom trousers, members of the Cedar Crest Concert Choir, pictured above as they appeared on two telecasts on WLVT-TV, Channel 39, singing the Jazz Mass opening feature of the J. B. Floyd Festival in late November. The television show, filmed on Sunday afternoon prior to the Sunday Evening Thanksgiving Vesper service at Cedar Crest, was shown to Lehigh Valley viewers first on Thanksgiving Eve. A repeat performance on January 8 enabled a wider audience composed of the Cedar Crest 'family' within a 50-mile radius, to share this unique and compelling performance.

## STEREOPTICON VIBRATIONS SHAKE CAMPUS

### Bonnie Minue '70

A jazz earthquake jolted the Cedar Crest Campus on November 23, 24, and 25. The J. B. Floyd Jazz Festival hurled our 104 acres into the world of contemporary sounds. Composer-pianist Floyd and his group, The Electric Stereopticon, thrilled capacity crowds for three memorable performances of music and lights.

Floyd, a member of the Northern Illinois University faculty, combined with the Cedar Crest Concert Choir to present a jazz mass on Sunday evening, November 23 to begin the festival. The Alumnae Auditorium vibrated with the sounds of fifty voices, electric piano, drums and electric base. The mass in jazz style along with readings from the Bible by Noni Gecaga of Ghana, '72 and the performance of Psalm 150 ('69) proved to be a new experience for the audience. "The Song of Deborah and Barak" based on the Book of Judges and written especially for the festival rocked the audience in a spiritual encounter. The entire performance was taped and broadcast on Channel 39 WLVT-TV on Thanksgiving Eve and again in early January.

Floyd is not a newcomer to the Cedar Crest campus. Students remember the J. B. Floyd jazz trio from last year's performance on campus, and realize that his sound and techniques have changed just as our world has since then.

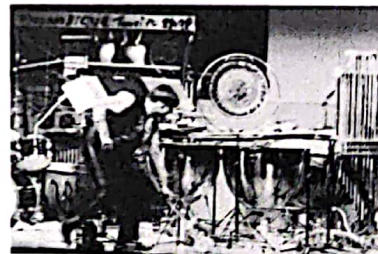
This became quite obvious on Monday evening November 24 when Floyd and The Electric Stereopticon presented an evening of lights and music. From first note to last, these electronic sounds were unlike anything this campus has ever heard. "Machine Music for Piano and Two Channel Tape Recorder" opened the second night of the festival. On a stage cluttered with every percussion instrument imaginable, Floyd performed his machine music. Dressed in a suede vest and bell-bottoms, the bearded musical magician banged out notes yet unheard on the piano, even stood up and plunked away at the strings within the instrument.

The most dramatic composition was still to come—which renowned contemporary composer Larry Austin composed (or rather shaped) of music entitled "Plastic Surgery." The musicians were now performers in a little stage drama with Floyd

on piano, Allen O'Conner on drums and Larry Austin on the buclo synthesizer. With Floyd's ghost like shadow on a backdrop, while he was playing classical music, a movie was being shown on the same back drop. A military snare drum rattled in the background. What did this unconventional entertainment mean? Composer Austin was introduced to the audience by Wilbur Hollman, Director of the Concert Choir. Austin explained that the sequence of music, drama, and lights was "J. B. Floyd himself." An obviously symbolic presentation, "Plastic Surgery" gripped the audience with a high pitch of wonder and curiosity. Austin explained that his music is definitely **not** for posterity.

The second half of the Monday evening show was entitled "Music by the Electric Stereopticon. Playing some contemporary favorites and some original Floyd pieces, the Stereopticon had the opportunity to live up to its name. A stereopticon is a projector with two lights arranged so that when slides are being shown, one appears to be dissolving while the next is forming.

While the instruments twanged, banged, clunked, and beat on stage, slides and movies were being shown on a backdrop behind the performers.



One song "Cheese Whiz" was played on huge plastic cheese containers filled with varying levels of water to give different sounds, and was dedicated to C.C. faculty friends, Ross and Helen Rivera, whose idea it had first been to bring Floyd and his group to Cedar Crest.

The third and last part of the J. B. Floyd Jazz Festival took place on Tuesday morning, November 25 at 11:00 a.m. The last performance was a recital of contemporary music by the greats of this field. Included were "Music of Changes, Book Three" by John Cage, and "Lament for J.F.K." by Larry Austin.

No one can deny the excitement that J. B. Floyd's talent brought to our campus. Many do question the "validity" of his electronic "music," however, which can come as a shock to a novice in the field of contemporary sound.

Everyone at Cedar Crest does now realize the versatility and talent of this fine musician and his group and knows **something** of what the new sound of music can and should be. This earthquake's tremors will not soon die down!



## HURRAH FOR HUMOR

Peppering his talk with wit and whimsy, NEW YORK TIMES columnist Russell Baker harpooned the American scene in a lecture to a standing room only crowd in Alumnae Auditorium.

Baker, whose nationally syndicated column "The Observer" reflects his lancing humor, kept the audience howling with wry observations of contemporary life.

Disclaiming total objectivity as a myth, the jocular journalist at an earlier news conference stated, 'I do not impart information. I simply give opinions.' However, his lively speech dealt blows equally at both major political parties with characteristic cynicism. In a liberal gesture Baker listed the victims for his attack, inviting easily offended audience members to leave before the speech got under way. Among things he had no use for, Baker numbered (1) Spiro Agnew and, (2) colleges. The crowd roared its approval.

In lashing out at college life, the humorist reminisced about his days as a pre-medical student at Johns Hopkins University. 'We didn't know about holding the dean prisoner,' he lamented.

Not one to deny his own children, Baker wants to be a financial success to insure a college education for them. 'If my kids are going to close down colleges, I want to be sure they close down the **best** colleges.'

His tongue-in-cheek solution for campus unrest may be the sanest suggestion yet offered. 'When every kid graduates from high school he gets a college diploma—keeps him off the campus.'

Firing salvos at the present administration, Baker takes credit for the discovery of Spiro Agnew. 'During the 1968 presidential campaign, I met Dick Nixon on the street in New York. He asked me to say something funny. So as I usually do when people ask me that I told him the first thing that came into my mind: Spiro Agnew. Look where that got us.'

He lauded the vice-presidents' plan to place a man on Mars. 'If I could be sure that the first man on Mars will be Spiro Agnew—then okay.'

The president himself did not escape Baker's lance. 'I support Dick Nixon and have for many years. Of course I'm not sure which Nixon it is I'm supporting. The Old Nixon? The New Nixon? The New New Nixon? The New Improved Nixon with GL-70?'

Labling Washington as the greatest corporation town in the nation, the columnist mourned the lost of individuality forced upon the Washington correspondent. There is pressure to imitate whoever is president. Jack Kennedy drank daiquiris, but they gave Baker a problem. "For me, the Kennedy administration was three years of heartburn."

The man who claims that being funny does not come naturally to him had these zany remarks about well-known politicians to disperse:

—'I miss Lyndon Johnson. I miss him because I'm a humorist. You didn't have to work; you just had to quote him.'

—Pointing out that the main industry of particular states has produced political figures (auto industry's Romney and film industry's Reagan) Baker underscored Alabama's chief product



Cedar Crest College Associates enjoy columnist Russell Baker's lecture, 'No Cause for Panic' in Alumnae Hall Auditorium December 3.

Columnist Russell Baker expresses his views at a pre-lecture news conference.



the pecan. Noting ex-Gov. George Wallace's prominence in that state, Baker quipped, 'Alabama has given us the nut.'

The satirist's comments on the American scene often took a more serious edge:

—Lashing out against television violence which give us 'little plastic deaths', Baker cited Stan Freburg's description of Hogan's Heroes, 'If you liked World War II, you'll love Hogan's Heroes'. Television serves to romanticize war, claims Baker, and thereby makes it acceptable.

—Touching lightly upon civil rights, the columnist noted that whites advise blacks to become educated and move to nice clean neighborhoods. 'But not in our schools and our nice clean neighborhoods' the humorist noted.

—Concerning the youth revolt, Baker observed, 'It is not a revolt, it's class warfare. The young people are the new aristocracy and their parents are the bourgeois, foisting their values upon their children. The young people do not understand what they are talking about.'

Met with howls of laughter at every phrase, the adroit Baker denied any claim to inside knowledge of the Washington scene. 'How in the world can a columnist forecast whether antiwar protesters will tear down the Washington Monument or if Ted Kennedy will stop driving?'

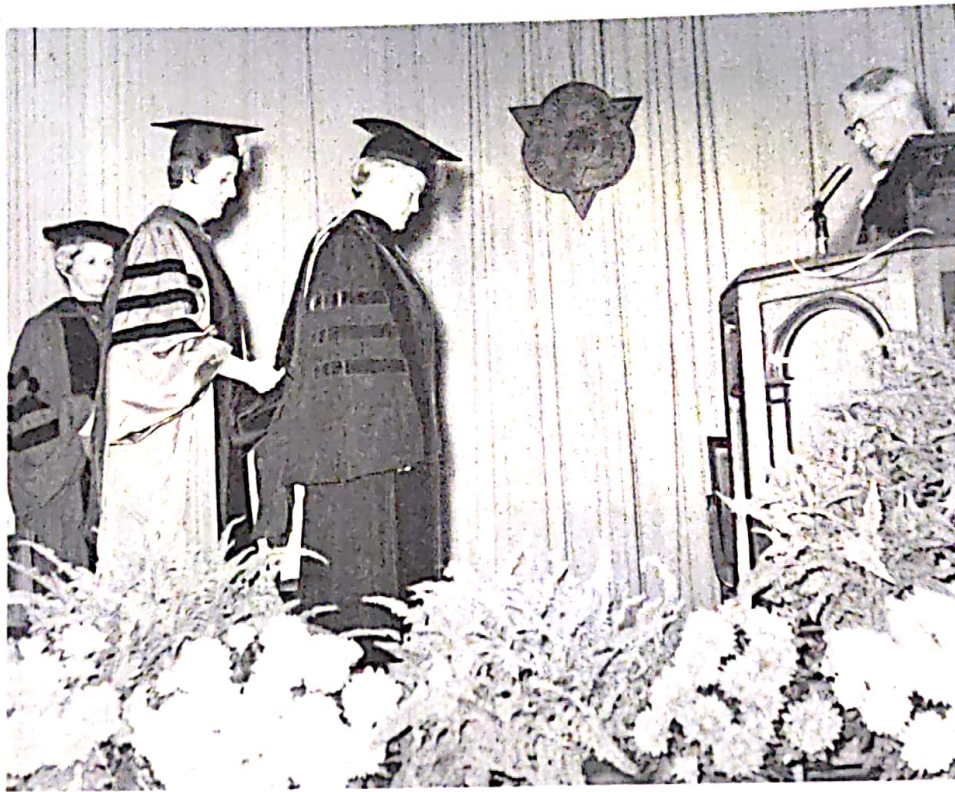
The straight-faced humorist thoroughly charmed and utterly devastated his audience with his well-phrased witticisms. As the title of his lecture suggests, perhaps there really is 'No Cause for Panic.'

J.V.S.



There was standing room only at the lecture in Alumnae Hall as NEW YORK TIMES columnist Russell Baker captivated the audience with a mixture of satire and humor.





Dr. Pauline Tompkins (center), President of Cedar Crest College, receives the honorary degree of Doctor of Laws at Wilson College's annual Founders' Day convocation, last October at which she was principal speaker. At left are Dr. Martha Church, Dean of the College, and Dr. Carolyn Zeleny, College Marshal, and at right is Paul Swain Havens, President of Wilson.

#### From the President . . . .

Among the advantages of the small college are the opportunities it affords for significant student-teacher interaction and for an education concerned with the student as a total personality. In an age and a society increasingly marked by impersonalism these are priceless attributes. Moreover, research into the learning process indicates that it attains optimum results when students are engaged as individuals. A recent survey conducted by the Center for Research and Development in Higher Education (University of California, Berkeley) provides corroborating data in suggesting that the incidence of student protest on America's campuses appears greatest at large, research-oriented universities where faculty tend to be minimally interested in teaching.

The virtues of smallness, however, are not self-generating. They have to be worked at continually to keep the walls from tumbling in on what otherwise might easily become a smug and arid complacency.

The new Cedar Crest educational program (described elsewhere in this issue) derives its impetus from the commitment of a small college to the education of individuals. This is the dominant theme joining all parts of the system, and the criterion for evaluating our efforts and procedures.

One of the central features of this commitment to the individual is the plan for advising of freshmen. In December the first steps were taken to develop it. Mrs. Wilma Mills, Instructor of Politics and Economics, accepted a three-year appointment as chairman of the program. Serving with her are Professor Ryland Greene (Art), Associate Professor Howard Klopp (Education), Assistant Professor Janet Byron (English), Assistant Professor Henry Way (His-

tory), and Assistant Professor Mary Perry (Biology). Emphasizing the importance attached to the new system is the provision of released time from one course for each adviser. Between now and next summer the six advisers will meet regularly to prepare for the first year's work. An outside consultant joined them in their initial planning.

A major concern of the Committee on Long-range Educational Planning was the recurring psychological let down experienced by freshmen whose collegiate expectations are frequently dashed by the rigid academic requirements and pedestrian teaching in many American colleges. Cedar Crest's new educational program will minimize this hazard through its provision of two routes to the degree, each of which emphasizes student initiative and responsibility beginning in the freshman year. The first route, defined as "major plus distribution," includes an open elective system for freshmen, the option of one course per term on a pass/fail basis, and the availability of freshman seminars focusing on scholarly inquiry into limited fields of specialization. The second provides opportunity for the student to develop her own combination of courses throughout her four years in the light of her particular interests, goals, and talents.

The advising program is crucial to the educationally effective implementation of both options. It will begin in the summer preceding the freshman year, when all entering students will be urged to spend some time on campus for informal discussion and counseling. It will continue through the freshman year and until, as upper-classmen, students have "graduated" to advisers in their chosen areas of concentration. If the program attains its goals, the Cedar Crest college experience will provide a uniquely individualized venture in higher education.

*Pauline Tompkins*



# BULLETIN BOARD

## KLAW KAPERS KAPTIVATE KAMPUS

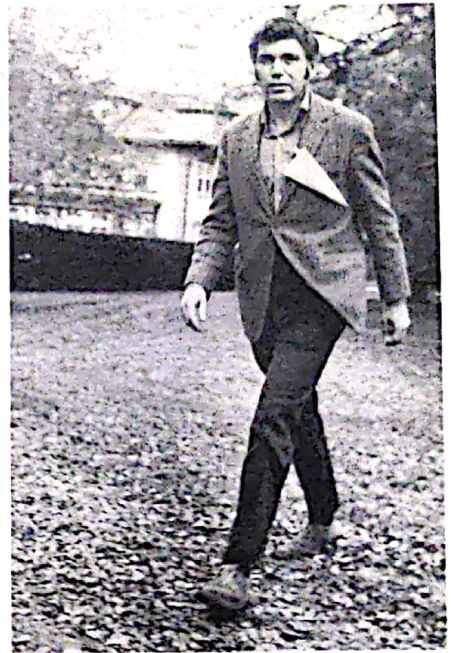
Watch out or the KLA<sup>W</sup> may get you!

KLA<sup>W</sup>, a brotherhood of pertinacious perambulators, is WALK spelled backwards, and that is exactly what eighteen intrepid faculty members did in an effort to raise funds for the projected College Center.

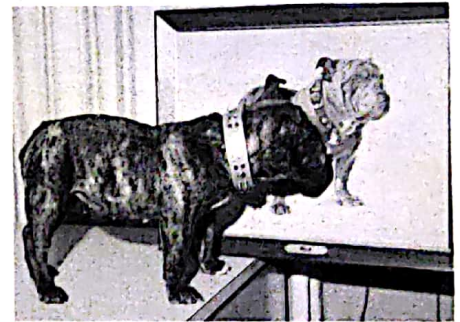
The Faculty Walk For Dollars, planned by the Student Fund Raising Committee, brought numerous pledges from the student body bidding on the walking endurance of faculty members. Students bid amounts of money for every mile covered by their trekker on a fifteen mile course from the Cedar Crest College campus to Saucon Valley.

Participants in the KLA<sup>W</sup> rally were:

Dean Nellie M. Manges  
Dr. Richard L. Kolbe  
Dr. Leona B. Nelson  
Mr. J. Robert Halma  
Mr. Ellis M. Honig  
Mr. Walter A. Glass  
Mr. Rosendo Rivera  
Mr. Howard Klopp  
Dr. James K. Gottshall  
Mr. James P. Liddicoat  
Mr. Edward B. Deery  
Dr. Marion Kayhart  
Dr. John T. Flautz  
Mrs. Cornelia Z. Humes  
Mr. Norman W. Saunders  
Dr. Candace Stone  
Mr. John H. Barger  
Mr. Michael F. X. Geraghty



Mr. Rosendo Rivera trudges the KLA<sup>W</sup> pathway at the Faculty Walk for Dollars, a student fund raising project for the projected college center.



It's puppy love for 'Mack-Seen', English Bulldog mascot for Mack Trucks, Inc., and 'Mack', portrait of the Allentown firm's symbol.

Given to Bulldog Airlines recently by Mrs. Margaret Nock, Cedar Crest College Recorder and wife of the late Dr. Samuel Nock, dean of the college, Mack-Seen has made her way into the hearts of Mack and Mack Trucks. (Courtesy of THE MACK BULLDOG.)

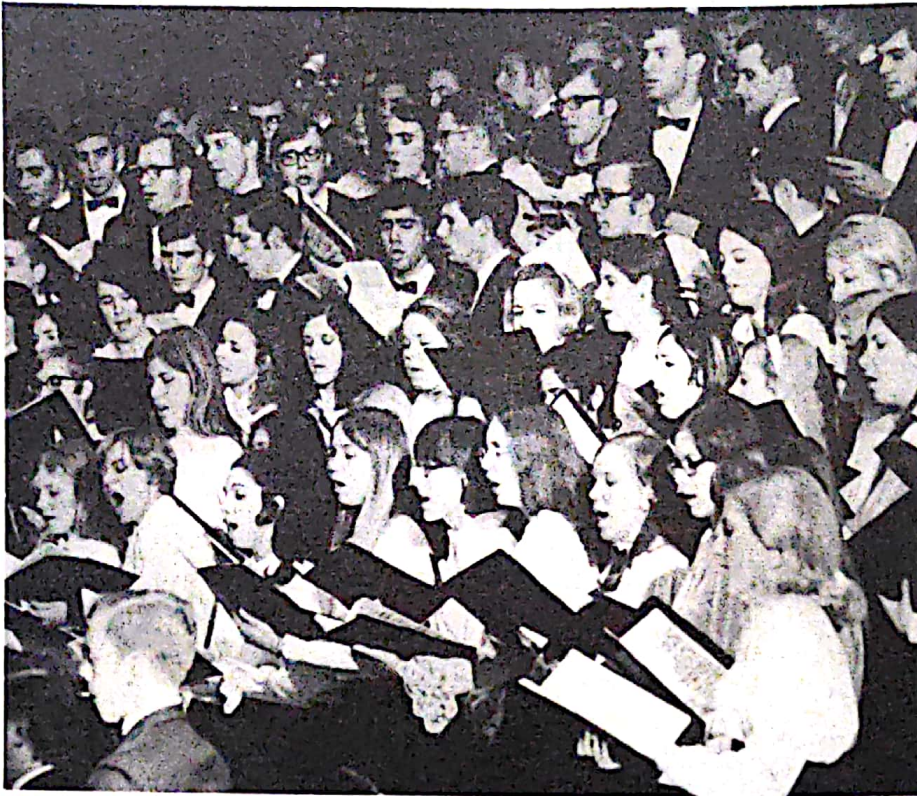
Cedar Crest College recently bid farewell to Mrs. Ethel B. Schlegel, manager of the bookstore and post office for seventeen years prior to her resignation in October.

One-hundred faculty and staff members joined in tribute to Mrs. Schlegel at a luncheon. She was presented with a gift and bouquet in recognition of her service to the college. Special tributes were given by W. E. Smith, business manager of the college, and by staff member Esther Sherman.

Mrs. Schlegel is the wife of Clyde E. Schlegel of Allentown. Her position has been filled by Mr. Adriaan Noordam, a native of Amsterdam, The Netherlands.

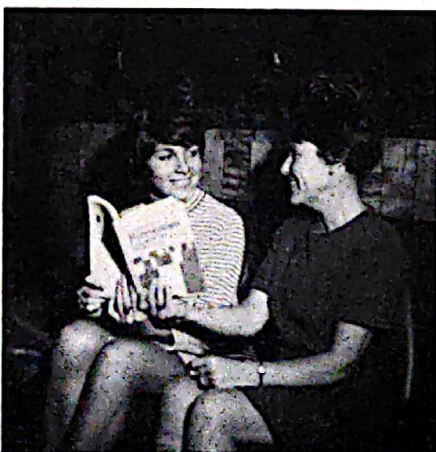
Sandra Fates '70 urges forward KLA<sup>W</sup> brothers Dr. John Flautz, Mr. Norman Saunders, Dr. Richard Kolbe, Dr. James Gottshall, and Mr. James Liddicoat at the Faculty Walk for Dollars, a fund raising project for the projected college center.





Strains of Beethoven echoed through Lees Hall as the Cedar Crest Concert Choir and the Villanova University Singers combined to present the maestro's Mass in C, op 82, for the annual Christmas vespers and in recognition of the upcoming 200th anniversary of Beethoven's birth.

The program also featured Cedar Crest soloists Heidi Hunter '70 and Bonnie Hall '72. The Mass in C was performed with orchestra and was directed by music department chairman Wilbur Hollman. The Villanova Singers, under the direction of Herbert Fiss, also sang a group of Christmas songs for male voices.



Discussing her new book is Dr. Anne Helgesen, left, associate professor heading the French section of the Department of Foreign Languages.

Barnes and Noble, Inc., New York, has recently published Dr. Helgesen's *La Littérature Française Contemporaine — Composition et Conversation*. The work offers a series of 15 lessons, each presenting a different author illustrating contemporary French thought.

At left is Mademoiselle Rejane Lesenecal of Falaise, Normandy, who serves as French conversationalist at Cedar Crest this year. Mlle. Lesenecal, a graduate of Caen University in France, is the second native informant to supplement the teaching of French at the college, under a plan inaugurated and implemented by Dr. Helgesen last year.

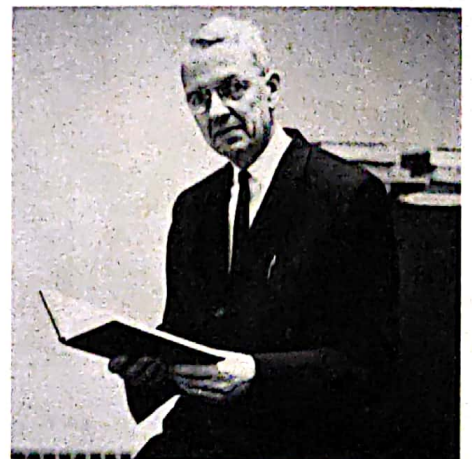
A native of England, the author is vice president of Pi Delta Phi, national French Honor Society, and is listed in *WHO'S WHO OF AMERICAN WOMEN* and the directory of American Scholars.

Poetry and religion go hand in hand for Dr. Clayton H. Chapman, professor of religion at Cedar Crest College.

In its June, 1969, issue, *THE NEW ENGLAND QUARTERLY*, which describes itself as 'a historical review of New England life and letters', published Dr. Chapman's article 'Benjamin Colman and Philomela', a fascinating account of the English Dissenting poetess Philomela, pseudonym of Mrs. Elizabeth Singer Rowe (1674-1737), poetic and romantic influence on Boston pastor Benjamin Colman (1673-1747).

Dr. Chapman explores an often obscured facet of Puritan society in his work. Puritan concern with literature and manners is focused upon in the detailing of the Rev. Colman's career. Colman is shown not only as pastor of the Church in Brattle Street, Boston, known also as the 'Manifesto Church', but also as poet and correspondent to one of England's most popular literary figures of the Enlightenment. The article points out 18th Century New England's strong ties with culture and society in the mother country.

Dr. Chapman has also published an article 'Benjamin Colman's Daughters' in *THE NEW ENGLAND QUARTERLY*'s June, 1953, edition, and has authored a full bibliography of the same.



Dr. Clayton H. Chapman, Prof. of Religion, CCC.

#### FEAST BECOMES FAST

Thanksgiving became more than just a time of feasting for 217 Cedar Crest College students and faculty members during the traditional college dinner in November.

In response to a moving plea from junior Ann Barnes asking students to consider sharing the traditional feast with less fortunate children, the diners sent off their meals to St. James AME Zion Church in Allentown, where the church auxiliary handled distribution to needy children.

The Rev. A. Addison Cash, pastor of St. James AME, termed the Thanksgiving fast '... one of the greatest expressions of Christian concern that could be manifested in this time.'



### NEW DIRECTOR FOR ANNUAL FUND

Mrs. Janet Strahler, former Alumnae Secretary for Moravian Seminary for Girls at Green Pond, Pennsylvania, has recently been appointed to the newly created post of Director of the Cedar Crest College Annual Fund. She will oversee all phases of the Annual Giving Program.

Mrs. Strahler, a graduate of Bethlehem Business College, held her position at Moravian Seminary since 1965. Her duties there included writing, publishing and mailing the *ALUMNAE NEWS*, as well as directing alumnae activities.

She formerly held positions with the Wilkeson Borough School District, where she served as secretary to the Administrative Assistant and assisted in setting up testing programs and recording results. Prior to her position with Moravian Seminary, Mrs. Strahler was affiliated with the First Presbyterian Church of Easton, Pennsylvania.

Mrs. Strahler and her husband, George R. Strahler, reside in Easton, Pennsylvania. They have three children.



Mrs. Janet Strahler,  
Director of the Cedar Crest College  
Annual Fund.

'A learning experience in every sense of the word' is how Diane MacDonald '70 of Rocky Hill, New Jersey, describes her Spring semester at Spelman College in Atlanta, Georgia.

The Cedar Crest senior participated in the exchange program at Spelman and lived at the all-black college which is a part of a university complex, enabling students to take advantage of courses at the five affiliated colleges.

During her semester at the Southern College Diane studied American History courses geared to black experience in American History and has continued her study of Afro-American History back at Cedar Crest this Fall. Keenly interested in helping the underprivileged, she volunteers twice a week to tutor area public school children in need of academic aid.



**PORTAL PLANNING** — The Program of Return to Advanced Learning at Cedar Crest has a new impetus this year with the guiding hand of Mrs. Amalie R. Shannon at the helm. As the new Assistant to the President, Mrs. Shannon is active in adding new dimensions to the rapidly growing program geared to mature women and their educational needs and interests. Some of these students are pictured at a recent meeting where they were "briefed" on various pertinent matters. The occasion provided an opportunity to exchange ideas and to get better acquainted with fellow students enrolled under this program. An Advisory Board representing regularly enrolled Cedar Crest students, faculty, administration and PORTAL students themselves, has been formed under the chairmanship of Mrs. Shannon and meets regularly to provide guide lines for the program. Members are: Eleanor Donald '71, Ann Berry '72, Miss Martha Sammis, Alumnae Secretary, and Miss Frances R. Hall, Director of Admissions, and faculty members, Miss Nan Van Gleson, Education, Dr. John Falutz, English, and Dr. Richard J. Schneer, Languages; Portal students, Mrs. Grant Harriety, Allentown, Mrs. Robert Schneller, Catsauqua, and Mrs. G. A. Thatcher, Quakertown.

### Jane Vargo Schwartz

This issue of the *Quarterly* includes a new byline, that of a '69 Cedar Crest graduate, Jane Vargo Schwartz, who is waiting out the Vietnam War tour of duty of her husband, Roger, in her hometown of Allentown. On December 1 Mrs. Schwartz joined the staff of the Public Information Office as an assistant in publications and news writing. She had previously worked as a Curriculum Coordinator and English teacher at the Bethlehem Area Vocational-Technical School.

During one year of study at Temple University where her husband, Roger, was a law student, she took a number of Journalism courses and gained writing experience. She majored in English at Cedar Crest and was on the *Crestiad* staff. She served on the President's Advisory Board for one year and was named to the Dean's List. She was the recipient of scholarships from the A&B Foundation, from the State of Pennsylvania, Cedar Crest and William Allen High School. Christmas 1969 was highlighted by a reunion with her husband in Hawaii.



# THE CLUB CIRCUIT

The **CENTRAL NEW JERSEY CLUB** prospective student reception was held in December with Dorothy Kehrli Schmid '56 heading up the committee. The Westfield Woman's Club provided an early holiday setting for the usual overflow crowd of girls and parents. Alumnae were also interested in meeting Miss Frances Hall, director of admissions.

Audrey Prior Matz '61 hosted the club for the January meeting featuring a special alumnae speaker.

The **CONNECTICUT CLUB** began this year's activities with a cook-out for freshmen and transfer students to Cedar Crest. Six members of the class of 1970 acted as hostesses for the gathering held at the home of Sally Blakeslee Oestreicher '47.

Annetta Brown Newton '22 was hostess for a dessert-business meeting in October. Reports of the alumnae workshops at Council were given by four members of the club who attended.

The **JERSEY SHORE CLUB** enjoyed a luncheon in September at the home of Marcia Root Finkel '51 in honor of Dr. Tompkins. Twenty-one area alumnae attended. A cookie swap of delicious holiday goodies was held at the Shrewsbury home of Mimi Davis Koenig '57 in November, a good way to spread around tasty recipes and fare. Plans were made also for another home card party night, probably to be held the end of February.

The fall and winter program of the **LANCASTER CLUB** started with the annual corn roast and buffet supper at the home of Bea Newcomer Stauffer '24 and her gracious husband, Musser, in Mt. Joy. Later the president, Mary Kline Ranck, and the members planned the meetings for the coming months.

Mary Ranck was hostess for the meeting in October at her home in Leola. One of the members, Marjorie Reichenbach Schellenberger '42, showed slides and told of her trip to Germany last summer. It was also decided to sell folding scissors as a money-making project for the club.

In November, Marion Bitting Stewart '40 entertained the group in her home in Ephrata. The meeting took the form of a workshop with the members making Christmas decorations for their homes.

What's it all about? That's what the members of the **NORTHERN NEW JERSEY CLUB** are anxious to find out this year, which is jam-packed with Cedar Crest activities. For prospective students in November: the annual tea was attended by the usual anxious group of high school seniors and their mothers and an equally anxious group of alumnae. Miss Frances Hall, new director of admissions, did a delightful job of presenting the campus in slides and dialogue. Then club members turned to former students in December: a panel of 1969 Cedar

Crest graduates — Holly Holman, Nancy Oldham, Terry York, Barbara Stolinsky Kaplan, Kathleen Giaccone, Eldine Heep and Joan Schaeffer attempted to bring members up to date on the college and tell about their adventures since graduation. The entire evening turned out to be a magnificent discussion around the question: were your days at Cedar Crest relevant to the years after?

Plans for the future include a slide-tour of her trip around the world by Jackie Rochi Every '61 at the Ridgewood home of Jean Botbyl Bechtel '47 in February and the major fund-raising event, the annual fashion show and luncheon at B. Altman, in March.

The September meeting of the **PITTSBURGH CLUB** began with a buffet luncheon in the home of Hannah Moore Miller '64. A brief business session was called by the president, Darlene Elliott Maier '62, with reports from members working on projects.

Mary Jo Bair Johnston '51 informed the group of the preparations for the College Day Forum at a leading department store held in November. Cynthia Micekin McFadden '68 volunteered to be at the booth to answer questions about the college.

The selling of wrapping paper is the club's project for raising scholarship funds.

In November the **WASHINGTON, D. C. CLUB** spent a very pleasant evening chatting with Miss Frances Hall, the new director of admissions. An informal dessert and coffee meeting was held at the home of Mary Lou Hartig Dennis '55. Miss Hall showed slides of the campus and explained the new CLEP plan which the students, faculty and administration were evaluating.

In December there was a wine and cheese tasting party which was a fund-raising event for the Alumnae Club Scholarship Fund. Husbands and dates were invited. On January 25 there will be a tea for prospective students at the residence of the Ambassador of Ghana. Any alumnae who are interested in more details should call Barbara Mabus Stevens '58 at 301-229-3879.

The **WEST JERSEY CLUB** entertained prospective students at a tea in November at the home of Matilda Menzies Sharpless '34. All area high school girls were invited to attend. Marilyn Busch Derivaux '52 arranged the tea.

Members got into the Christmas spirit early in December when Mrs. Donald Roy, a former adult school teacher of fancy cookery, gave some ideas on making holiday entertaining interesting and easy.

The New Year will begin with an interesting program on January 26 at the home of Helen Skrapits Robinson '49. Mr. Warren Jordan, assistant principal of Cherry Hill School West, will speak on "The Generation Gap." It will be T.V. dinners for the



family on February 23 when the club will go out for a Chinese dinner at Lem's Tea House in Cherry Hill. Area alumnae are urged to join the group. The last meeting of the year will be held at the home of Joan DePaul West '59 on March 23. Miss Elizabeth Farr, a former teacher and prominent Quaker, will speak on "Life as a Pacifist." In April there will be a social which includes husbands.

Ruth Macan Rhoad '59, Matilda Menzies Sharpless '34, and Marilyn Bausch Derivaux '52 busy making plans for the Prospective Student Tea which was held in November.



## ALUMNAE NEWS

### DATES TO REMEMBER IN 1970

AAUW FORUM, N.Y.C. February 28  
ALUMNAE REUNION May 2  
BACCALAUREATE &  
100th COMMENCEMENT May 31

### THANKSGIVING FESTIVITIES

An added attraction at the Thanksgiving Punch Party given annually by the Alumnae Association was a special selection of gourmet dips prepared by alumnae. The party preceeding the traditional college dinner was attended by approximately 500 students, faculty and administrative staff members. Elaine Treher Greek '51, chairman of undergraduate activities, planned the party and was assisted by Nancy Grooms Snyder '58, Julie Coddington Breslin '55 and Mary Daeufer Diefenderfer '37, hospitality chairman for the Association. Nancy Green Mendsen '57, first vice-president of the Association, also attended and served punch. Serving as additional hostesses were several students from each class.

Recently named to the Undergraduate Activities Committee are four students who also represent their classes in Student Government — Sharon Fox '70, Nancy Muther '71, Sally Dunlap '72 and Kitty Kish '73. These girls will work with the committee chairman, Elaine Greek, in planning future social affairs, including the Senior Dessert Party, and several new projects. During the second semester a book of Cedar Crest traditions will be compiled by students and alumnae.

### AAUW FORUM—NYC

This year one of the featured speakers for the Twenty-second Annual University Women's Forum on Saturday, February 28, will be Dr. Pauline Tompkins. She will speak on "The Trend to Coeducation: Implications for the Undergraduate Education of Women," touching on one area of the Forum theme, "Influences on Education Today."

Other speakers listed are Mr. Martin Mayer, author of books on education and a member of the President's Panel on Educational Research and Development since 1961, whose subject will be "Recruitment, Selection and Deployment: How Can We Get Better People for the Schools?"; Mr. Lee Hanna, director of CBS News and teaches journalism at New York University, who will speak on "The Influence of Radio and Television in Education"; and Dr. Fred M. Hechinger, education editor of the *New York Times* and author of many books on education, who has chosen "The Voice of Youth" as his topic.

Father Lee Plowden McLaughlin, chancellor of Fordham University, who has wide experience in communications media, will conduct the open question period that traditionally follows the speeches. Dr. Margaret Bryant (Hon. 1966, Cedar Crest) is Forum Chairman.

Invitations to the Forum will be mailed to a selected list of alumnae. Anyone interested in attending may request information from the Alumnae Office, or contact the New York City Branch of the AAUW, 111 East 37th Street, NYC 10016 (MU 4-6035).

The Forum will begin with a luncheon at 12:45 p.m. in the Grand Ballroom of the Waldorf-Astoria Hotel. The program will start at 2:00 p.m. Tickets for the luncheon

and program are \$9.75, and for the program alone, \$2.00.

### REUNION 1970

Since the turn of the century women's dress has gone through a cycle of styles and fads — from the high collared, long sleeved and floor length fashions to the mini — and now we begin the swing back with the popularity of the maxi coat. The pendulum returns.

In these years much has happened to women and their place in society and the working world. Reunion 1970 will capture the spirit of the last fifty years with a theme noting the 50th anniversary of Women's Suffrage — "You've Come a Long Way."

We hope that alumnae will "come a long way" to return to Allentown and visit old friends on the campus. Special plans are being made by the five-year classes — 1920, 1925, 1930, 1935, 1940, 1945, 1950, 1955, 1960 and 1965. However, EVERYONE is urged to attend Reunion on May 2 to see the new buildings and learn first-hand more about the academic advancements being made at Cedar Crest. The welcome mat will be out for each and every alumnae. Plan to share the day with us.

### SCHOLARSHIP FUND

This year the Alumnae Association Scholarship Committee engaged in a special fund-raising project. At Alumnae Council in September Christmas cards and stationery items were displayed and orders taken, the profit on the sales going to the Club Scholarship Fund. Over \$50.00 was raised through the sale of these items.

Other projects are being discussed by the committee, including the sale of notepaper depicting campus scenes. Information will be available in the next issue of the *Quarterly*.





Martha Butz Lundquist '48 and Nancy Westbrook Harper '59 prepare table for Homecoming luncheon. Marty and Nancy were vice chairman and chairman, respectively, of the event.



#### EUROPEAN TOUR

In future years, the approach of the Easter season will have special significance for the eighty participants of the 1970 tour sponsored by the Alumnae Association. The Passion Play at Oberammergau is the outstanding feature of the tour. Visits will also be made to Copenhagen, Berlin, Rothenberg, Nurnberg, Munich, Salzburg, Lucerne, Geneva and Ireland.

The tour is filled but a waiting list has been started from which several have already been drawn to fill space due to cancellations. If you are interested, contact the tour chairman, Alma Hunsicker Randolph '26, 1235 N. 23rd St., Allentown, Pa. 18104 (Note change of address).



#### IT'S A FAMILY TRADITION!

Some of the students with relatives who are alumnae or who are also attending Cedar Crest pose in front of the Ad Building: l. to r., front row, Kristina Kutz '73, sister of Veronica Kutz '69; Nancy Wilson '73, sister of Mary Ann Wilson Snyder '66; Stephanie Joel '72 and her twin sister Andrea '72; Jane Deibert '72, sister of Margaret Deibert '70; Laurie Rasweiler '73, sister of Kristine '69; Sally Thatcher '73, sister of Jan Thatcher Smith '65.

Middle row, Janet Kins '72, daughter of Ruth Philips Kins '44, Phyllis Segal '73, daughter of Muriel Tuchler Segal '44; Nancy May '73, sister of Janet May '67; Susan Turner '74, daughter of Elsie Flaherty Turner '39; Joanne Mullen '73, sister of Linda Mullen '69; and Madeline Johnson '72, sister of Lee McIntosh '67.

Back row, Wendy Weber '70 and sister Tawney Weber '73; Ann Duffy '73, daughter of Mary McGonigle Duffy '44; JoAnn Essig '73, daughter of Louise Horn Essig '45; Linda Leiter '73, daughter of Margery Reeve Leiter '47.







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