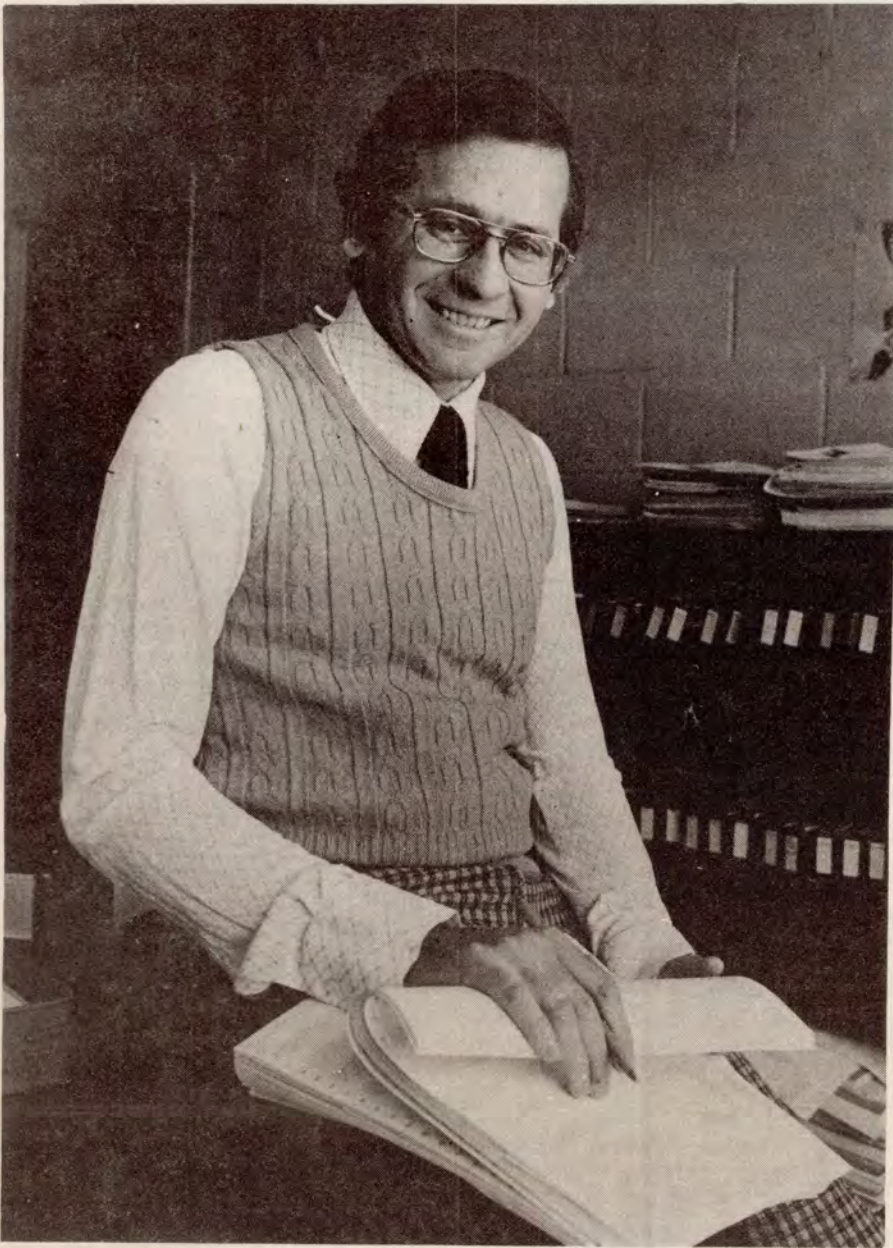


INVENTION

The Newsletter of Thomas A. Edison College Princeton, New Jersey 08540

Volume 1 Number 2
March 1977



Dennis Smith, director in institutional research, checks progress on the computer project he is heading.

New Chairman Pearson Serves Trustee Board

The board of trustees for any institution is vital as a policy body, an overseer and an approval mechanism. A smooth functioning board ideally sets standards for the operation of the group it represents, as well as the tempo for future growth and development.

In June, 1973, Thomas A. Edison College officially became New Jersey's ninth state college when its Board of Trustees was formally installed. Since then the Board, represented by ten professionals of varied backgrounds, has met five times yearly to guarantee the College is meeting certain standards of performance and excellence.

At its two latest meetings the Board has made three noteworthy changes in membership. Richard Pearson, dean of administration at John Jay College of Criminal Justice in New York, and Edison Board member since its inception, has been elected chairman of the Trustees; Alan N. Ferguson, vice-president and actuary for the Prudential Insurance Company of America, Newark, has accepted a five-year term with the Board, and George H. Hanford, senior vice-president of the College Entrance Examination Board, has accepted a five year term.

Pearson received a B.A. degree in economics from Yale and did graduate work in psychology at Yale and the University of Southern California. He served in administrative positions with the College Entrance Examination Board and Educational Testing Service before joining the staff of John Jay College.

Along with his trustee duties at Edison College, Pearson is a consultant to the Carnegie Commission on Higher Education, served for six years on the trustee board of Mercer County Com-

munity College and six years on the Princeton Board of Education. He resides in Princeton.

Ferguson, a native of England and a graduate of Oxford University, has held various positions with the Prudential since 1958, including actuarial directorships in the Los Angeles and Houston offices. Currently, his responsibilities include individual health insurance plans, air passenger liabilities and all individual underwriting. He is also in charge of the Prudential's Actuarial Student Program.

Ferguson is a fellow of the Society of Actuaries, a member of the New Jersey State Healthcare Administration Board, and a member of the Central New Jersey Comprehensive Health Planning Council. A resident of Rumson, he is also active in the Sea Bright Beach Club and Monmouth Boat Club.

George H. Hanford has been associated with the College Board since 1955. During his years at the Board his responsibilities have included assistant treasurer and treasurer; vice-president for administration and for programs; executive vice-president; and acting president. Previously, he was an assistant dean in the Harvard University Graduate School of Business as well as a teacher, adviser and coach at the North Shore Country Day School in Winnetka, Illinois.

Hanford received a bachelors degree from Harvard College and the degree of master of business administration from the Harvard University Graduate School of Business Administration.

The author of numerous articles on education, Hanford serves in many consultant capacities. He has been active in community, church, and school affairs. He resides in Demarest.

Smith De-Programs Computer Myth Data Processing to Bolster Service

For many the word computer conjurs notions of an impersonal, non-human and complicated method of keeping data and servicing a certain public. To Dennis Smith, a director of institutional research and initiator of a data processing experiment to record keeping at Edison College, the above stereotype couldn't be further from the truth.

"Actually, effective use of a computer and specific data processing systems lend themselves to results which are just the opposite of being impersonal," says Smith. "With more efficient processing of student records and eventually being able to check and follow up student progress through computer, the College staff should be freed to serve our students more efficiently, wisely, and personally, simply because they'll have more time to do so."

In cooperation with numerous departments of the College, particularly that of Registrar Tom McCarthy, Smith has ventured during the last six months on a study of how computer use could best help the College, as well as effective means of implementation.

A sociologist by training, Smith felt a little ill at ease with his assignment at first, but after consulting some experts and a bit of self-study he soon realized that there was "nothing magical about it, just a matter of common sense."

Presently, the College is renting its "hardware" from Princeton University and sending keypunch work to job shops which specialize in that type of work, but Smith sees the long-term possibility of the purchase of a permanent terminal and the training of Edison personnel in its operation as "realistic."

The type of data which can be stored on computer tapes is limitless; virtually any piece of information about a student can be programmed. Adaptable to the College's needs may be such demographic information as student name, address, social security number, degree program, credits accumulated and quality point average.

One immediate application of the computer project points out the versatility of a data processing system. The results of a recent survey of bachelor of science in business administration (B.S.B.A.) candidates, indicated that many felt a need for more contact with the College as well as more information about the degree program.

College President James Douglas Brown, Jr. felt it appropriate to have a meeting of all central New Jersey B.S.B.A. students. He assigned Smith the job of "pulling" their names from the College records.

"In this case we applied the program to get us mailing labels," says Smith. "The computer did its job in four-seconds. Searching by college staff to retrieve and process the same may have taken a week, a week of time which could be used more directly to service other students in other ways."

Do computers make mistakes? Well, yes and no. "I can state with 100 percent confidence that there are going to be errors, but these errors come from human input, the keypunch operator," affirms Smith. "What we do to minimize errors will be important."

Smith concludes that the data processing experiment to date has been a successful venture. "What we've been able to do is build our own set of programs from scratch, and the long term potential for using these programs is encouraging. As I said before, there's nothing really magical about it at all."

Maybe it's nothing magical, but the advent of data processing as a service to Edison College students seems like a practical step toward the future.

New Catalogue Distributed

The catalogue or bulletin of a college is not only a reflection of an image which is to be conveyed to the public, but most importantly it serves as an information tool which explains curriculum, requirements, news of special programs, academic rules and regulations and course offerings.

Since Edison is an external degree college with no classrooms, no campus and no resident faculty, and since its programs are unique and its methods non-traditional, a catalogue then becomes even more of an important tool to "externalize" to students and the general public what New Jersey's ninth state college is all about.

The 1977-78 version of the Thomas A. Edison College Catalogue will be available for distribution in early March. All students who have enrolled since July 1, 1975 and all students enrolled previous to that date who have completed a recent questionnaire from the Registrar's Office will automatically be sent a copy.

Ballet Tests Draw 30

For five hours on a recent Sunday morning the rhythmic piano strains of Chopin echoed through the cavernous emptiness of Newark's Symphony Hall, as thirty dancers on stage showed their skills with one goal in mind — receiving college credit for their abilities in ballet.

After months of planning and cooperation Edison College and the School of the Garden State Ballet implemented its first group assessment program wherein students ultimately will be able to earn up to 60 college credits through 25 dance and related courses.

Nationally recognized performing artist Norman Walker, director of the Jacob's Pillow Dance Festival and chairman of Adelphi University's Theatre and Dance Department, monitored the examination session with the help of Rochelle Zide, staff instructor with the New York City Center-Joffrey Ballet and Paul Jacobs, director of test development and assessment of Edison College.

Fred Danieli, director of the School of the Garden State Ballet, briefed the students of the particular demands expected of them.

Those students who passed the two examinations offered at the session received the equivalent of eight college credits which can be applied to current studies or "banked" through Edison for later use.

Window Decals In Mail Soon

Thomas A. Edison College window decals will soon be mailed to all enrolled students and alumni of the College. These water-sensitive decals, which will represent the school logo and name in blue and gold, measure 3 inches by six inches and can primarily be used on glass, however they can be transferred to many opaque surfaces. There will be no charge for the decals.

"This will be an appropriate way for those students who feel a particularly strong identity with the school to demonstrate their pride, as well as help build a strong Edison image, says President James Douglas Brown, Jr.



Laura Adams, director of academic programs, (seated, front) meets with her staff of Program Advisors. (From left to right) Suzanne Dibble, Ron Sukovich, Edith Severo and Fred Savitz play a vital role in student "follow-through" services. In particular they help degree candidates choose methods for completing work, help students prepare for pre-graduation conferences, and coordinate the process of individual assessment.

Additions to College Staff

An associate director of academic programs, two new program advisors and a counseling administrative assistant have been added to the Edison College staff within recent months.

Martin Schram, a doctoral candidate in labor studies at Rutgers and former director of evening studies and the summer session at Kingsborough Community College (NY), has been named associate director of academic programs.

Schram will report directly to Laura Adams, the director of academic programs, and assist in the development and supervision of all Edison degree programs and program advising, with particular responsibility for business and management programs.

Schram, a resident of Matawan, received a bachelor of business administration degree from Pace University and a master of business administration degree with an emphasis in management from Wagner College.

Fred Savitz of Villanova, Pa. and Ron Sukovich of Belleville are the newly appointed program advisors. Their primary responsibility is to provide advisement and informational services to students enrolled in the College's baccalaureate programs. In particular they will help upper level B.A. candidates to choose methods for completing degree work, help students prepare for pre-graduation conferences, and coordinate the process of individual assessment.

Savitz holds a masters and doctorate degree in education from Temple University. He did his undergraduate work at Ursinus College. Before coming to Edison Savitz served as director of academics and student affairs at the Institute for Human Resource Development, Hahnemann Medical College in Philadelphia.

Sukovich received a bachelors degree in psychology and a masters in business administration from Rutgers. He also holds a masters in industrial psychology from Temple. Previously he was with the personnel department of the Grand Union supermarket chain.

With a bachelors degree in human communication from Douglass College and a masters degree from Hunter, Lucille Bielawski aids the counseling staff of Jean Titterington and is special assistant to Liz Adams and the Educational Information Clearinghouse. Before coming to Edison she was employed by the *Courier News* in Somerville. She resides in Griggstown.

Life-Long Learning Session Attracts Administrators

Representatives of Thomas A. Edison College played a major role in a one day regional conference on the assessment of experiential learning held Friday, February 24, at Mercer County Community College, Trenton.

Sponsored by the Middle Atlantic States division of the Council for the Assessment of Experiential Learning (CAEL), the conference brought together educators from six states who explored the needs of colleges and universities with regard to evaluating for credit college-level learning ac-

quired outside the classroom in work settings, communities, or self-directed accomplishments.

Participating in the CAEL conference was Edison College President James Douglas Brown, Jr. who moderated a discussion on "Identifying, Accessing and Serving the Life-Long Learner"; Director of Academic Counseling Jean A. Titterington, cooperating in an "Advising and Counseling" seminar, and Vice-President for Academic Affairs Arnold Fletcher, a member of the ad-hoc planning committee for the conference.

"As a charter institution in the CAEL

organization, Edison College has taken a leading role in its development," says Fletcher. "We view this activity as a logical extension of the mission of the College, namely to make higher education more accessible and meaningful to the life-long learner."

Founded in 1974, CAEL was developed as a cooperative effort by Educational Testing Service of Princeton and a group of non-traditional institutions, including Edison College. Membership has now grown to include over 250 colleges and universities throughout the country.

'Pledge Creative Action' Association Head Appeals

by G. Gordon Beaver

The Alumni Association had its first "kick-off" meeting last November 20 as guests of the President and staff of Thomas A. Edison College.

The meeting crystallized some of the challenges and opportunities facing the Association. The foremost of these is to give Edison College the identity it deserves. We all recall the excitement and elation felt upon receiving our degrees; that same feeling should be experienced by others on a much expanded scale. The Alumni Association has both the opportunity and the mechanism to expose the education programs offered by the College.

To prepare us for the challenges ahead, I have asked Ms. Jean A. Titterington, director of academic counseling, to discuss with me some ideas which will better involve alumni as an extension of the College's counseling

program. Alumni have special credentials because we have experienced opportunities extended to us by Edison College.

The challenge to each of you is to begin thinking of ways to create, develop, and implement programs involving Association members.

Plans are underway to have the first annual Alumni Association meeting during the latter part of June. Hopefully, many of you will find it possible to attend, present your thoughts, and then work together to establish a set of programs and objectives for our group.

Thanks to the efforts of our design committee, principally those of Mark Karasow, we will be able to see and select a design for our class rings. Mark has promised all the information needed to select and order rings by the June meeting. This will be your opportunity to participate in the selection process.

By-laws will soon be sent to those of

you who have paid dues. If you feel you need to amend them or have any suggestions, the time to do it will be in June. Copies will be mailed to non-dues paying alumni members upon special request. (Send your request to me c/o the College.)

Many of you have expressed a desire to be active in the Alumni Association. From the start that action must be creative in nature. You must be creative in developing programs and program strategies. The Executive Committee has the responsibility of executing the Association directives, however, your initiative is absolutely essential in the whole process.

Please start making plans to attend the annual meeting in June, which will be held at the College headquarters, Forrestal Center, Princeton. In the meantime, I look forward to hearing about your interests and suggestions.

Sincerely,
Gordon Beaver

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Adult Learners Have Special Needs 'The System' Must Bend to Meet

by James Douglas Brown, Jr.

The adult learner has long been a third-class citizen in the American system of higher education, a kind of exotic mutation in a stubbornly immutable environment. What is taught, how it is taught, when and where it is taught, why and by whom it is taught — all have been determined with postadolescent learners in mind. Mid-career adults are learners of a different kind. Starting from a different place toward a different place, they carry a different intellectual baggage, and they are primed to travel both faster and farther. To all these predictable differences in educational contour must be added all the unpredictable angularities of attitude and style inevitably worn into any working adult by ten, twenty, or thirty years of individualized knocking about in the real world. The result is that the adult learner is the notorious square peg in

the round hole of traditional American higher education.

The rapid expansion of opportunities for higher education during the past ten years has, as a by-product, increased the desire, if not the demand, for adults over thirty to achieve a college degree. Many men and women in their early thirties are now competing with younger, college-trained individuals for jobs and promotions. The career path, anticipated by a high school graduate ten years ago, has, in many fields, been cut short by increased educational requirements, justified or not, due to the abundance of college-trained applicants. In addition, many employers, though they often deny it, give preference to applicants with college degrees, simply as a screening device. Personnel officers would rather hire college graduates, whose failure on the job can be imputed to the college, than take responsibility for more for more individualized

assessments based on experience or performance.

During the past four years Edison College has enrolled over 5,000 adults who are looking for an alternative to the traditional experience available through classroom instruction. Most of these students have tried the traditional route, have earned some credit, and have then dropped out or, more accurately, been "turned off" by the system.

In talking with many Edison students, it has become apparent to me that a factor less tangible than job mobility also tends to influence their desire for a college degree. When a student identifies personal satisfaction, rather than career advancement as his reason for enrolling in Edison, what he often means is that his self-respect or self-image is challenged by the number of people encountered on the job and in social situations who have college degrees. In our society, the self-image

of older people has been markedly influenced by the expansion of educational opportunities for younger people.

For all these reasons, it is my premise that the mature adults now attending college on a part-time basis are just the "tip of the iceberg" and the institution that carefully redefines its offerings in order to articulate with the real education needs of adults will succeed in maintaining its enrollments and in providing an important service that warrants both public and private support. It will have turned a threat into an opportunity.

To achieve this goal, colleges must be willing to develop methods of instruction and assessment that recognize experiential learning acquired since high school. They must bring greater flexibility to their modes of instruction and greater diversity to their criteria for awarding credits and degrees.

The Registrar Reports

THOMAS A. EDISON COLLEGE

THE FORRESTAL CENTER, FORRESTAL ROAD, PRINCETON, N.J. 08540

Number 5, March, 1977



OFFICE OF THE REGISTRAR

College Expansion of Advisement Services Undertaken

As announced in *Invention*, Number 2, the College's newsletter, there has been a reorganization of the College's Academic Affairs staff, consolidating the Liberal Arts Programs Office and the Business and Professional Programs Office into the Office of Academic Programs. Dr. Laura Adams has been appointed as Director and Mr. Martin Schram has been appointed Associate Director.

As part of this reorganization, the College has expanded its advisement services by assigning Program Advisors who will work exclusively with enrolled students. The Program Advisors will assist any enrolled student prepare for an Individual Assessment or a proposal for a specialization within the Bachelor of Arts or Bachelor of Science in Business Administration degree programs.

In addition, the Program Advisors will assist the upper-level baccalaureate degree candidates (those with more than 80 semester hours will have preference) in learning about educational and career opportunities, choosing subjects to complete degree requirements, deciding on methods of completing the degree, diagnosing areas of strength and weakness, and, in the case of the Bachelor of Arts degree candidates, preparing for the Pre-Graduation Conference.

A student who wishes to have a Program Advisor assigned should contact the Office of Academic Programs. Program Advisors will automatically be sent updated evaluations for their advisees by the Office of the Registrar. The Program Advisors are based in Princeton at the College's main offices.

It should be noted that the Office of Academic Counseling will still continue to provide counseling and advisement services to enrolled students as well as non-enrolled individuals at the Princeton headquarters as well as the other locations in the State already served by it.

Changes in Pre-Graduation Conference Approved

In December, 1976, the College approved a new policy on the Pre-Graduation Conference. The Conference will now be restricted to the student's Area Concentration (and specialization, if applicable). In the Conference the student will be asked to demonstrate an ability to explain and, where appropriate, to apply basic principles in his/her Area Concentration to problems, issues, and situations. Topics for discussion in the Conference may be suggested by the student on the Pre-Graduation Conference Application.

Newly revised applications and an information booklet on the Conference were mailed to all Bachelor of Arts degree candidates who had completed at least 80 semester hours. As candidates reach the 80 semester hour mark, they will automatically be sent the information booklet and an application by the Office of the Registrar.

As reported elsewhere, the Program Advisors will assist the Bachelor of Arts degree candidates in preparing their applications for the Pre-Graduation Conference. If a Program Advisor hasn't already been assigned to a candidate at that point, one will be assigned by the Office of Academic Programs. All applications for the Pre-Graduation Conference should be returned, when completed, to the Office of Academic Programs.

Upper Division Classification Instituted

As noted elsewhere in this edition of *The Registrar Reports*, the College has made provisions for new services for the upper division student. All baccalaureate degree students who have been credited with 75 semester hours will be classified as upper division students. However, as part of providing these extra services, the College has also had to institute a new fee, the Upper Division Classification Fee. Effective July 1, 1977, all upper division baccalaureate students will be assessed an Upper Division Classification Fee of \$50 at the time they are certified as upper division students. This fee is applicable to all baccalaureate students regardless of specific degree program or date of enrollment.

Notification will be sent by the Registrar's Office when the fee becomes applicable.



College President James Douglas Brown, Jr., recently was a featured moderator at a special conference dealing with experiential learning. Representing Edison College at the meeting of the Middle Atlantic States division of the Council for the Assessment of Experiential Learning, Brown chaired a discussion on "Identifying, Accessing and Serving the Life-Long Learner." Director of Counseling Jean Titterington and Vice-President for Academic Affairs Arnold Fletcher also participated in the meeting which attracted 80 educators from six states to Mercer County Community College.

Operations Management Specialization Finalized; Change in BSBA Core Requirements

The BSBA degree committee completed the requirements for a specialization in Operations Management. Six examinations (each valued at 3 sh) have been established as part of TECEP. These examinations are: Quantitative Managerial Decision Making (formerly Managerial Decision Making), Materials Management and Inventory Control, Management of Quality Control, Transportation and Traffic Management, Management Information Systems, and Work Methods and Measurements.

Introduction to Operations Management will replace Managerial Decision Making as a core requirement. This replacement is effective July 1, 1977 for all newly enrolled students. Students enrolled prior to July 1, 1977 may use either Managerial Decision Making or Introduction to Operations Management as the core requirement.

Correction

In the last edition of *The Registrar Reports*, Number 4 - July, 1976, there was an incorrect statement concerning a specialization in Nursing Administration within the Bachelor of Science in Business Administration. The

statement should have been that the College is planning to develop a specialization in Health Services Administration. The Registrar regrets any misunderstanding that may have occurred as a result of that statement.

Requests for Waivers and Appeals

Occasionally a student may disagree with the results of an evaluation of transferred coursework or the outcome of a particular TECEP examination, Individual Assessment or Pre-Graduation Conference. If this occurs, each student has an opportunity to appeal for a reconsideration of the situation.

The procedures for requesting a waiver of a specific requirement or an appeal for a reconsideration of the evaluation of a transcript or the quality of performance on a particular TECEP examination, Individual Assessment or Pre-Graduation Conference are delineated in the new (1977-78) College catalog.

In general, all appeals should be made in writing. The Academic Counselors and Program Advisors will assist any student in organizing a request for a waiver or an appeal. Since Committee meetings are held only four or five times a year, it is imperative that appeals be received by the appropriate office early enough to be placed on the agenda.

Changes in CLEP Examinations Announced

The College Entrance Examination Board has announced that CLEP has revised four of its Subject Examinations. The examinations and their passing scores are listed below:

	Score	SH
Introductory Accounting	47	6
College Composition	47	6
Introductory Sociology	47	6
Statistics	49	3

Students who have taken the new versions of these examinations will be bound by the new scores. The scores listed in the College's new catalog are for the previous edition of the examinations.

Next TECEP Administrations

The College's TECEP examinations will be offered on April 2 and May 7 at the College's headquarters at the Forrestal Center in Princeton. Applications for April should be received no later than March 18; for the May administration, applications should be received no later than April 22.

In late March the College will be mailing an announcement for the June administration to all newly enrolled students as well as all students who returned the annual student statistical questionnaire. The TECEP examinations will be administered at each of the regional test centers in June.

New Catalogue Published

The College has recently published a new catalog for 1977-78. A copy of this catalog will automatically be sent to all newly enrolled students as well as all active students (those who returned the Student Statistical Questionnaire). All students are advised to read through the catalog. The College will mail an informational package, including the new catalog, to any interested individual.

Old BSBA Examinations to be Replaced

The June TECEP administration will be the last one for the BSBA examinations which were established for the old degree program, that is, the one in effect

for students enrolled prior to July 1, 1975. Students who are still completing the requirements for the former degree program may use the newer examinations in

place of the Level I, II and III examinations.

Except where noted, all new examinations are valued at 3 semester hours. Study Guides for all examinations can be requested from the Office of the Registrar.

The following is a breakdown of the older examinations with the new equivalency:

OLD EXAMINATION	NEW EXAMINATIONS
a) Level I Finance	1) Intro to Finance (TECEP) 2) Micro-Macroeconomics (CLEP)
b) Level I Operations Management	1) Intro to Operations Management (TECEP) 2) Intro to Data Processing (TECEP) 3) Statistics (CLEP)
The requirements in Accounting, Management of Human Resources and Marketing will remain the same.	
c) Accounting	1) Introductory Accounting (CLEP) 2) Introductory Business Law (CLEP)
d) Management of Human Resources	1) Management of Human Resources (TECEP)
e) Marketing	1) Introductory Marketing (CLEP)
The Level II and III examinations are grouped according to subject area:	
a) Accounting: Level II	1) Intermediate Accounting I 2) Intermediate Accounting II 3) Managerial Accounting I
Level III	1) Managerial Accounting II 2) Advanced Financial Accounting 3) Auditing 4) Tax Accounting
N.B.: For Level III Accounting, only 3 of the 4 examinations must be taken. Students who may wish to apply for the CPA examination must have Auditing and Tax Accounting.	
b) Finance: Level II	1) Corporate Finance 2) Security Analysis & Portfolio Management 3) Financial Institutions & Markets

Level III	1) International Finance & Trade 2) Public Finance 3) Advanced Security Analysis & Portfolio Management
c) Management of Human Resources: Level II	1) Labor Relations & Collective Bargaining 2) Organizational Behavior 3) Organization Theory & Organization Analysis
Level III	1) Advanced Labor Relations & Collective Bargaining 2) Advanced Organizational Behavior 3) Advanced Organization Theory & Organizational Analysis
d) Marketing: Level II	1) Marketing Communications 2) Channels of Distribution 3) Marketing Research
Level III	1) Marketing Management Strategy I 2) Marketing Management Strategy II (6 sh)
e) Operations Management: Level II	1) Quantitative Managerial Decision Making 2) Materials Management & Inventory Control 3) Management of Quality Control
Level III	1) Transportation and Traffic Management 2) Management Information Systems 3) Work Methods & Measurements
The Business Environment and Strategy requirement can be met by the examinations Business in Society and Business Policy.	
Questions on how these new examinations can be integrated with the older examinations which may have already been completed should be addressed to the Office of Academic Programs.	

Official Documents Required for Evaluations

One of the problems which continually plagues the Registrar's staff and often contributes to delays in evaluations is the failure to provide official documents. In defining what is meant by official, students should remember that transcripts of college courses must bear the raised seal of the college issuing transcripts and the official signature of the issuing officer of the college. Photocopies of student transcripts and/or grade reports are not official documents and will not be evaluated.

Score reports for CLEP examinations must be received directly from Educational Testing Service (ETS). In the event that a score report cannot be provided by ETS, a notarized copy will be accepted. ETS will automatically send an official score report to the Registrar's Office for CLEP examinations if the test candidate indicates the name of the College and the proper code number. The ETS code number for Thomas A. Edison College is 002748.

Students who are submitting photocopies of other documents for evaluation (e.g., FAA pilots licenses, X-ray Technician licenses, RN certificates, or translations of foreign transcripts) must have the photocopies notarized before submitting them to the Office of the Registrar. Translations of foreign transcripts must be submitted with notarized copies of the original transcripts.

Data on Individuals Served by the College

Quite often the Registrar's Office has been asked about the number of individuals enrolled in the College and their background. The first student enrolled in Thomas A. Edison College in November, 1972. By the end of February, 1977, just under four and a half years, 3,182 men and 1,989 women have enrolled. Less than one-fifth of these individuals (999) were under 26 years of age at the time of enrollment while almost 48 percent (2504) were between the ages of 31 and 50 years.

Over three fourths of all enrolled students are residents of New Jersey (3894) while four other states, Pennsylvania, New York, Ohio and California accounted for an additional 13 percent (677). In all, there was at least one individual enrolled from every state of the Union except North Dakota and Wyoming.

One-third of all New Jersey students came from three central New Jersey counties, Mercer, Middlesex and Monmouth. Salem County, with 34 individuals, enrolled the least number of students of any county in the State.

More than one-fourth of all enrolled students began their collegiate study with Thomas A. Edison College having earned no college credits prior to enrollment, while almost one-fourth had completed more than 60 semester hours of college course work before enrolling.

Statistical Questionnaires to be Computerized

The Registrar's Office in conjunction with the Office of Institutional Research is currently creating a master file of all enrolled students. This will be extremely beneficial to both the students and the College in providing additional service. The College will be using computer generated mailing labels for the 1977-78 catalog which will be mailed to all students within the next month. (These labels are also being used to mail the current editions of *Invention* and *The Registrar Reports*.) If corrections need to be

made in your address, please notify the Registrar's Office so that the correction can be made.

The newly created data base will be used to generate an annual *Registration Form* which will replace the Student Statistical Questionnaire which has been mailed out each of the last three summers. Students will be asked to verify the information listed on the Registration Form and return it to the College. Active mailing lists will be made from the returned Registration Forms.

Thomas A. Edison College Graduates Earn Graduate Degrees; Accepted for Graduate Study

The Office of the Registrar is maintaining a file on graduates of the College who have earned graduate degrees or who have been accepted for graduate study. Patricia R. Fingerhood, AA '73, has earned her master's degree from Princeton University. Edna D. Daniel, AA '74, Claudine M. Hoffman, AA '74 and Hortense G. Johnson, AA '73, have earned their master's degrees from Rutgers University. James C. Morgan, AA and BA '75, earned his master's degree from Princeton Theological Seminary and has been accepted for doctoral study at New York University.

A partial listing of graduates who have been accepted for graduate study includes Ronald Pogue, BA '77, Capital University (Ohio), Mary Ann Henkel, AA '74 and BA '76, Goddard College, and Linda L. Hackett, AA '75 and BA '76, Rutgers University.

Any graduate who has earned an advanced degree or who has been accepted for graduate study and who would like to have this mentioned in future editions of *The Registrar Reports* is asked to notify the Registrar's Office. These notices may become a permanent feature of this newsletter.



Bob Herbster and Michelle Ferreira, assistant registrars of the College, prepare materials for the upcoming June administration of the TECEP Examination Program to be given at four locations throughout the state.

Number 5, March, 1977
The Registrar Reports
Office of the Registrar
Thomas A. Edison College

Thomas P. McCarthy
Editor

Patricia J. Cramer
Assistant Editor

College Approves Awarding Credit For CPA, CLU and CPCU

As part of the College's on-going evaluation of various types of certifying examinations, a thorough review of the examinations required for the CPA (Certified Public Accountant), CLU (Chartered Life Underwriter) and CPCU (Chartered Property, Casualty Underwriter) has been undertaken.

The College's Committee on Business Degrees and Academic Council have approved a policy for awarding 33 semester hours for the CPA, 30 semester hours for the CLU and 30 semester hours for the CPCU. This policy will be implemented on April 1, 1977.

Any student who has successfully attained any of these 3 professional achievements would be eligible to receive credit for the examinations by submitting a notarized copy of the certificate received as well as an official copy of the grades received in the examinations.

Credits received for the CPA would enable a student to complete the College's specialization in Accounting as well as part of the business core. Credits received for the CLU or CPCU would be applied toward the business core and business electives. If a student wished to apply for a specialization in Insurance as a non-standard specialization or as part of the General Business Option, a request should be submitted to the Office of Academic Programs. Where an individual may have completed more than one of these three professional programs and be eligible for credit for each one completed, the College's duplication of credit policy would be in effect. For example, credit in Principles of Accounting is recommended under each of the three programs; no more than 6 semester hours in Principles of Accounting would be accepted from any or all sources.

No credit will be given for partially completed programs for the CLU or CPCU. The credit distribution for each group of certifying examinations will be:

Certified Public Accountant (CPA)

Subject Area	SH
Introductory Accounting I-II	6
Intermediate Accounting I-II	6
Managerial Accounting I - II	6
Advanced Financial Accounting	3
Auditing	3
Tax Accounting	3
Introductory Business Law	3
Principles of Finance	3
TOTAL	33

(CLU)

Subject Area	SH
Introductory Accounting I-II	6
Tax Accounting	3
Principles of Finance	3
Principles of Investment	3
Principles/Practices of Insurance	3
Principles of Macroeconomics	3
Business Insurance	3
Pension Planning	3
Business Law: Contracts, Sales, Agencies	3
TOTAL	30

Chartered Property, Casualty Underwriter

Subject Area	SH
Introductory Accounting I-II	6
Introductory Business Law	3
Introduction to Business Management	3
Principles of Finance	3
Principles/Practices of Insurance	3
Property Insurance	3
Casualty Insurance	3
Risk Management	3
Principles of Macroeconomics	3
TOTAL	30

Errata

In the 1977-78 College Catalog which will be mailed out to all actively enrolled students, there are a couple of typographical errors. On page 38, the examples for the Health Services Option of the Associate in Science-Management should be: Community Health, Public Health, Social Gerontology.

On page 46-47, the listings for two CLEP examinations are incorrect. The correct listings are:

Examination	Score	SH
Mathematics (General)	424	6
American History	46	6

Lifelong Learning—A Definition and a Challenge

The following is a reprint of an editorial written by Wilbur J. Cohen, Dean, School of Education, University of Michigan, Ann Arbor.

Mr. Cohen's remarks on lifelong learning and the nature of continuing education were originally presented as testimony in 1975 before a Congressional hearing on the Lifetime Learning Act, a bill introduced by then Senator Walter Mondale.

by Wilbur J. Cohen

Seneca, the Latin philosopher, wrote, "As long as you live, keep learning how to live." Centuries later Andre Gide, the French critic and novelist said, "The wise man is he who constantly wonders afresh."

The scientific and technological explosion in this century has caused us all to recognize that learning is a continuous, permanent, lifelong pursuit. It is a process which commences with birth and only terminates at death and is then carried on by others in a never-ending continuum.

Education and learning are not synonymous with schools and schooling. While schools are a vital part of the learning process, they are only a part. Parents, peers, and community institutions also play a vital role.

I am constantly surprised at the number of people who assume that they have "completed" their "education" with some degree, certificate, or other credential. We give degrees in the United States in a ceremony appropriately called "Commencement." A degree is only a passport to enter the world of work and experience and to help improve the quality of life. It is permission to commence.

In my 40 years of adult experience I have employed many different kinds of people for many different kinds of work. I have found that the person who learns by doing, who learns by thinking, who learns by experience is a valuable member of any team. The person who has a curiosity, a willingness to question the status quo, and to want to know more about his or her assignment is the person who most likely believes in lifelong learning.

Our educational institutions must become more flexible to meet the needs of these persons. We must find more ways to break out of the traditional lines of learning and living. There is no one right way to learn to live. The human capacity for variety is unlimited. Our educational system today must take these elements into account much more than ever before.

We could have more institutes, workshops, and seminars on Saturday, Sunday, or evenings. We could encourage employers, unions, and individuals to give workers a sabbatical periodically to learn new skills or develop new careers. We could urge the extension and expansion of educational television programs. Community colleges should take their programs into the community to serve the needs of disadvantaged groups. Schools and community institutions should provide early childhood education centers for every parent who wishes a child to have such an opportunity. Senior citizen centers should be established in every neighborhood so that every older person has an opportunity to continue to learn, enjoy, and experience new ideas and new relationships.

We should establish a new concept of retirement: *phased retirement or part-time retirement*. This would permit those persons who want to work and are able to do so to phase into total retirement over a period of years. Working part time or part year and "retired" part of the time, they could engage in new learning ventures in an educational environment or in travel or group discussions. Educational institutions should take the leadership in fashioning different kinds of programs for persons with different kinds of need. We must succeed in persuading people to the idea that no person is too old to learn new or old ideas.

These objectives must be accepted and advocated by leading educators and those publicists who circulate and perpetuate "conventional wisdom." Our state and federal educational leadership should emphasize lifelong learning and make it possible for people who believe in the concept to experiment and innovate in this area. We need federal and state funds earmarked for this specific purpose.

The idea of lifelong learning is both a very conservative and also a very radical idea. It accepts experience and yet questions the existing order. It values the past and looks toward the future by maximizing the present. It does not repudiate credentials but it does not accept them as the only evidence of learning.

Lifelong learning is a challenge to our ingenuity and our versatility. It is our hope for a better world and for self-fulfillment for more people. It is not the exclusive prerogative of any group or any profession. It is an enterprise in which young or old may join as Charles Perrault once wrote, "to rise to great things and stoop to small ones."

Our society is bombarded today with the foreboding of "gloom and doom" about the future. I do not share this view. We can build a better world, a more just society, a better environment, and a responsible and responsive set of government, business, and labor institutions. But to do so we must apply our best thinking to our problems.

There is a vast reservoir of ideas among women, minorities, and the majority which goes unutilized and unrecognized. A nationwide program of lifelong learning could unleash vast resources which would increase the productivity, happiness, and creativity in our nation. Now is the time to take up this challenge and make 1976 the year we revolted against our apathy and disillusionment to create a new direction in our national life.

Charles Akers Earns Edison Degree, Applies Talents in Prison Setting

Charles Akers earned his Bachelor of Arts Degree in prison.

Though he had no previous college work when he began his sentence in a state prison, he earned his associate degree from a community college in a study-release program. "I saw that I could do the work," he says. "I was as proud as any kid in the street."

Then he transferred his credits to Edison College and earned additional credits through examinations and through an Individual Assessment of his knowledge in psychology and sociology.

He is now scheduled to receive his B.A. Degree from the College and is presently running therapy groups for young inmates and probationers.

The following is an article which resulted from a special interview with Akers. **Burlington County Times** reporter Bruce White combined this story with an in-depth feature on Edison College. **Invention** feels that there is something special here beyond the College story, something which should reach all of us in one way or another.

by Bruce White
The Burlington County Times

Going to jail just might be the best thing that ever happened to Charles Akers.

Akers, 32, is serving a 20-30 year sentence for his part in the January 1971 slaying of a Browns-Mills shop keeper.

As Akers tells it, he was just along for the ride that day when 50-year-old Victor Cintron was shot to death during an armed robbery in his store on Lakehurst Pemberton Road. Akers says he stayed in the car while the other men were inside.

But after he was tried, says Akers — even though he had testified against the other men — he was given a long-term sentence on homicide charges.

He was sentenced to Trenton State Prison along with the others. And he was afraid because he had testified against them.

"I had no idea what prison was all about. I had seen it on TV, I had read a

few books, but I didn't know," he says recalling his early days behind bars. "When I walked behind those big doors at Trenton, I said, 'This is it. I won't be coming back out.' I didn't think myself capable of making it. You walk in, the tension is so thick you could slice it with a knife."

He told prison officials he wanted to do all his time in protective custody — he didn't want to be part of the prison population.

He requested a transfer to another institution. After three months he was taken to the Yardville Youth Correction and Reception Center. He would have to stay for at least six years. He wasn't eligible for parole until then.

"I knew I had the six years to do. Six years is a long time. I wanted to do something that would help me."

He found it. By the end of October, he should have enough college credits to earn a bachelor's degree from Thomas Edison College in New Jersey.

From the outset Akers seemed determined not to let the prison time be wasted. His first prison job, working in the admissions and discharge department of Yardville, "had nothing to offer," toward a job once he was released.

Then some other inmates asked if he would be interested in becoming a teacher's aide for one of the classrooms in the prison.

Akers joined the program. Part of the "commitment" to the program was taking college courses, although it wasn't required, Akers recalls.

"I shied away from college. I thought it was for younger people," he says. But some of the other inmates motivated him toward trying it. He started taking courses being taught by Burlington County College at Yardville.

"I saw that I could do the work. It wasn't as hard as I perceived it to be," says Akers. Along with the classes and teaching, he became involved in a daily group therapy session.

He says he began to see that the problems other group members were talking about "were the same type problems that had led to me coming to jail. Everything began to make sense. I began seeing that maybe there was a hell of a lot I could get out of staying here."

"I think this helped me to adjust to the institution, to accept that I'm here and I'm going to be here for a certain length of time and I'm going to have to make the best of it," he remembers. "And in the end, I'm going to be able to look back and say, 'This is what I got out of it.'"

The college credits began to accumulate, Akers says he started thinking about getting his two-year associates degree.

Once when he got that — the first inmate in Yardville to do so — he says he "felt great." "I didn't feel like an inmate. I felt as proud as any kid on the street."

But he did not settle for that. He wanted to go on. He passed a request through channels to attend Trenton State College for credit toward a bachelor's degree.

The request was approved and Akers was allowed to go to school during the day and return to the institution at night.

But getting out wasn't such a relaxing change at first. "I felt a little bit different going out," Akers says. "I guess it took a month, maybe six weeks before I started opening up."

He finished a 15-credit semester, and took some other courses during the summer semester. "I knew I wasn't going to screw up," he says.

But others did. A rash of work release and furlough violations caused the state to prohibit inmates from leaving the institutions.

A few months passed. Akers recalls. He still wanted to get his bachelor's degree. He had heard of correspondence colleges, but didn't want what he felt would be a worthless degree from one of them. For a while it appeared that his academic career was over.

Then he heard about Edison College, a state school created in 1972, that offered an "external degree." All the work could be done within the institution and the school awarded bachelor's degrees.

Akers transferred the college credits he had earned and chose the "individual assessment" method for getting the remainder. In individual assessment, the student basically gets college credit for demonstrating he has picked up

college level learning outside the classroom.

Akers chose sociology, psychology and criminology assessments. He is only nine credits away from earning a BA in social work.

He'll be up for parole in the next few months and hopes to get a job doing what he's doing now — running a group therapy session for young inmates and probationers.

Akers' "group" was moved from Yardville to an institutional satellite in the Wharton Tract. Each day his group is joined by some probationers at the site of the former training school for girls in Trenton.

Akers says he has learned and changed since he has been in jail. "The difference between me now and when I was arrested is like day and night," Akers says, assessing himself. "Not in terms of good or bad, but in being more of a man. I was pretty weak, passive. I didn't know what I wanted to do, and I didn't give that much thought to a lot of things. I like myself now."

Would all of this have been possible if he had not been jailed?

"No, I don't think so," Akers says. "I was a family man before I got in trouble. I think I would have been hung up in some kind of job that offered a decent salary and never touched education."

The best part, says Akers: "I've learned what I want to do."

That, he says, is helping young offenders go straight. "Somebody's got to straighten their heads out. We can't put it all on society and say, 'The people are well and society's all screwed up.'" Akers says. "I don't believe that. I think it's both, and I have to work at the one I think I can be effective at. I don't think I can make any changes in society, but I can help some people make changes."

The key to change for Akers — and what he feels is the key for others — is the attitude the person takes when he comes to jail.

"If you come in wanting to do something — how can I better understand why I'm here — if you come in with that kind of attitude you get something from the stay," he says.

"But if I come in with the attitude, 'All I'm going to do is make it,' then I'm going to go back on the street and get caught up in something else."

Akers says he emphasizes this to the young inmates and probationers in his group. "People have problems that lead them to jail. They have to change that or they'll be back. I preach and preach it."

And he would like to go back to his wife and a son who was only nine months old when the whole mess began almost six years ago, a son he has seen about a half dozen times per year during that time.

"He's hip that I'm daddy," Akers says. "I just guess that I'll probably have a few problems disciplining him because there was no man-figure around."

He also wants to tell his son about what he learned in jail. "I want to tell him. I hope he doesn't get into it until he's old enough to understand it."

If he gets paroled, Akers isn't expecting everything to go smoothly.

"It's not going to be as easy as I think it's going to be," he says. "I just hope that the people who care about me will be there, so when little things come up and I get weak, there will be somebody there to tell me, 'Keep on trying!'"

He remembers jail as an educational experience, watching inmates that were released, only to wind up back in prison "four or five times."

"All you have to do is look back to what the guy did while he was there (in jail)," Akers says. "If anything, he was talking about how to pull an armed robbery and get away with it."

It is important to get the young offenders away from an environment with a negative influence, he stresses.

"Now the oldheads (long time offenders), there's a lot of them you just aren't going to do anything with — period," he says. "They need to be locked up and closely watched because they're so locked in to what they're doing, they're never going to change."

But Akers did change, he says, and he's proud of it. It makes him smile.

"I lose that smile when I think it had to come to this for me to do it. But that's reality. I have to accept it."

Akers says he hopes to get paroled, get a job, and work toward his masters degree. Eventually, he says, he would like to train people to work with young offenders.

Alumni Group Meets Staff

"Every beginning is important, and this is a beginning." With those words, Vice-President for Academic Affairs Arnold Fletcher set the tempo for the organizational meeting of the Thomas A. Edison College Alumni Association last November 20 at a reception held at the Holiday Inn of Princeton.

Seventeen alumni assembled under the direction of G. Gordon Beaver to review goals, discuss policy, investigate future projects and listen to College senior staff members "brainstorm" on topics ranging from "The Need for an Effective Alumni Organization" to "The Edison Counseling Strategy and How Alumni Can Help."

Beaver told the group that such regularly scheduled meetings of the Association would give Edison College alumni the opportunity "to prove how good we are in terms of ideas, and how willing we are to follow through with those ideas."

He continued by emphasizing the need for a vehicle of communication among alumni as well as the need for Edison College graduates to become an "adjunct counseling network throughout the State," informing the public of the unique educational opportunities which a College like Edison can offer.

College President James Douglas Brown, Jr. concurred with Beaver and underscored the importance of the alumni role as disseminators of information about the external degree concept.

"We are very anxious to establish a rapport with the Alumni Association," he said. "Sometimes the Edison message can get lost in a conceptual jungle, but people who become actively involved can help make contacts with the press, civic groups and volunteer associations in an effort to help make our message clear."

Beaver closed the session by emphasizing the need for willing alumni to assign themselves to work-committee responsibilities. Graduates interested in helping with either the finance/membership, program, or design/college ring committees are urged to contact Beaver (c/o Thomas A. Edison College, Forrestal Center, Princeton, N.J.).



Charles Akers makes a point as he conducts a therapy group with inmates at the Yardville Correction facility.

CLEP Examination Program Established As Vital Edison Link

The following article describing the success of CLEP is re-printed as it appears in the September Issue of the "College Board News." Along with our own TECEP Examination Program, Edison College students and graduates have made extensive use of the CLEP program.

From an unheralded and inauspicious beginning 10 years ago, the College-Level Examination Program has grown into a program whose very acronym — CLEP — has come to mean access to higher education for millions of non-traditional learners throughout the nation.

The program began in the fall of 1967 as an experiment between the College Board and the Carnegie Corporation. Both organizations wanted to provide adults with opportunities to validate

their college-level learning outside the classroom. When the first 50 national test centers opened in October 1967, and only four candidates showed up, skeptics quickly proclaimed that this was probably another idea whose time would never come.

The Carnegie Corporation, the Board, and a small core of colleges and universities held firm in their support of the experiment, however, and slowly the individuals began to come forth — adult learners, service men and women, and, surprisingly, many students in the traditional age group (18-23). Recent candidate profiles show in fact, that some 44 per cent of CLEP participants are age 18 or under, and 37 per cent between ages 19 and 29, with 19 per cent over 30.

By mid-1972 test volumes surpassed 10,000, and it had become clear that CLEP would not only survive but also

prosper. From the twilight zone it has moved into a central position in the educational system.

Yearly test volumes have risen swiftly to nearly 400,000 a year, including those tests given to armed forces personnel under the auspices of the Defense Activity for Non-traditional Educational Support (DANTES).

In all, some 1,800 collegiate institutions now grant credit for CLEP tests, and they include major state universities in Texas, Florida, and Utah, for instance, as well as such private universities as Boston, Rice, and Brigham Young. Many two-year institutions like Miami-Dade Community College, the nation's largest two-year college, are also active users of the program.

Through the University of Missouri Extension, the innovative Circuit Rider protension, the innovative Circuit Rider project has brought many isolated but intellectually curious adults into the educational stream again. In addition to the armed forces, another major national network of learners — the public libraries — has used CLEP in creative ways to serve large and diversified clientele.

In Florida, credit by examination has actually saved taxpayers some \$6 million a year, and students \$2.6 million in fees. The state's Commissioner of Education reported that some 18,000 students in two and four-year colleges took examinations in 1974-75 to exempt them from courses on the basis of verified proficiency; the vast majority (85 per cent) took CLEP tests.

The most popular tests in recent years (220,000 were taken in 1975-76) have been the General Examinations which assess knowledge in five liberal arts areas — English composition, humanities, social sciences, natural sciences, and mathematics. Tests of subject matter have also grown; 44 examinations are now offered including tests in business, education, foreign languages, statistics, and physical and social sciences. The program also gained considerable outside support to develop specialized examinations: medical technology tests were supported by the National Institutes of Health, nursing tests by the Kate B. Reynolds Health Care Trust and the U.S. Public Health Service, and dental auxiliary education tests by the W.K.Kellogg Foundation.

Most popular of the subject examinations are those in traditional undergraduate subjects, with English composition and literature, American history and government, biology, and college algebra in the top ten. Accounting and business tests rank in the top 20, followed by geology, Afro-American history, immunohematology, and nursing.

CLEP's philosophy originated in England in the early 19th century when the University of London began to award degrees to students on the basis of external examinations (it still does so). In America, the program developed along with university extension divisions, adult learning centers; "universities without walls," and such state wide degree-credit plans as those in Nebraska, New York, and New Jersey.

Counseling System Directory

Edison College students in Camden County and surrounding South Jersey areas have yet another counseling outlet to serve them. Jules Kahn is now available the first Thursday of each month between the hours of 1:00 p.m. and 9:00 p.m. at the Camden County Free Library, 8 Echelon Mall, Voorhees Township.

Individual appointments can be made by calling the library at (609) 772-1636 or the College's main number, (609) 452-2977, ext. 224. For your con-

venience, a complete list of all counselors' names, office locations and telephone numbers follows. The state-wide counseling system of Thomas Edison College is one of the unique and most practical educational services offered in New Jersey.

Academic counselors familiar with the special needs of adult learners and with the special educational resources available to them in New Jersey and elsewhere, will help Edison students map out degree programs and strategies.

STATE-WIDE COUNSELING LOCATIONS

Ms. Jean A. Titterington, Director of Academic Counseling
Mr. James A. Ratigan, Asst. Director of Academic Counseling

Ms. Selma Gitterman — Ms. F. Louise Perkins — Counselors
Thomas A. Edison College
Forrestal Center — Forrestal Road
Princeton, New Jersey 08540
609-452-2977
SCAN 8-322-8096

The following locations in Central New Jersey are also served by these two counselors on a weekly or monthly basis. Appointments can be made by calling the appropriate location:

Monmouth Adult Education Commission — 201-542-3439
Brookdale Community College — 201-842-1900
Mercer County Community Counseling Office — 609-393-4549

Ms. Annette Singer — Ms. Angela Fontan — Counselors
Thomas A. Edison College
Montclair Public Library
50 So. Fullerton Avenue
Montclair, New Jersey 07042
201-744-0500

The following locations in Northern New Jersey are also served by these two counselors on a weekly or monthly basis. Appointments can be made by calling the appropriate location:

Hackensack Adult Learning Center — 201-489-1551
Parsippany-Troy Hills Adult School — 201-267-4086
Piscataway Township Library — 201-463-1633
Morris County Library — 201-285-6127
Sussex County Library — 201-948-3660

Mr. Jules S. Kahn — Mr. Ralph Viviano — Counselors
Thomas A. Edison College
Labor & Industry Building
501 Landis Avenue — Lower Level
Vineland, New Jersey 08360
609-691-5533

The following locations in Southern New Jersey are also served by these two counselors on a weekly or monthly basis. Appointments can be made by calling the appropriate location:

Atlantic City Public Library — 609-345-2269
Cape May County Library — 609-465-7837
Cherry Hill Public Library — 609-667-0300
Camden County Public Library — 609-772-1636
Burlington County Library — 609-267-9660
Willingboro Library — 609-877-6668
Lakewood Community School — 609-364-2500



The Charles Edison Fund, founded by the son of the inventor and college namesake, has presented Thomas A. Edison College with a bronze bust of "the Wizard of Menlo Park." College President James Douglas Brown, Jr. has indicated that a formal presentation ceremony will take place in Spring. In response to the gift, Brown wrote the Fund members, "It is my sincere hope that your gift will become a significant symbol of the College's relationship with the Edison tradition and family."

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