

the alumnae news

the Woman's College
of
the University of North Carolina

april, 1959



nothing except ignorance is more costly than education



the college teacher: 1959

47#3



the candidates

help!

TO YOU who were among the more than 1,211,305 alumnae and alumni of 479 universities and colleges in the United States who contributed to 1957-58 alumnae(-i) funds of their respective *alma maters*, we turn for **HELP!**

TO YOU who were among the 2,595 alumnae who contributed during 1958 to the Woman's College Alumnae Fund, we turn for **HELP!**

TO YOU who are active members of the Woman's College Alumnae Association and financial supporters of the College through the Alumnae Fund, we turn for **HELP!**

The Alumnae Association and the College need your interest, influence, and help in reaching the more than 21,000 alumnae who are not active members of our Association and who do not contribute to our Alumnae Fund.

Even though our Alumnae Fund gifts to the College have been small, they have been and are becoming increasingly meaningful. The fact that the Alumnae Association gives an amount of money to the Chancellor for his discretionary use is very important to the College. No budget ever foresees emergencies; no budget can anticipate supplements necessary for the continuation of programs and projects. The Chancellor is able to take care of emergencies and necessary supplements, in part—anyway, because of our Alumnae Fund.

Will you please help us by explaining these things to your Alumnae friends and neighbors who haven't recognized how important the Alumnae Fund really is? At the Midwinter Meeting of the Alumnae Association in late January we talked about the importance of personal contacts for the Fund. We realized that calendars and mailers are not enough. Yet we were forced to recognize that present staff limitations prevent our initiating a formalized program of personal solicitation right now.

But neither the Alumnae Association nor the College can wait for such a formalized program. We need help NOW. And so we turn to you who have indicated your interest and belief by your contributions and activity.

THE ALUMNAE ASSOCIATION'S cause is **THE WOMAN'S COLLEGE** cause: that's why we ask for your **HELP!**

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the alumnae news

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nothing except ignorance is more costly than education

Let us teach honestly and boldly that education is not only the best thing for which public money can be spent, but that it is also the most expensive. Nothing except ignorance is more costly than education.

These words of Dr. McIver were directed to the people of North Carolina and their elected representatives during the years before the establishment at Greensboro of the State Normal and Industrial School when he was talking and pleading for adequate schools for everyone and for better education for women.

During the more than sixty-eight years that have followed since Dr. McIver conducted his untiring legislative campaign for the beginning of what is now the Woman's College, many things in the world, in our nation, and in North Carolina have changed. Two things, however, remain unaltered: the wisdom of his words and the comparative expensiveness of ignorance and education.

Today, as in the days of Dr. McIver, the quality of the education of women at the Woman's College and the cost of it are being examined by the members of the General Assembly for the people of North Carolina.

The General Assembly's appropriational tradition for the Woman's College has been one of belief and support. So strong was this belief and support in the early 1930's that the General Assembly combined the forces and facilities of the then North Carolina College for Women with those of the University at Chapel Hill and North Carolina State College in Raleigh to form the Consolidated University of North Carolina. The change reflected a public need for a university level education for the young women of the State.

University education is more expensive than other kinds of education, and deservedly so. A university is obligated to provide the highest quality of instruction by a superior faculty, to offer a wide variety of undergraduate degree programs, to offer work on the graduate level, to maintain a superior library, and to foster and promote research.

The education of women is understandably expensive. Housing, health, and protective provisions for women must be more adequate than for men. The protection and adequate supervision of the total educational experience of the students at the Woman's College prohibit off-campus housing, except with relatives. Consequently, the residence hall operation for the more than ninety per cent of the students who live on the campus is an extensive and ex-

pensive one. The educational needs of women for programs such as home economics, art, music, drama, physical education, and teacher education require specialized equipment and facilities. Because it is more difficult for young women to finance their higher education than for young men, the cost of their education requires heavier subsidization by that agency which will most benefit from the education—the State of North Carolina.

The State's Advisory Budget Commission has judged the expensiveness of the educational operation of the Woman's College. It has recommended to the General Assembly that the College's request for appropriations to enrich the quality of education and to add new programs (our now famous "B" budget requests) should be in major part denied. It has recommended that our present operating budget (the stand-pat "A" budget) should be reduced. The Woman's College should not stand still, their recommendations seem to indicate, it should move backward.

The administrators of the Woman's College, along with those of the Consolidated University and its other two parts—all men and women selected because of their judgment and ability to maintain and direct the operation of the State's University, are "on their knees" before the General Assembly and the people of North Carolina. The requests which have been made for the 1959-61 biennium have not been extravagant, they must repeat again and again; our requests **must** be granted if we are to remain an outstanding educational institution. Chancellor Blackwell is saying that, in addition to the recommendations of the Advisory Budget Commission, the Woman's College **must** have its full "A" budget request and appropriations to cover a receipts deficit which has resulted from overly optimistic projections of receipts for the 1957-59 biennium; funds for faculty salary increases; the salary for a Director of Extension; the establishment of a reading clinic; a small supplementation of a hitherto privately subsidized program in nursing; and an addition to Aycock Auditorium and the Music Building to complete an integrated Fine Arts Center.

The State's need for a superior education for its young women which was manifested first at Dr. McIver's persuasion and again in Governor O. Max Gardner's time has not changed; its belief and support must not change.

To paraphrase a comment made elsewhere in this magazine, no one knows the value of higher education to the State of North Carolina better than the women educated at the Woman's College. But our knowing the value will not be enough. Action must go along with knowledge.

ONE OF THE MAJOR ISSUES which has been and is of abiding and growing concern to the administrators of the Woman's College and the Consolidated University is that of maintaining a superior, university-quality faculty. It is important that the alumnae of the Woman's College and our neighbors in North Carolina know that the faculty supply-and-demand problem which faces the University and the State is a national one — that the insistent pleas being made by our College and University for more adequate faculty salaries are being repeated by institutional administrators outside the State's borders. The problem of the highly competitive and costly "faculty market" is not just something which North Carolina educators have dreamed up. As educated women, who want higher education for our children, we must seriously consider the problems of the college teacher and college teaching.

This issue of THE ALUMNAE NEWS is somewhat special. It is devoted in major part to a report on the state of college teaching in America today and to the outlook for the years immediately ahead. In its every part the report is applicable to North Carolina.

The sixteen-page survey shows the problems and rewards of those who teach in higher education. Among other things it demonstrates that it is actually the college teacher himself who underwrites the cost of higher education through a low income far out of proportion to current living costs. At the same time it shows, through the eyes of a typical professor, the reasons so many people choose that profession. And it shows what the alumnae can do to assure that the Woman's College continues to equip young women with the tools of future leadership.

the college teacher 1959

NINETEEN alumni-magazine editors joined in planning, researching, writing, editing, and producing "The College Teacher: 1959." Its sponsor is the American Alumni Council, an international organization which is devoted to increasing alumnae(-i) support of higher education. The Woman's College Alumnae Association is a member of the Council. The editorial expenses were met in part by a grant from the Carnegie Corporation of New York.

The alumnae(-i) magazines of 249 colleges, universities, and private secondary schools throughout the United States and Canada are publishing this report. This means that the supplement will reach more college alumnae(-i) than any previous periodical in the history of American publishing. The total circulation of the survey will be 2,250,000 copies.

For the thoughtful consideration of the serious consequences involved for the Woman's College, for the University of North Carolina, and for higher education in and out of North Carolina, the staff of THE ALUMNAE NEWS joins our 248 colleagues in presenting to our readers "The College Teacher: 1959."

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*“If I were sitting here
and the whole outside world
were indifferent to what I
was doing, I would still want
to be doing just what I am.”*

I'VE ALWAYS FOUND IT SOMEWHAT HARD TO SAY JUST WHY I CHOSE TO BE A PROFESSOR.

There are many reasons, not all of them tangible things which can be pulled out and explained. I still hear people say, "Those who can, do; those who can't, teach." But there are many teachers who *can*. They are teachers because they have more than the usual desire to communicate. They are excited enough about something to want to tell others, have others love it as they love it, tell people the *how* of something, and the *why*.

I like to see students who will carry the intellectual spark into the world beyond my time. And I like to think that maybe I have something to do with this.



THERE IS A CERTAIN FREEDOM IN THIS JOB, TOO.

A professor doesn't punch a time clock. He is allowed the responsibility of planning his own time and activities. This freedom of movement provides something very valuable—time to think and consider.

I've always had the freedom to teach what I believe to be true. I have never been interfered with in what I wanted to say—either in the small college or in the large university. I know there have been and are infringements on academic freedom. But they've never happened to me.

**I LIKE YOUNG PEOPLE.
I REGARD MYSELF AS YOUNG.**

I'm still eager about many of the things I was eager about as a young man. It is gratifying to see bright young men and women excited and enthusiastic about scholarship. There are times when I feel that I'm only an old worn boulder in the never-ending stream of students. There are times when I want to flee, when I look ahead to a quieter life of contemplation, of reading things I've always wanted to read. Then a brilliant and likeable human being comes along, whom I feel I can help—and this makes it all the more worthwhile. When I see a young teacher get a start, I get a vicarious feeling of beginning again.





THE COLLEGE
TEACHER: 1959

PEOPLE ASK ME ABOUT THE
“DRAWBACKS” IN TEACHING.

I find it difficult to be glib about this. There are major problems to be faced. There is this business of salaries, of status and dignity, of anti-intellectualism, of too much to do in too little time. But these are *problems*, not drawbacks. A teacher doesn't become a teacher in spite of them, but with an awareness that they exist and need to be solved.

AND THERE IS THIS
MATTER OF “STATUS.”

Terms like “egghead” tend to suggest that the intellectual is something like a toadstool—almost physically different from everyone else. America is obsessed with stereotypes. There is a whole spectrum of personalities in education, all individuals. The notion that the intellectual is somebody totally removed from what human beings are supposed to be is absurd.





**TODAY MAN HAS LESS TIME
ALONE THAN ANY MAN BEFORE HIM.**

But we are here for only a limited time, and I would rather spend such time as I have thinking about the meaning of the universe and the purpose of man, than doing something else. I've spent hours in libraries and on park benches, escaping long enough to do a little thinking. I can be found occasionally sitting out there with sparrows perching on me, almost.



"We may always be running just to keep from falling behind. But the person who is a teacher because he wants to teach, because he is deeply interested in people and scholarship, will pursue it as long as he can."

—LOREN C. EISELEY

THE CIRCUMSTANCE is a strange one. In recent years Americans have spent more money on the trappings of higher education than ever before in history. More parents than ever have set their sights on a college education for their children. More buildings than ever have been put up to accommodate the crowds. But in the midst of this national preoccupation with higher education, the indispensable element in education—the teacher—somehow has been overlooked. The results are unfortunate—not only for college teachers, but for college *teaching* as well, and for all whose lives it touches.

If allowed to persist, present conditions could lead to so serious a decline in the excellence of higher education that we would require generations to recover from it.

Among educators, the problem is the subject of current concern and debate and experiment. What is missing, and urgently needed, is full public awareness of the problem—and full public support of measures to deal with it.

HERE IS A TASK for the college alumnus and alumna. No one knows the value of higher education better than the educated. No one is better able to take action, and to persuade others to take action, to preserve and increase its value.

Will they do it? The outlines of the problem, and some guideposts to action, appear in the pages that follow.

WILL WE RUN OUT OF COLLEGE TEACHERS?

No; there will always be someone to fill classroom vacancies. But quality is almost certain to drop unless something is done quickly

WHERE WILL THE TEACHERS COME FROM? The number of students enrolled in America's colleges and universities this year exceeds last year's figure by more than a quarter million. In ten years it should pass six million—nearly double today's enrollment.

The number of teachers also may have to double. Some educators say that within a decade 495,000 may be needed—more than twice the present number.

Can we hope to meet the demand? If so, what is likely to happen to the quality of teaching in the process?

"Great numbers of youngsters will flood into our colleges and universities whether we are prepared or not," a report of the Carnegie Foundation for the Advancement of Teaching has pointed out. "These youngsters will be taught—taught well or taught badly. And the demand for teachers will somehow be at least partly met—if not with well-prepared teachers then with ill-prepared, if not with superior teachers then with inferior ones."

MOST IMMEDIATE is the problem of finding enough qualified teachers to meet classes next fall. College administrators must scramble to do so.

"The staffing problems are the worst in my 30 years' experience at hiring teaching staff," said one college president, replying to a survey by the U.S. Office of Education's Division of Higher Education.

"The securing and retaining of well-trained, effective teachers is the outstanding problem confronting all colleges today," said another.

One logical place to start reckoning with the teacher shortage is on the present faculties of American colleges and universities. The shortage is hardly alleviated by the fact that substantial numbers of men and women find it necessary to leave college teaching each year, for largely

financial reasons. So serious is this problem—and so relevant is it to the college alumnus and alumna—that a separate article in this report is devoted to it.

The scarcity of funds has led most colleges and universities to seek at least short-range solutions to the teacher shortage by other means.

Difficulty in finding young new teachers to fill faculty vacancies is turning the attention of more and more administrators to the other end of the academic line, where tried and able teachers are about to retire. A few institutions have modified the upper age limits for faculty. Others are keeping selected faculty members on the payroll past the usual retirement age. A number of institutions are filling their own vacancies with the cream of the men and women retired elsewhere, and two organizations, the Association of American Colleges and the American Association of University Professors, with the aid of a grant from the Ford Foundation, have set up a "Retired Professors Registry" to facilitate the process.

Old restraints and handicaps for the woman teacher are disappearing in the colleges. Indeed, there are special opportunities for her, as she earns her standing alongside the man who teaches. But there is no room for complacency here. We can no longer take it for granted that the woman teacher will be any more available than the man, for she exercises the privilege of her sex to change her mind about teaching as about other matters. Says Dean Nancy Duke Lewis of Pembroke College: "The day has passed when we could assume that every woman who earned her Ph.D. would go into college teaching. She needs something positive today to attract her to the colleges because of the welcome that awaits her talents in business, industry, government, or the foundations. Her freedom to choose comes at a time when undergraduate women particularly need distinguished women scholars to



inspire them to do their best in the classroom and laboratory—and certainly to encourage them to elect college teaching as a career.”

SOME HARD-PRESSED ADMINISTRATORS find themselves forced to accelerate promotions and salary increases in order to attract and hold faculty members. Many are being forced to settle for less qualified teachers.

In an effort to attract and keep teachers, most colleges are providing such necessities as improved research facilities and secretarial help to relieve faculty members of paperwork and administrative burdens, thus giving faculty members more time to concentrate on teaching and research.

In the process of revising their curricula many colleges are eliminating courses that overlap one another or are considered frivolous. Some are increasing the size of lecture classes and eliminating classes they deem too small.

Finally, somewhat in desperation (but also with the firm conviction that the technological age must, after all, have something of value to offer even to the most basic and fundamental exercises of education), experiments are being conducted with teaching by films and television.

At Penn State, where televised instruction is in its ninth semester, TV has met with mixed reactions. Students consider it a good technique for teaching courses with

large enrollments—and their performance in courses employing television has been as good as that of students having personal contact with their teachers. The reaction of faculty members has been less favorable. But acceptance appears to be growing: the number of courses offered on television has grown steadily, and the number of faculty members teaching via TV has grown, also.

Elsewhere, teachers are far from unanimity on the subject of TV. “Must the TV technicians take over the colleges?” asked Professor Ernest Earnest of Temple University in an article title last fall. “Like the conventional lecture system, TV lends itself to the sausage-stuffing concept of education,” Professor Earnest said. The classroom, he argued, “is the place for testing ideas and skills, for the interchange of ideas”—objectives difficult to attain when one’s teacher is merely a shadow on a fluorescent screen.

The TV pioneers, however, believe the medium, used properly, holds great promise for the future.

FOR THE LONG RUN, the traditional sources of supply for college teaching fall far short of meeting the demand. The Ph.D., for example, long regarded by many colleges and universities as the ideal “driver’s license” for teachers, is awarded to fewer than 9,000 persons per year. Even if, as is probable, the number of students enrolled in Ph.D. programs rises over the next



few years, it will be a long time before they have traveled the full route to the degree.

Meanwhile, the demand for Ph.D.'s grows, as industry, consulting firms, and government compete for many of the men and women who do obtain the degree. Thus, at the very time that a great increase is occurring in the number of undergraduates who must be taught, the supply of new college teachers with the rank of Ph.D. is even shorter than usual.

"During each of the past four years," reported the National Education Association in 1958, "the average level of preparation of newly employed teachers has fallen. Four years ago no less than 31.4 per cent of the new teachers held the earned doctor's degree. Last year only 23.5 per cent were at this high level of preparation."

HERE ARE SOME of the causes of concern about the Ph.D., to which educators are directing their attention:

► The Ph.D. program, as it now exists in most graduate schools, does not sufficiently emphasize the development of teaching skills. As a result, many Ph.D.'s go into teaching with little or no idea how to teach, and make a mess of it when they try. Many who don't go into teaching might have done so, had a greater emphasis been laid upon it when they were graduate students.

► The Ph.D. program is indefinite in its time requirements: they vary from school to school, from department to department, from student to student, far more than seems warranted. "Generally the Ph.D. takes at least four years to get," says a committee of the Association of Graduate Schools. "More often it takes six or seven, and not infrequently ten to fifteen. . . . If we put our heads to the matter, certainly we ought to be able to say to a good student: 'With a leeway of not more than one year, it will take you so and so long to take the Ph.D.'"

► "Uncertainty about the time required," says the Association's Committee on Policies in Graduate Education, "leads in turn to another kind of uncertainty—financial uncertainty. Doubt and confusion on this score have a host of disastrous effects. Many superior men, facing unknowns here, abandon thoughts about working for a Ph.D. and realistically go off to law or the like. . . ."

ALTHOUGH ROUGHLY HALF of the teachers in America's colleges and universities hold the Ph.D., more than three quarters of the newcomers to college and university teaching, these days, don't have one. In the years ahead, it appears inevitable that the proportion of Ph.D.'s to non-Ph.D.'s on America's faculties will diminish.

Next in line, after the doctorate, is the master's degree.

For centuries the master's was "the" degree, until, with the growth of the Ph.D. in America, it began to be moved into a back seat. In Great Britain its prestige is still high.

But in America the M.A. has, in some graduate schools, deteriorated. Where the M.A.'s standards have been kept high, on the other hand, able students have been able to prepare themselves, not only adequately but well, for college teaching.

Today the M.A. is one source of hope in the teacher shortage. "If the M.A. were of universal dignity and good standing," says the report of the Committee on Policies in Graduate Education, ". . . this ancient degree could bring us succor in the decade ahead. . . ."

"The nub of the problem . . . is to get rid of 'good' and 'bad' M.A.'s and to set up generally a 'rehabilitated' degree which will have such worth in its own right that a man entering graduate school will consider the possibility of working toward the M.A. as the first step to the Ph.D. . . ."

One problem would remain. "If you have a master's degree you are still a mister and if you have a Ph.D., no matter where it is from, you are a doctor," Dean G. Bruce Dearing, of the University of Delaware, has said. "The town looks at you differently. Business looks at you differently. The dean may; it depends on how discriminating he is."

The problem won't be solved, W. R. Dennes, former dean of the graduate school of the University of California at Berkeley, has said, "until universities have the courage . . . to select men very largely on the quality of work they have done and soft-pedal this matter of degrees."

A point for parents and prospective students to remember—and one of which alumni and alumnae might remind them—is that counting the number of Ph.D.'s in a college catalogue is not the only, or even necessarily the best, way to judge the worth of an educational institution or its faculty's abilities. To base one's judgment solely on such a count is quite a temptation, as William James noted 56 years ago in "The Ph.D. Octopus": "The dazzled reader of the list, the parent or student, says to himself, 'This must be a terribly distinguished crowd—their titles shine like the stars in the firmament; Ph.D.'s, Sc.D.'s, and Litt.D.'s bespangle the page as if they were sprinkled over it from a pepper caster.'"

The Ph.D. will remain higher education's most honored earned degree. It stands for a depth of scholarship and productive research to which the master has not yet addressed himself so intensively. But many educational leaders expect the doctoral programs to give more em-

phasis to teaching. At the same time the master's degree will be strengthened and given more prestige.

In the process the graduate schools will have taken a long step toward solving the shortage of qualified college teachers.

SOME OF THE CHANGES being made by colleges and universities to meet the teacher shortage constitute reasonable and overdue reforms. Other changes are admittedly desperate—and possibly dangerous—attempts to meet today's needs.

The central problem is to get more young people interested in college teaching. Here, college alumni and alumnae have an opportunity to provide a badly needed service to higher education and to superior young people themselves. The problem of teacher supply is not one with which the college administrator is able to cope alone.

President J. Seelye Bixler, of Colby College, recently said: "Let us cultivate a teacher-centered point of view. There is tragedy as well as truth in the old saying that in Europe when you meet a teacher you tip your hat, whereas over here you tap your head. Our debt to our teachers is very great, and fortunately we are beginning to realize that we must make some attempt to balance the account. Money and prestige are among the first requirements.

"Most important is independence. Too often we sit back with the comfortable feeling that our teachers have all the freedom they desire. We forget that the payoff comes in times of stress. Are we really willing to allow them independence of thought when a national emergency is in the offing? Are we ready to defend them against all pressure groups and to acknowledge their right to act as critics of our customs, our institutions, and even our national policy? Evidence abounds that for some of our more vociferous compatriots this is too much. They see no reason why such privileges should be offered or why a teacher should not express his patriotism in the same outworn and often irrelevant shibboleths they find so dear and so hard to give up. Surely our educational task has not been completed until we have persuaded them that a teacher should be a pioneer, a leader, and at times a non-conformist with a recognized right to dissent. As Howard Mumford Jones has observed, we can hardly allow ourselves to become a nation proud of *machines* that think and suspicious of any *man* who tries to."

By lending their support to programs designed to improve the climate for teachers at their own colleges, alumni can do much to alter the conviction held by many that teaching is tolerable only to martyrs.

WHAT PRICE DEDICATION?

Most teachers teach because they love their jobs. But low pay is forcing many to leave the profession, just when we need them most

EVERY TUESDAY EVENING for the past three and a half months, the principal activity of a 34-year-old associate professor of chemistry at a first-rate mid-western college has centered around Section 3 of the previous Sunday's *New York Times*. The *Times*, which arrives at his office in Tuesday afternoon's mail delivery, customarily devotes page after page of Section 3 to large help-wanted ads, most of them directed at scientists and engineers. The associate professor, a Ph.D., is job-hunting.

"There's certainly no secret about it," he told a recent visitor. "At least two others in the department are looking, too. We'd all give a lot to be able to stay in teaching; that's what we're trained for, that's what we like. But we simply can't swing it financially."

"I'm up against it this spring," says the chairman of the physics department at an eastern college for women. "Within the past two weeks two of my people, one an associate and one an assistant professor, turned in their resignations, effective in June. Both are leaving the field—one for a job in industry, the other for government work. I've got strings out, all over the country, but so far I've found no suitable replacements. We've always prided ourselves on having Ph.D.'s in these jobs, but it looks as if that's one resolution we'll have to break in 1959-60."

"We're a long way from being able to compete with industry when young people put teaching and industry on the scales," says Vice Chancellor Vern O. Knudsen of UCLA. "Salary is the real rub, of course. Ph.D.'s in physics here in Los Angeles are getting \$8-12,000 in

industry without any experience, while about all we can offer them is \$5,500. Things are not much better in the chemistry department."

One young Ph.D. candidate sums it up thus: "We want to teach and we want to do basic research, but industry offers us twice the salary we can get as teachers. We talk it over with our wives, but it's pretty hard to turn down \$10,000 to work for less than half that amount."

"That woman you saw leaving my office: she's one of our most brilliant young teachers, and she was ready to leave us," said a women's college dean recently. "I persuaded her to postpone her decision for a couple of months, until the results of the alumnae fund drive are in. We're going to use that money entirely for raising salaries, this year. If it goes over the top, we'll be able to hold some of our best people. If it falls short. . . I'm on the phone every morning, talking to the fund chairman, counting those dollars, and praying."

THE DIMENSIONS of the teacher-salary problem in the United States and Canada are enormous. It has reached a point of crisis in public institutions and in private institutions, in richly endowed institutions as well as in poorer ones. It exists even in Catholic colleges and universities, where, as student populations grow, more and more laymen must be found in order to supplement the limited number of clerics available for teaching posts.

"In a generation," says Seymour E. Harris, the distinguished Harvard economist, "the college professor has lost 50 per cent in economic status as compared to the average American. His real income has declined sub-

stantially, while that of the average American has risen by 70–80 per cent.”

Figures assembled by the American Association of University Professors show how seriously the college teacher's economic standing has deteriorated. Since 1939, according to the AAUP's latest study (published in 1958), the purchasing power of lawyers rose 34 per cent, that of dentists 54 per cent, and that of doctors 98 per cent. But at the five state universities surveyed by the AAUP, the purchasing power of teachers in all ranks rose only 9 per cent. And at twenty-eight privately controlled institutions, the purchasing power of teachers' salaries *dropped* by 8.5 per cent. While nearly everybody else in the country was gaining ground spectacularly, teachers were losing it.

The AAUP's sample, it should be noted, is not representative of all colleges and universities in the United States and Canada. The institutions it contains are, as the AAUP says, “among the better colleges and universities in the country in salary matters.” For America as a whole, the situation is even worse.

The National Education Association, which studied the salaries paid in the 1957–58 academic year by more than three quarters of the nation's degree-granting institutions and by nearly two thirds of the junior colleges, found that half of all college and university teachers earned less than \$6,015 per year. College instructors earned a median salary of only \$4,562—not much better than the median salary of teachers in public elementary schools, whose economic plight is well known.

The implications of such statistics are plain.

“Higher salaries,” says Robert Lekachman, professor of economics at Barnard College, “would make teaching a reasonable alternative for the bright young lawyer, the bright young doctor. Any ill-paid occupation becomes something of a refuge for the ill-trained, the lazy, and the incompetent. If the scale of salaries isn't improved, the quality of teaching won't improve; it will worsen. Unless Americans are willing to pay more for higher education, they will have to be satisfied with an inferior product.”

Says President Margaret Clapp of Wellesley College, which is devoting all of its fund-raising efforts to accumulating enough money (\$15 million) to strengthen faculty salaries: “Since the war, in an effort to keep alive the profession, discussion in America of teachers' salaries has necessarily centered on the minimums paid. But insofar as money is a factor in decision, wherever minimums only are stressed, the appeal is to the underprivileged and the timid; able and ambitious youths are not likely to listen.”



PEOPLE IN SHORT SUPPLY:

WHAT IS THE ANSWER?

It appears certain that if college teaching is to attract and hold top-grade men and women, a drastic step must be taken: salaries must be doubled within five to ten years.

There is nothing extravagant about such a proposal; indeed, it may dangerously understate the need. The current situation is so serious that even doubling his salary would not enable the college teacher to regain his former status in the American economy.

Professor Harris of Harvard figures it this way:

For every \$100 he earned in 1930, the college faculty member earned only \$85, in terms of 1930 dollars, in 1957. By contrast, the average American got \$175 in 1957 for every \$100 *he* earned in 1930. Even if the professor's salary is doubled in ten years, he will get only a



TEACHERS IN THE MARKETPLACE

\$70 increase in buying power over 1930. By contrast, the average American is expected to have \$127 more buying power at the end of the same period.

In this respect, Professor Harris notes, doubling faculty salaries is a modest program. "But in another sense," he says, "the proposed rise seems large indeed. None of the authorities . . . has told us where the money is coming from." It seems quite clear that a fundamental change in public attitudes toward faculty salaries will be necessary before significant progress can be made.

FINDING THE MONEY is a problem with which each college must wrestle today without cease.

For some, it is a matter of convincing taxpayers and state legislators that appropriating money for faculty

salaries is even more important than appropriating money for campus buildings. (Curiously, buildings are usually easier to "sell" than pay raises, despite the seemingly obvious fact that no one was ever educated by a pile of bricks.)

For others, it has been a matter of fund-raising campaigns ("We are writing salary increases into our 1959-60 budget, even though we don't have any idea where the money is coming from," says the president of a privately supported college in the Mid-Atlantic region); of finding additional salary money in budgets that are already spread thin ("We're cutting back our library's book budget again, to gain some funds in the salary accounts"); of tuition increases ("This is about the only private enterprise in the country which gladly subsidizes its customers; maybe we're crazy"); of promoting research contracts ("We claim to be a privately supported university, but what would we do without the AEC?"); and of bargaining.

"The tendency to bargain, on the part of both the colleges and the teachers, is a deplorable development," says the dean of a university in the South. But it is a growing practice. As a result, inequities have developed: the teacher in a field in which people are in short supply or in industrial demand—or the teacher who is adept at "campus politics"—is likely to fare better than his colleagues who are less favorably situated.

"Before you check with the administration on the actual appointment of a specific individual," says a faculty man quoted in the recent and revealing book, *The Academic Marketplace*, "you can be honest and say to the man, 'Would you be interested in coming at this amount?' and he says, 'No, but I would be interested at *this* amount.'" One result of such bargaining has been that newly hired faculty members often make more money than was paid to the people they replace—a happy circumstance for the newcomers, but not likely to raise the morale of others on the faculty.

"We have been compelled to set the beginning salary of such personnel as physics professors at least \$1,500 higher than salaries in such fields as history, art, physical education, and English," wrote the dean of faculty in a state college in the Rocky Mountain area, in response to a recent government questionnaire dealing with salary practices. "This began about 1954 and has worked until the present year, when the differential perhaps may be increased even more."

Bargaining is not new in Academe (Thorstein Veblen referred to it in *The Higher Learning*, which he wrote in

1918), but never has it been as widespread or as much a matter of desperation as today. In colleges and universities, whose members like to think of themselves as equally dedicated to all fields of human knowledge, it may prove to be a weakening factor of serious proportions.

Many colleges and universities have managed to make modest across-the-board increases, designed to restore part of the faculty's lost purchasing power. In the 1957-58 academic year, 1,197 institutions, 84.5 per cent of those answering a U.S. Office of Education survey question on the point, gave salary increases of at least 5 per cent to their faculties as a whole. More than half of them (248 public institutions and 329 privately supported institutions) said their action was due wholly or in part to the teacher shortage.

Others have found fringe benefits to be a partial answer. Providing low-cost housing is a particularly successful way of attracting and holding faculty members; and since housing is a major item in a family budget, it is as good as or better than a salary increase. Oglethorpe University in Georgia, for example, a 200-student, private, liberal arts institution, long ago built houses on campus land (in one of the most desirable residential areas on the outskirts of Atlanta), which it rents to faculty members at about one-third the area's going rate. (The cost of a three-bedroom faculty house: \$50 per month.) "It's our major selling point," says Oglethorpe's president, Donald Agnew, "and we use it for all it's worth."

Dartmouth, in addition to attacking the salary problem itself, has worked out a program of fringe benefits that includes full payment of retirement premiums (16 per cent of each faculty member's annual salary), group insurance coverage, paying the tuition of faculty children at any college in the country, liberal mortgage loans, and contributing to the improvement of local schools which faculty members' children attend.

Taking care of trouble spots while attempting to whittle down the salary problem as a whole, searching for new funds while reapportioning existing ones, the colleges and universities are dealing with their salary crises as best they can, and sometimes ingeniously. But still the gap between salary increases and the rising figures on the Bureau of Labor Statistics' consumer price index persists.

HOW CAN THE GAP BE CLOSED?

First, stringent economies must be applied by educational institutions themselves. Any waste that occurs, as well as most luxuries, is probably being subsidized by low salaries. Some "waste" may be hidden

in educational theories so old that they are accepted without question; if so, the theories must be re-examined and, if found invalid, replaced with new ones. The idea of the small class, for example, has long been honored by administrators and faculty members alike; there is now reason to suspect that large classes can be equally effective in many courses—a suspicion which, if found correct, should be translated into action by those institutions which are able to do so. Tuition may have to be increased—a prospect at which many public-college, as well as many private-college, educators shudder, but which appears justified and fair if the increases can be tied to a system of loans, scholarships, and tuition rebates based on a student's or his family's ability to pay.

Second, massive aid must come from the public, both in the form of taxes for increased salaries in state and municipal institutions and in the form of direct gifts to both public and private institutions. Anyone who gives money to a college or university for unrestricted use or earmarked for faculty salaries can be sure that he is making one of the best possible investments in the free world's future. If he is himself a college alumnus, he may consider it a repayment of a debt he incurred when his college or university subsidized a large part of his own education (virtually nowhere does, or did, a student's tuition cover costs). If he is a corporation executive or director, he may consider it a legitimate cost of doing business; the supply of well-educated men and women (the alternative to which is half-educated men and women) is dependent upon it. If he is a parent, he may consider it a premium on a policy to insure high-quality education for his children—quality which, without such aid, he can be certain will deteriorate.

Plain talk between educators and the public is a third necessity. The president of Barnard College, Millicent C. McIntosh, says: "The 'plight' is not of the faculty, but of the public. The faculty will take care of themselves in the future either by leaving the teaching profession or by never entering it. Those who care for education, those who run institutions of learning, and those who have children—all these will be left holding the bag." It is hard to believe that if Americans—and particularly college alumni and alumnae—had been aware of the problem, they would have let faculty salaries fall into a sad state. Americans know the value of excellence in higher education too well to have blithely let its basic element—excellent teaching—slip into its present peril. First we must rescue it; then we must make certain that it does not fall into disrepair again.

Some Questions for Alumni and Alumnae

- ▶ Is your Alma Mater having difficulty finding qualified new teachers to fill vacancies and expand its faculty to meet climbing enrollments?
- ▶ Has the economic status of faculty members of your college kept up with inflationary trends?
- ▶ Are the physical facilities of your college, including laboratories and libraries, good enough to attract and hold qualified teachers?
- ▶ Is your community one which respects the college teacher? Is the social and educational environment of your college's "home town" one in which a teacher would like to raise his family?
- ▶ Are the restrictions on time and freedom of teachers at your college such as to discourage adventurous research, careful preparation of instruction, and the expression of honest conviction?
- ▶ To meet the teacher shortage, is your college forced to resort to hiring practices that are unfair to segments of the faculty it already has?
- ▶ Are courses of proved merit being curtailed? Are classes becoming larger than subject matter or safeguards of teacher-student relationships would warrant?
- ▶ Are you, as an alumnus, and your college as an institution, doing everything possible to encourage talented young people to pursue careers in college teaching?

If you are dissatisfied with the answers to these questions, your college may need help. Contact alumni officials at your college to learn if your concern is justified. If it is, register your interest in helping the college authorities find solutions through appropriate programs of organized alumni cooperation.

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the candidates

for offices in the Alumnae Association

1960 - 1962

A ballot will be sent to each active member of the Alumnae Association in late April. The material about the candidates on this and the next three pages is for your information as you vote.

The President shall preside at all meetings of the Association and shall act as Chairman of the Board of Trustees. She shall have the power to appoint for her term of office all standing committees, and such special committees as may be necessary to carry out policies or expedite work. She shall be an ex officio member of all committees except the Nominating Committee.

The vice-presidents in their order shall fulfill the duties of the President in her absence. The Second Vice-President shall be the Chairman of the Alumnae Fund Committee.

The Recording Secretary shall record the minutes of the Association and Board of Trustees and file them in the Alumnae Office.

The control and management of the Association between annual meetings shall be vested in the Board of Trustees. They shall fill all vacancies occurring among the officers or among the Trustees for the remainder of the term of the office or trusteeship vacated. The Board may create such additional committees as are necessary to carry out the work of the Association. The Board shall elect or re-elect annually an Alumnae Secretary who shall be responsible to it.

President: Two candidates . . . you'll vote for ONE



Marian Elizabeth Adams '49 and '52 (Mrs. Julius C. Smith, III)
Residence: 310 Irving Place, Greensboro, N. C.
Husband: Attorney
Children: Stephen (6), Thomas (4)
Present Occupation: Housewife
Occupational Information: Art teacher in Greensboro
Community Activities: Presbyterian Church, garden club, Legal Auxiliary, Junior League.
Alumnae Activities: Greensboro Chapter (project co-chairman), Alumnae Fund Committee, Associational Social Chairman.
Outstanding Student Activities: Social Planning Council, Arts Forum Committee, Choir, YWCA, Hall Social Chairman, Art Club.



Julia (Judy) Bynum Barrett '42
Residence: 833A Daniels Street, Raleigh, N. C.
Present Occupation: Girls' Counselor, Josephus Daniels Junior High School, Raleigh
Advanced Study: University of North Carolina (M.Ed. in Guidance and Personnel), North Carolina State College
Occupational Information: Teacher in Kannapolis (1942-43) and in Raleigh (1943-52); counselor, instructor in Physical Education, acting placement officer, vocational counselor at Woman's College (1952-55), Summers: Camp Hiawatha (1942-50), Lola Wolfe Tour leader (1953-54), chaperone for Blakeway Tour of Europe (1958)
Community Activities: Christian Church (choir, deaconess, educational chairman), Pilot Club of Raleigh (club service chairman), Delta Kappa Gamma, book club
Alumnae Activities: Wake County Chapter, first vice-president of Association (1956-58)
Outstanding Student Activities: Hall representative, class cheerleader, choir, Daisy Chain, Seal Club, Junior-Senior YWCA (president), Y cabinet, R. A. cabinet, head of life saving.

Second Vice-President: Two candidates . . . you'll vote for ONE



Dacia Lewis '47

Residence: 1009 Latham Road, Greensboro, N. C.

Present Occupation: Arts and crafts instructor at the Greensboro Cerebral Palsy School

Advanced Study: Columbia University (M. A.)

Occupational Information: Art teacher in Charlotte (1947-48) and in Asheville (1948-51), director of Hobby Shop, USAF, Guam, M.I. (1952-54)

Community Activities: Presbyterian Church, Keeley Institute Auxiliary (president), Junior League

Alumnae Activities: Greensboro Chapter, Commencement Committee (chairman and member)

Outstanding Student Activities: YWCA (president), Who's Who, Outstanding Senior.



Henriette Manget '45 (Mrs. John H. Neal)

Residence: 2514 Fernwood, Greensboro, N. C.

Husband: Advertising

Children: Henriette (6), Lucette (3)

Occupation: Homemaker

Advanced Study: Art Student's League in New York City, Woman's College, Art Study Group

Occupational Information: Doctors' receptionist (1946), art teacher in Greensboro (1946-47), UNC Alumni Office (1947-48), Woman's College Alumnae Office (1948-50) and Library (1950-51)

Community Activities: Episcopal Church (Sunday School teacher), Cone Memorial Hospital Auxiliary (board member, public relations), garden club (past president), grade mother, Junior League

Alumnae Activities: Greensboro Chapter (nominating committee, etc.), Alumnae Fund Committee, Commencement Committee (chairman)

Outstanding Student Activities: Legislature, Coraddi (art editor), Playlikers, Society dance chairman, May Court, Town Student's organization.

Recording Secretary: Two candidates . . . you'll vote for ONE



Anna Bell '43 (Mrs. George William Dickieson)

Residence: 2003 Queens Court, Greensboro, N. C.

Husband: College faculty member and musician

Children: Adele (6)

Present Occupation: Homemaker

Occupational Information: Music teacher in Kinston (1943-45), advertising department of Greensboro News Company (1945-46)

Community Activities: Guilford-Randolph Girl Scout Council (troop consultant, volunteer trainer, program committee); Faculty (of Woman's College) Wives Club (president); Greensboro Chamber Music Society (board of directors, former secretary); Greensboro Symphony Orchestra (tympanist)

Outstanding Student Activities: Society (corresponding secretary, marshal); choir (librarian); Glee Club (secretary, publicity chairman); Young Composers Club (corresponding secretary); Modern Dance Group; Junior Adviser.



Heath Long '35 (Mrs. James Payne Beckwith)

Residence: P. O. Box 205, Warrenton, N. C.

Husband: President of feed mills company

Children: Rosa Heath (15), James Payne, Jr. (9)

Present Occupation: Housewife

Occupational Information: File clerk for Resettlement Administration in Raleigh (1935-36), lawyer's secretary (1936-39)

Community Activities: Local School Board (chairman); Episcopal Church (Sunday School teacher, Young People's adviser, vice-president of Woman's Auxiliary); Red Cross Nurse's Aide; garden club, P.T.A., Colonial Dames

Outstanding Student Activities: Freshman class (vice-president), House President, marshal, May Day (chairman), Everlasting president of class (elected in 1955).

Board of Trustees: Eight candidates . . . you'll vote for FOUR



Nancy Barksdale Edmunds '46 (Mrs. Walter L. Hannah)
 Residence: 1504 Colonial Avenue, Greensboro, N. C.
 Husband: Attorney
 Children: Lewis (7)
 Present Occupation: Housewife
 Occupational Information: Teacher in Fairfax, Virginia (1947-48), psychometrist at Washington and Lee University (1948-50)
 Community Activities: Presbyterian Church (co-chairman of vocational guidance committee, board of Women of Church, circle Bible leader, Sunday School class (vice-president); Tuberculosis Association (board); P-TA (room representative); garden club; Legal Auxiliary (second vice-president); Junior League (provisional).
 Alumnae Activities: Greensboro Chapter (former officer), Commencement Committee (member and chairman)
 Outstanding Student Activities: Pine Needles staff (class editor); Junior adviser; YWCA (vice-president of Junior-Senior club, adviser to Senior club, cabinet member); Sociology Club; campus war stamp sales (chairman).



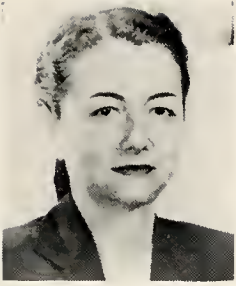
Julia Ross Lambert '51 (Mrs. C. Harper Thayer)
 Residence: 120 Rock View Lane, Morganton, N. C.
 Husband: Industrial engineer
 Children: Cleve (4)
 Present Occupation: Housewife
 Occupational Information: Teacher in Danville, Virginia (1952-53) and in Virginia Polytechnic Institute, Danville Branch (1953-54)
 Community Activities: Junior Woman's Club, Episcopal Church (Christian Education chairman of Woman's Auxiliary), Morganton Little Theatre
 Outstanding Student Activities: Junior adviser, Phi Alpha Theta (president), Pine Needles staff, Phi Beta Kappa, Class Day chairman.



Nell Elizabeth Lewis '31 (Mrs. Howard W. Mims)
 Residence: 1810 Forest Hill Drive, Greenville, N. C.
 Husband: Mechanical superintendent of newspaper
 Advanced Study: University of North Carolina, summer in Europe
 Present Occupation: Teacher of French and Spanish
 Occupational Information: Teacher in Leaksville (1931-35), in New Bern (1935-40), in Greenville (1940 to date)
 Community Activities: Methodist Church, Delta Kappa Gamma, Woman's Club, garden club, state and national Education Association, Sigma Delta Pi—Woman's College Chapter (honorary member)
 Alumnae Activities: Pitt County Chapter
 Outstanding Student Activities: Judicial Board, marshal, Playlikers.



Sadie Thelma Moyle '21 (Mrs. T. Frank Suggs)
 Residence: 512 South Street, Gastonia, N. C.
 Husband: Mechanical engineer
 Children: Sadie (Suggs) Hatley '45, Kissell (Suggs) Stalcup '48, Alice (Suggs) Pollock '52x
 Present Occupation: Homemaker
 Occupational Information: Teacher in Yadkin for one year
 Community Activities: Music club (president for 2 years), P-TA (president for 2 years), Lutheran Church (president of the Auxiliary for 5 years and of Missionary Society for 2 years, superintendent of Primary Department of Sunday School for 25 years), Girl Scout Council (president for 2 years), Library board of trustees (chairman), Bible in the schools (chairman), Tuberculosis Association (secretary and head of county Christmas Seal sale)
 Outstanding Student Activities: College chorus, hockey and basketball teams, Athletic Association (cabinet).



Annie Lee Singletary '31

Residence: 412 South Main Street, Apartment 3, Winston-Salem, N. C.

Present Occupation: Fashion and feature writer, **Journal and Sentinel**, Winston-Salem

Advanced Study: Columbia University (School of Journalism)

Occupational Information: Teacher in Forsyth County (1932-35) and in Winston-Salem (1935-40); proof reader, Prentice-Hall, New York (summer 1939); **Journal and Sentinel** (1941-48 and 1951 to date); head of public relations, Bowman Gray School of Medicine (1941-51)

Community Activities: AAUW (local president, state vice-president), League of Women Voters, Arts Council (publicity), local Writers' Group (leader for 5 years), Woman's Club (speakers' bureau).

Alumnae Activities: Associational president (1953-55), Forsyth County Chapter.

Outstanding Student Activities: **Carolinian** (associate editor), **Coraddi** (contributor), Society associate professor, and professor of English, Woman's College (1926-58)



Jane Summerell '10

Residence: 606 Joyner Street, Greensboro, N. C.

Present Occupation: Retired

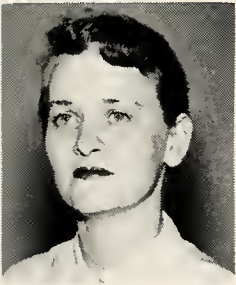
Advanced Study: Columbia University (M.A.), University of California

Occupational Information: Assistant professor of English, Winthrop College (1924-25); head of Latin Department, Greensboro High School (1925-26); instructor, assistant professor, associate professor and professor of English, Woman's College (1926-58)

Present Community Activities: Teacher of college class in Sunday School, Friday Afternoon Club (president), AAUW, volunteer worker at N. C. Children's Home Society.

Outstanding Alumnae and College Activities: Alumnae Association president (1925-26), Fiftieth Anniversary Committee (chairman: 1937-42)

Outstanding Student Activities: YWCA (president), marshal.



Betsy Umstead '49

Residence: 529 Highland Avenue, Greensboro, N. C.

Present Occupation: Instructor at the Woman's College

Advanced Study: University of North Carolina (M.A.)

Occupational Information: Instructor, Goucher College (1949-51); graduate assistant, University of North Carolina (1951-52); head of Department of Physical Education, Limestone College (1952-55); instructor, Woman's College (1955-56 and 1958 to date); Fulbright Lecturer, Baghdad, Iraq (1957-58).

Alumnae Activities: Undergraduate Relations committee (chairman)

Outstanding Student Activities: Judicial Board, Golden Chain, freshman and sophomore class officer, Student Government Association secretary, Outstanding Senior.



Frances Whalin '42 (Mrs. C. Jordan Dulin)

Residence: 3031 Selwyn Avenue, Charlotte 9, N. C.

Husband: Assistant director of sales

Children: Jan (14), twins Martha and Lucy (12), Charles, Jr. (2¹/₂)

Present Occupation: Housewife

Community Activities: Methodist Church (co-president of Sunday School class), P-TA (vice-president), Girl Scouts (leader), solicitor for drives (polio, United Fund, Heart Fund, etc.)

Alumnae Activities: Mecklenburg Chapter (treasurer)

Outstanding Student Activities: Society (marshal, dance committee), **Pine Needles**, YWCA, Athletic Association (camp committee), speech choir, residence hall (social chairman, proctor).

commencement weekend

Friday, May 29

4:00 p. m.
Registration begins
Alumnae House

8:00 p. m.
Coffee Hour
Alumnae House

Saturday, May 30

10:00 a. m.
Commencement Alumnae Meeting
Elliott Hall Ballroom

Noon
Alumnae Reunion Luncheon
Coleman Gymnasium

reunions

Old Guard
1909
1918
1919
1920
1921
1934
1939
1949
1954
1958

3:30 p. m.
Class Day
Front Campus

4:30 p. m.
Reception
Elliott Hall Terrace

6:00 p. m.
Alumnae Supper
Elliott Hall Ballroom

8:15 p. m.
Choir and Orchestra Concert
Aycock Auditorium

9:00 p. m.
Senior Ball
Elliott Hall Ballroom

Sunday, May 31

10:30 a. m.
Baccalaureate and Graduating Exercises
Library Lawn

THREE EXTENSION COURSES for graduate credit will be taught by Woman's College faculty members at the Asheville-Biltmore College in Asheville during the summer:

June 8-June 19: Education 522
Speech Activities
Miss Anna Kreimeier

June 22 - July 3: Education 525
Language Arts
Mrs. Mary A. Hunter

July 6 - July 17: Education 592
Contemporary Home Life
Dr. Irwin Sperry
(This course may be used as
Social Study requirement as
well as Home Economics.)

Information about cost and registration may be obtained from Dr. Glenn L. Bushey, president of Asheville-Biltmore College.

BULLETINS for the 1959 Summer Session at the Woman's College may be obtained by writing to Dr. Kenneth E. Howe, director of the Summer Session, at the College.

A COMPETITIVE EXAMINATION for the Mary Eliza Spicer Scholarship will be held at the Woman's College on May 9. A similar examination for the scholarship, which will be awarded for the first time in 1959-60 to a prospective freshman whose interest is Romance Languages (French or Spanish), was given on March 21.

The scholarship has been established in memory of Mary Eliza (Spicer) Angell '29 by her husband, Mr. Pierce Angell, and their daughter, of Cleveland, Ohio.

Any prospective freshman who is interested may obtain an application blank by writing to Dr. Meta Helena Miller, head of the Department of Romance Languages, Woman's College.