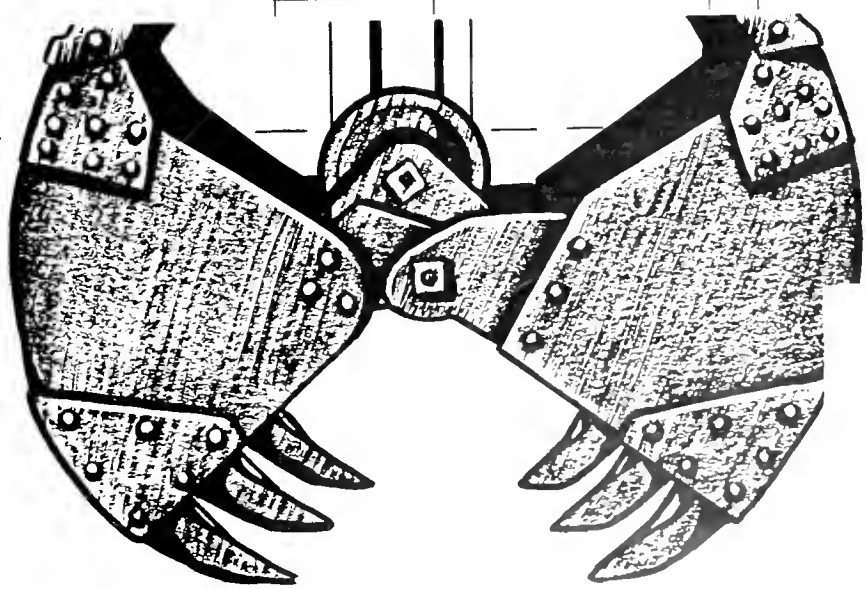
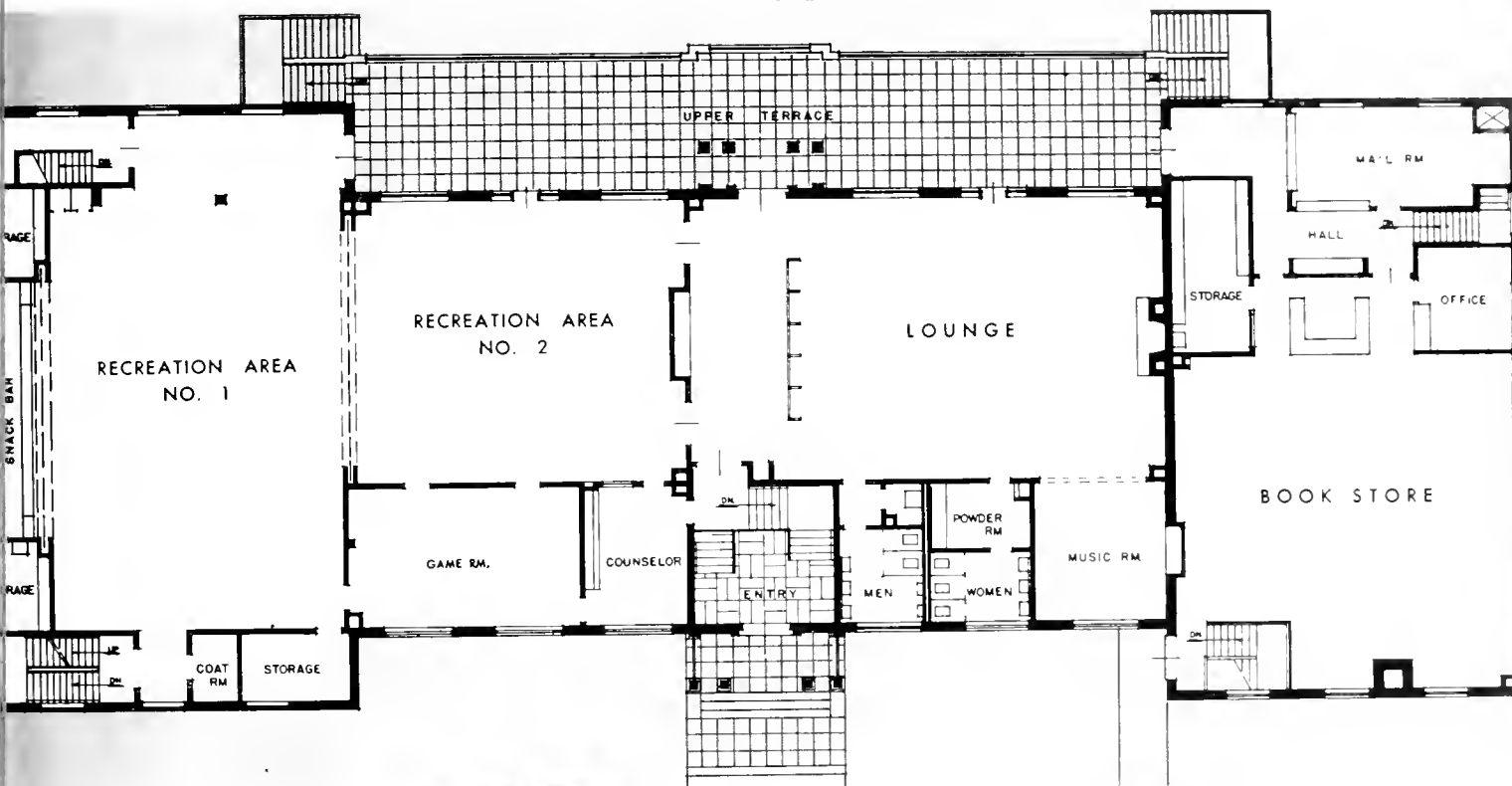


LIBRARY



The Alumni Bulletin
April 1958



DEVELOPMENT CAMPAIGN
Page 2
AMERICAN EDUCATION 1958
Page 8

LYCOMING

The Alumni Bulletin

Volume 11

April 1958

Number 2

Editor - - - - R. ANDREW LADY

Assistant to the Editor - MRS. RALPH E. McCracken

Technical Consultant - - - BARNARD TAYLOR

Member American Alumni Council
American College Public Relations Association

ALUMNI ASSOCIATION

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Mechanicsburg, Pa.

Vice President—Mr. Nathan W. Stuart
Williamsport, Pa.

Recording Secretary—Miss Eva L. Keller
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Last Retiring President—Don L. Larrabee
Williamsport, Pa.

Alumni Fund Chairman—W. Russell Zacharias
Allentown, Pa.

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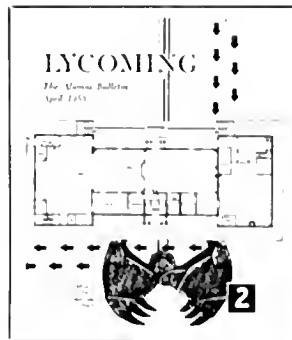
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SPECIAL FEATURES

- 2 Lycoming Launches \$1,200,000 Development Campaign
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ALUMNI NEWS

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A Message From the President

Dear Alumni:

March 21, 1958

What thrilling and exciting days these are!

We have been thrilled by the many generous and sacrificial gifts which have been made to the Development Campaign. We are excited by the plans which are being laid for the future growth of the total College program.

The facilities which are being made available for the College through the current solicitation are tremendously important to our program. This fact, in itself, has made it possible for us to attract inspired leadership to our program. Men and women who are outside our regular College family have provided outstanding assistance. We are deeply indebted to all who have helped.

While the focus of the Development Program is upon buildings and equipment, the concern of the College remains at the point of developing the total College situation. Elsewhere in this Bulletin you will see the evidence of what I mean: the recent visit of Dr. Samuel P. Massie, Jr., to evaluate the Science Program, the honor that has come to Dr. Thomas G. Barnes, the recognition afforded Prof. Howard L. Ramsey.

The development of a College campus involves many considerations. Lycoming College remains ever sensitive to its total responsibility: intellectual, cultural, spiritual, social, and physical.

Actually, it is this total responsibility that makes college life so thrilling and exciting.

Very sincerely,

D. Frederick Wertz
President

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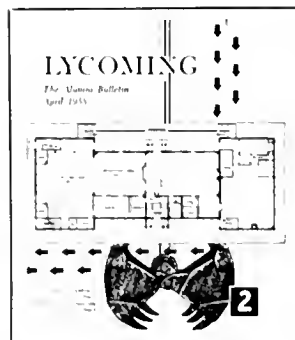
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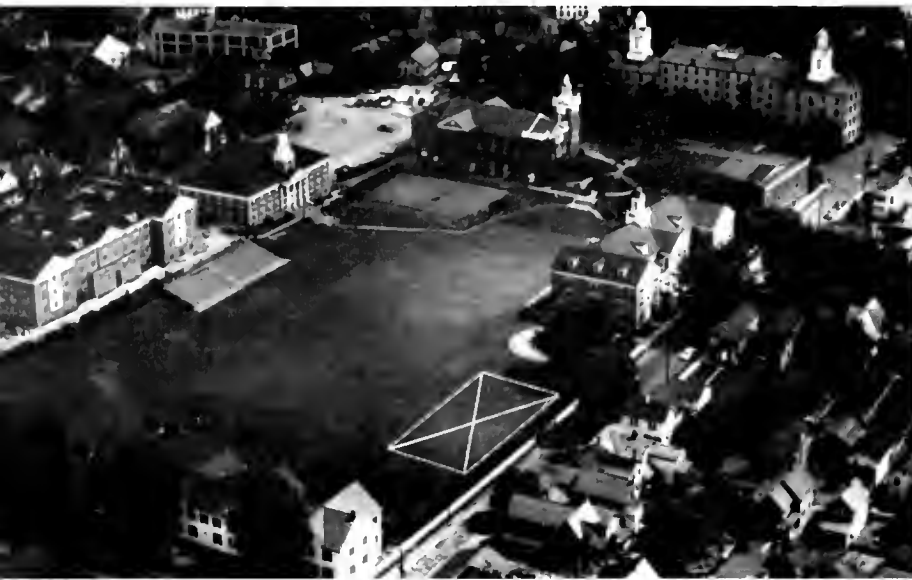
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Very sincerely,

D. Frederick Wertz
President

LYCOMING LAUNCHES \$1,200,000



An aerial view of the Lycoming College campus indicates the location of the Student Activities Building on College Place between the President's Residence and Rich Hall.

By the time this issue of *The Alumni Bulletin* reaches its readers, Lycoming College will have completed the largest fund-raising campaign in its history, or in the history of the city of Williamsport. No individual or group of individuals was overlooked in seeking assistance to insure the success of this financial drive. The response from all groups, e.g. faculty and staff, students, banks, churches, local merchants, businessmen, industrialists, and alumni was so enthusiastic that those who worked on the campaign were continually encouraged.

Groundwork Laid

The groundwork for this campaign was laid on Friday morning, January 3, 1958, when Dr. D. Frederick Wertz, Mr. Kenneth E. Himes, and Mr. R. Andrew Lady met with Mr. William A. McClenman, who had been appointed campaign director by the professional fund-raising firm of Ward, Dreshman, and Reinhardt, of New York City. Acting in the capacity of associate director was Mr. Thomas A. Redmond.

Prior to this meeting, however, the Board of Directors had given many hours of serious thought to such a campaign. They had explored the need and were thoroughly convinced that a Development Program in the amount of \$1,200,000 was necessary. They had no other choice if Lycoming were going to continue its record of progress evidenced during the first ten years of its history as a four-year degree-granting institution of higher learning.

Campaign headquarters was established in the Lycoming Hotel and work began immediately. Within a week a 33-man steering committee had been appointed and convened to make formal plans. This involved setting up smaller committees to handle Initial Gifts, Special Gifts, and a General Organization. Groups were organized in order that the faculty, staff and students of the college could make their contributions. Under the leadership of Paul John, '49, about fifteen local alumni were contacted to carry out an intensive telephone campaign of alumni living in Pennsylvania and neighboring states.

Excellent Support

The figures listed below are an indication of the response made by various groups:

Williamsport Area Banks	\$134,000
College Faculty and Staff	25,298
Alumni	109,437
Industries	340,855

Bids for the Student Activities Building were opened Wednesday afternoon, April 9, 1958. Of the seven construction companies who submitted bids, the Lundy Construction Company of Williamsport was low bidder at \$509,910. This figure provides for a completely air-conditioned structure. Ground-breaking ceremonies were held on Monday, April 14 at 3:00 p. m. Full-scale excavation began early the following morning.

DEVELOPMENT CAMPAIGN

Initial alumni response excellent

The campaign was conducted in a slightly different manner from what you might have expected. Although this campaign got underway at the beginning of the year, there were no day-to-day progress reports. In fact, there was no public release of pledges until the Citizens' Dinner which was held at the Lycoming Hotel February 27, 1958. At that dinner, attended by more than 400 townspeople, alumni, faculty, students, and churchmen, the report of pledges received to date was made. The total at that time amounted to \$503,000 which meant we were off to an auspicious start.

Alumnus Keynotes Citizens' Dinner

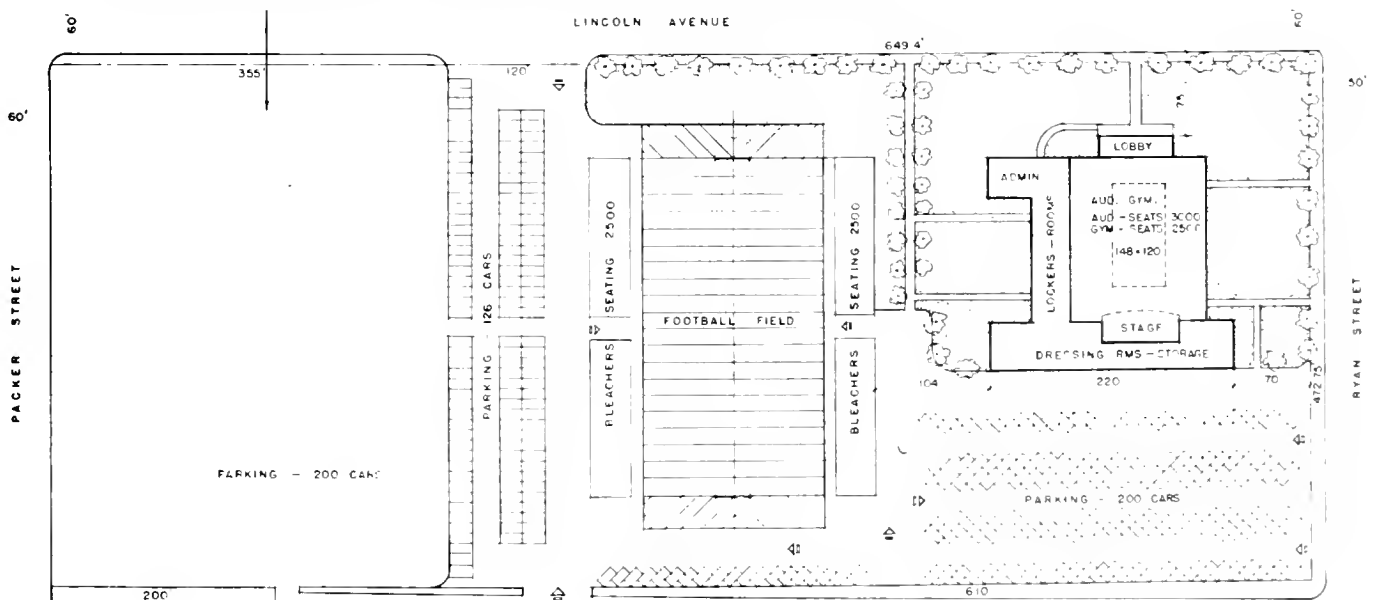
Principal speaker at the Citizens' Dinner was Herbert M. Gould, '22, General Manager, Motors Holding Division, General Motors Corporation. The warmth and sincerity of his talk almost dimmed the significance of the excellent financial report which had been received earlier. Mr. Gould introduced some surprise guests at the dinner who are close friends of his, Mr. and Mrs. Douglas McKay. Mr. McKay previously held office as a senator from Oregon, secretary of the Interior and is presently the Chairman of the

American Section, International Joint Commission

As if this weren't enough to make February 27, 1958, an evening long to be remembered, there was one more late development. For some time Lycoming College had been negotiating with the Williamsport Scottish Rite Consistory for a portion of Consistory Field. This field, which consists of about 12 acres, lies five blocks north of the campus. The college was hoping to obtain seven acres of this field on which to build an auditorium-gymnasium and athletic field. However, the final decision rested with the membership of the Masonic organization.

Perhaps, by a coincidence, a stated meeting of the Consistory also fell on the evening of the Citizens' Dinner. Dr. LeRoy F. Derr, commander-in-chief, presided at the business session of Consistory in which details of the real estate transaction were explained. Mr. Harry J. W. Kiessling, chairman of the board of trustees, spoke for that body in recommending the sale. The action by the members was unanimous. With the decision formally approved, Mr. Kiessling hastened to the Citizens' Dinner to make this anxiously awaited pronouncement.

The auditorium-gymnasium and athletic field shown in the sketch suggest their approximate location in the seven acres of Consistory Field which was purchased recently.



Campus May Double

In his own inimitable style, Mr. Kiessling informed the assemblage that the Consistory had unanimously agreed to the sale which he described as "two-thirds of the field for one-half the price." The five acres not involved in the current sale are sufficient in size to accommodate a Masonic cathedral if the Consistory would decide to build one in the future. If these five remaining acres are ever offered for sale, however, Lycoming College, by terms of the Masonic action, is to have first opportunity to buy.

The impact of Mr. Kiessling's statement meant that Lycoming now had the opportunity, for the first time in more than a hundred years, to "break out" of its almost traditional bounds. Should the college eventually obtain title to the other five acres, this field would have the effect of doubling the size of the present campus.

F. H. A. LOAN APPROVED FOR ACTIVITIES BUILDING

A \$500,000 Student Activities Building will be erected during 1958 with the aid of federal financing. Immediate construction of this building was made possible through a \$400,000 loan from the U. S. Community Facilities Administration. The additional \$100,000 needed to complete this building will come out of the \$1,200,000 Development Campaign.

The plans call for a three-story brick and flagstone structure to be situated along the west side of the campus. This building will front on College Place midway between Rich Hall and the President's Residence. Of Georgian Colonial architecture, it will be constructed to match other campus buildings. It will be 193' x 75' with an 18' x 100' terrace overlooking the present football field.

The ground floor will include the main dining room, a private dining room, a kitchen, storage and refrigerated rooms and a boiler room. The main dining hall is designed to accommodate about 800 students for banquet-type seating and from 1,000 to 1,200 cafeteria-style dining. The private dining room will seat about 100. The kitchen will be designed to prepare food for 1,200.

A self-service book store will be built on the first floor. Students will make purchases on a self-service basis and pay as they leave the store. The central mail distribution room will also be

Others who spoke at the Citizens' Dinner included a welcoming address by Judge Charles S. Williams, Chairman of the Executive Committee of the College Board of Directors. George R. Lauade, Publisher, Grit Publishing Company, representing the community, spoke on the subject of what a progressive college means to citizens of Williamsport and Lycoming County.

The goal of \$1,200,000 was set by the Board of Directors on the basis of:

Debt on Science Building	\$ 100,000
Student Activities Building	100,000
Auditorium-Gymnasium	500,000
Remodeling of Old Main	200,000
Reserve to purchase additional property	300,000
	<hr/>
Campaign Goal	\$1,200,000



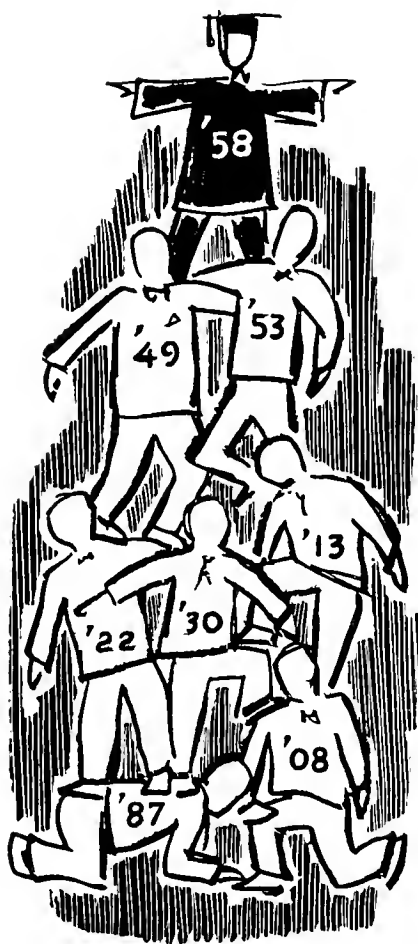
Judge Charles S. Williams, member of the Board of Directors; Kenneth E. Himes, Treasurer and Business Manager; William H. Hartman, architect; and R. Andreu Lady, Assistant to the President, study plans of the Student Activities Building.

located on the first floor. The largest area will be the main lounge which will have pre-finished plywood panels with acoustical ceiling and a flagstone floor. Also on the first floor are a music alcove, counselor's offices and three recreation areas. A snack bar will be located at one end of the main recreation area. Provisions will be made for shuffleboard, ping pong and other table games.

**FROM THE PEN
OF THE
ALUMNI PRESIDENT**

Remember Old Main!

Two Hundred Thousand Dollars has been set as the goal for a tremendous Development Program at Lycoming. Faculty and Administration, students and townspeople have accepted generous quotas. Alumni, whether they live in



Williamsport or elsewhere, will have their gifts for the next three years credited toward their own special project of giving Old Main a new look.

“Old Main” carries more memories for more students than any other spot on the campus. For most students the first contact with a school official was in the offices of Old Main. The Chapel Services for many years were held on the second floor. Many Alumni of the Dickinson Seminary days will remember the trepidation with which they approached the rostrum twice yearly to present their orations. Soloists and lecturers were imported for the cultural growth of the students, and social half hours under the rigid eyes of chaperones were the usual activities following the evening meal.

It would be difficult to estimate how many thousands of graduates ate in the dining room on the first floor, learning social procedures oftentimes quite different from the accepted customs at home. It would be equally difficult to determine how many lived at one time or another on the 4th, 5th, and 6th floors under the watchful eyes of bachelor professors assigned to be the nightly caretakers. Other memories which come back to us include the class room procedures which were often upset by the odors emanating from the science laboratory; the discovery, in the shadowy confines of the cellar, of cider in barrels left to age for vinegar; bowling balls rolling down the halls and stairwells at midnight; the night watchman's box on the second floor, No. 10, “For Men Only”; and the day study hall which at night became a supervised study hall for those who couldn't or wouldn't quite make the grades required.

So, the restoration, beautifying, and remodeling of Old Main is one of the major items in the Development Program. All Alumni gifts will be credited toward this necessary project. Thus, we, who were inheritors of the past, now have the opportunity of making the future students of Lycoming indebted to us.

Remember Old Main!

Victor B. Hann

MEMOS FROM THE EDITOR'S DESK

Flowers to the Faculty

Shortly after your editor assumed this office last fall, he heard statements concerning the fitness of the faculty at Lycoming. Since he was not personally acquainted with many of the newer faculty members, it was difficult to evaluate the comments which were passed. To be sure, these comments were a favorable nature, e.g., "Our faculty is on a level with that of any small liberal arts college in the country."

Six months have passed and in the course of our daily activity almost every faculty member has been in the Alumni Office at least once; some have been here many times. It has really been a privilege to become acquainted with the group that now composes the teaching staff of your Alma Mater. There is but one observation that your editor can make in his own biased way. The statements which were made about

the competence and stature of our faculty six months ago were definitely on the conservative side.

It is the opinion of your editor that Lycoming possesses an outstanding faculty. While this is only an opinion, it has been verified, at least in part, by the honors that have come to some of our faculty members recently. (See Faculty News on page 10). In addition to the recognition which the College has received because of its faculty, it is the almost daily service which they render to the community, which warrants your consideration. Only a small portion of the speaking engagements of our faculty could be listed due to space limitations. For these omissions we ask your understanding. As alumni of the "School on the Hill" you can be extremely proud of the present faculty.

Plans Being Made for Alumni Day

An Alumni Day Committee, under the chairmanship of Mrs. Samuel Hutchison, '13, is making plans for the five-year class reunions which will be held on campus June 7. A detailed program will be included in a special Newsletter which is expected to be mailed early in May. Reunion classes are: 1957, 1953, 1948, 1943, 1938, 1933, 1928, 1923, 1918, 1913 and 1908.

Four students are shown at work in the Alumni Office under the watchful eye of Mrs. Helen McCracken (left). They are (from left to right) Marie Faus, '59; Harriet Jones, '59; JoAnne Ernest, '61; and Janet Sluman, '59. This office staff was responsible for preparing the mailing to all Alumni which contained their ballots for election of the Alumni Representative to the Board of Directors of the College. Although Marie and JoAnne were extras called in for this special mailing, Harriet and Janet work about ten hours every week in your Alumni Office under the supervision of Mrs. McCracken, Office Secretary.





DOCTOR OF LETTERS
CONFERRED ON
MAYOR OF SOUTHPORT
MRS. MAE O. BAMBER

SPECIAL CONVOCATION HELD

In a special convocation the honorary degree, Doctor of Letters, was conferred on His Worship, The Mayor of Southport, Mrs. Mae O. Bamber. She was in the United States for about three weeks on a goodwill mission from England. The chief purpose of her visit was to renew Southport's ties with three namesake towns in Connecticut, Maine and North Carolina, and to acquaint Americans along the Eastern seaboard with her own Southport's attractions as a vacation spot.

Lycoming faculty and choir members met Mrs. Bamber last summer while the College Choir was on a concert tour of England. One of their concerts took place in Southport, and it was at this time that they became acquainted with The Mayor. (Readers may recall seeing a picture of His Worship with the choir on page 4 of the Fall Issue of *The Alumni Bulletin*). Everyone was captivated by the vivacious personality which characterized this Scotswoman.

Her community activities range from song-writing to youth work and include leadership in most phases of Southport's social, cultural, welfare and political functions. It was a delightful surprise, then, to learn that she would be visiting this country.

Doctor of Letters Conferred

The convocation, held on the first day following the Easter spring vacation, completed a full 24 hours for His Worship. Arriving in Williamsport about noon on Monday, April 7, she was given a motorcycle escort to a civic reception by the Mayor of Williamsport, Thomas H. Levering. That evening a formal reception by the faculty was held in Rich Hall. The Tuesday morning convocation was a formal occasion with the faculty attired in their academic regalia. Following her address, the Doctor of Letters Degree was conferred by Dr. D. Frederick Wertz, President.



A new view of a familiar building on Lycoming College campus. Clarke Memorial Chapel.

WHAT DO YOU KNOW ABOUT AMERICAN HIGHER EDUCATION TODAY?

Lycoming College joins with 152 other alumni magazines in this country and abroad in April sponsorship of an unusual special survey of "American Higher Education, 1958." The 32-page supplement which follows, reporting higher education's achievements and problems, will reach 1,350,000 readers of these magazines. It is the product of a unique co-operative venture by alumni editors in all parts of the United States.

The editorial mission of this supplement is carried out in unbiased fashion—unbiased, that is, except for the one belief on which the whole project is based: that the U. S. higher education complex is one of the great glories of a free society, about which the alumni magazine public deserves to be informed. This special section sticks to the facts; it pleads no special cases, mounts no soap-boxes, and makes no judgments. It does, however, through the facts, present a picture to provide the reader of an alumni magazine with a new awareness and appreciation for higher education's role, for his alma mater's role, and for his own role as an alumnus in America today.

AMERICAN HIGHER EDUCATION 1958

ITS PRESSING PROBLEMS AND NEEDS ARE
EXCEEDED ONLY BY ITS OPPORTUNITIES

THIS is a special report. It is published because the time has come for colleges and universities—and their alumni—to recognize and act upon some extraordinary challenges and opportunities.

Item: Three million, sixty-eight thousand young men and women are enrolled in America's colleges and universities this year—45 per cent more than were enrolled six years ago, although the number of young people in the eighteen-to-twenty-one age bracket has increased only 2 per cent in the same period. A decade hence, when colleges will feel the effects of the unprecedented birth rates of the mid-1940's, today's already-enormous enrollments will double.

Item: In the midst of planning to serve *more* students, higher education is faced with the problem of not losing sight of its *extraordinary* students. "What is going to happen to the genius or two in this crowd?" asked a professor at one big university this term, waving his hand at a seemingly endless line of students waiting to fill out forms at registra-





HIGHER education in America had its beginnings when the Puritans founded a college to train their ministers. Here, reflected in a modern library window, is the chapel spire at Harvard

tion desks. "Heaven knows, if the free world ever needed to discover its geniuses, it needs to do so now." President Robert Gordon Sproul of the University of California puts it this way: "If we fail in our hold upon quality, the cherished American dream of universal education will degenerate into a nightmare."

Item: A college diploma is the *sine qua non* for almost any white-collar job nowadays, and nearly everybody wants one. In the scramble, a lot of students are going to college who cannot succeed there. At the Ohio State University, for instance, which is required by law to admit every Ohioan who owns a high-school diploma and is able to complete the entrance blanks, two thousand students flunked out last year. Nor is Ohio State's problem unique. The resultant waste of teaching talents, physical facilities, and money is shocking—to say nothing of the damage to young people's self-respect.

Item: The cost of educating a student is soaring. Like many others, Brown University is boosting its fees this spring: Brown students henceforth will pay an annual tuition bill of \$1,250. But it costs Brown \$2,300 to provide a year's instruction in return. The difference between charges and actual cost, says Brown's President Barnaby C. Keeney, "represents a kind of scholarship from the faculty. They pay for it out of their hides."

Item: The Educational Testing Service reports that lack of money keeps many of America's ablest high-school students from attending college—150,000 last year. The U. S. Office of Education found not long ago that even at public colleges and universities, where tuition rates are still nominal, a student needs around \$1,500 a year to get by.

Item: Non-monetary reasons are keeping many promising young people from college, also. The Social Science Research Council offers evidence that fewer than half of the students in the upper tenth of their high-school classes go on to college. In addition to lack of money, a major reason for this defection is "lack of motivation."

Item: At present rates, only one in eight college teachers can ever expect to earn more than \$7,500 a year. If colleges are to attract and hold competent teachers, says Devereux C. Josephs, chairman of the President's Committee on Education Beyond the High School, faculty salaries must be increased by at least

FROM its simple beginnings, American higher education has grown into 1,800 institutions of incredible diversity. At the right is but a sampling of their vast interests and activities.

50 per cent during the next five years. Such an increase would cost the colleges and universities around half a billion dollars a year.

Item: Some critics say that too many colleges and universities have been willing to accept—or, perhaps more accurately, have failed firmly to reject—certain tasks which have been offered to or thrust upon them, but which may not properly be the business of higher education at all. “The professor,” said one college administrator recently, “should not be a carhop who answers every demanding horn. Educational institutions must not be hot-dog stands.”

Item: The colleges and universities, some say, are not teaching what they ought to be teaching or are not teaching it effectively. “Where are the creative thinkers?” they ask. Have we, without quite realizing it, grown into a nation of gadgeteers, of tailfin technicians, and lost the art of basic thought? (And from all sides comes the worried reminder that the other side launched their earth satellites first.)

THESE are some of the problems—only some of them—which confront American higher education in 1958. Some of the problems are higher education’s own offspring; some are products of the times.

But some are born of a fact that is the identifying strength of higher education in America: its adaptability to the free world’s needs, and hence its diversity.

Indeed, so diverse is it—in organization, sponsorship, purpose, and philosophy—that perhaps it is fallacious to use the generalization, “American higher education,” at all. It includes 320-year-old Harvard and the University of Southern Florida, which now is only on the drawing boards and will not open until 1960. The humanities research center at the University of Texas and the course in gunsmithing at Lassen Junior College in Susanville, California. Vassar and the U. S. Naval Academy. The University of California, with its forty-two thousand students, and Deep Springs Junior College, on the eastern side of the same state, with only nineteen.

Altogether there are more than 1,800 American institutions which offer “higher education,” and no two of them are alike. Some are liberal-arts colleges, some are



UNIVERSITY OF NEW MEXICO

MILLS COLLEGE





DARTMOUTH COLLEGE



AMHERST COLLEGE



UNIVERSITY OF CALIFORNIA



DEEP SPRINGS JUNIOR COLLEGE



EMORY UNIVERSITY

NEW YORK TIMES



WITH growth have come problems for the colleges and universities. One of the most pressing, today, is swelling enrollments. Already they are straining higher education's campuses and teaching resources. But the present large student population is only a fraction of the total expected in the next decade.



SMITH COLLEGE

vast universities, some specialize in such fields as law, agriculture, medicine, and engineering. Some are supported by taxation, some are affiliated with churches, some are independent in both organization and finance. Thus any generalization about American higher education will have its exceptions—including the one that all colleges and universities desperately need more money. (Among the 1,800, there may be one or two which don't.) In higher education's diversity—the result of its restlessness, its freedom, its geography, its competitiveness—lies a good deal of its strength.

AMERICAN higher education in 1958 is hardly what the Puritans envisioned when they founded the country's first college to train their ministers in 1636. For nearly two and a half centuries after that, the aim of America's colleges, most of them founded by churches, was limited, to teach young people the rudiments of philosophy, theology, the classical languages, and mathematics. Anyone who wanted a more extensive education had to go to Europe for it.

One break from tradition came in 1876, with the founding of the Johns Hopkins University. Here, for the first time, was an American institution with European standards of advanced study in the arts and sciences.

Other schools soon followed the Hopkins example. And with the advanced standards came an emphasis on research. No longer did American university scholars

In the flood of vast numbers of students, the colleges and universities are concerned that they not lose sight of the individuals in the crowd. They are also worried about costs: every extra student adds to their financial deficits.

HARVARD UNIVERSITY

simply pass along knowledge gained in Europe; they began to make significant contributions themselves.

Another spectacular change began at about the same time. With the growth of science, agriculture—until then a relatively simple art—became increasingly complex. In the 1850's a number of institutions were founded to train people for it, but most of them failed to survive.

In 1862, however, in the darkest hours of the Civil War, Abraham Lincoln signed the Morrill Land-Grant Act, offering each state public lands and support for at least one college to teach agriculture and the mechanic arts. Thus was the foundation laid for the U. S. state-university system. "In all the annals of republics," said Andrew D. White, the first president of one institution founded under the act, Cornell University, "there is no more significant utterance of confidence in national destiny, out from the midst of national calamity."

NOW there was no stopping American higher education's growth, or the growth of its diversity. Optimistically America moved into the 1900's, and higher education moved with it. More and more Americans wanted to go to college and were able to do so. Public and private institutions were established and expanded. Tax dollars by the millions were appropriated, and philanthropists like Rockefeller and Carnegie and Stanford vied to support education on a large scale. Able teachers, now being graduated in numbers by America's own universities, joined their staffs.

In the universities' graduate and professional schools, research flourished. It reached outward to explore the universe, the world, and the creatures that inhabit it. Scholars examined the past, enlarged and tended man's cultural heritage, and pressed their great twentieth-century search for the secrets of life and matter.

Participating in this exploration were thousands of young Americans, poor and rich. As students they were acquiring skills and sometimes even wisdom. And, with

their professors, they were building a uniquely American tradition of higher education which has continued to this day.

OUR aspirations, as a nation, have never been higher. Our need for educational excellence has never been greater. But never have the challenges been as sharp as they are in 1958.

Look at California, for one view of American education's problems and opportunities—and for a view of imaginative and daring action, as well.

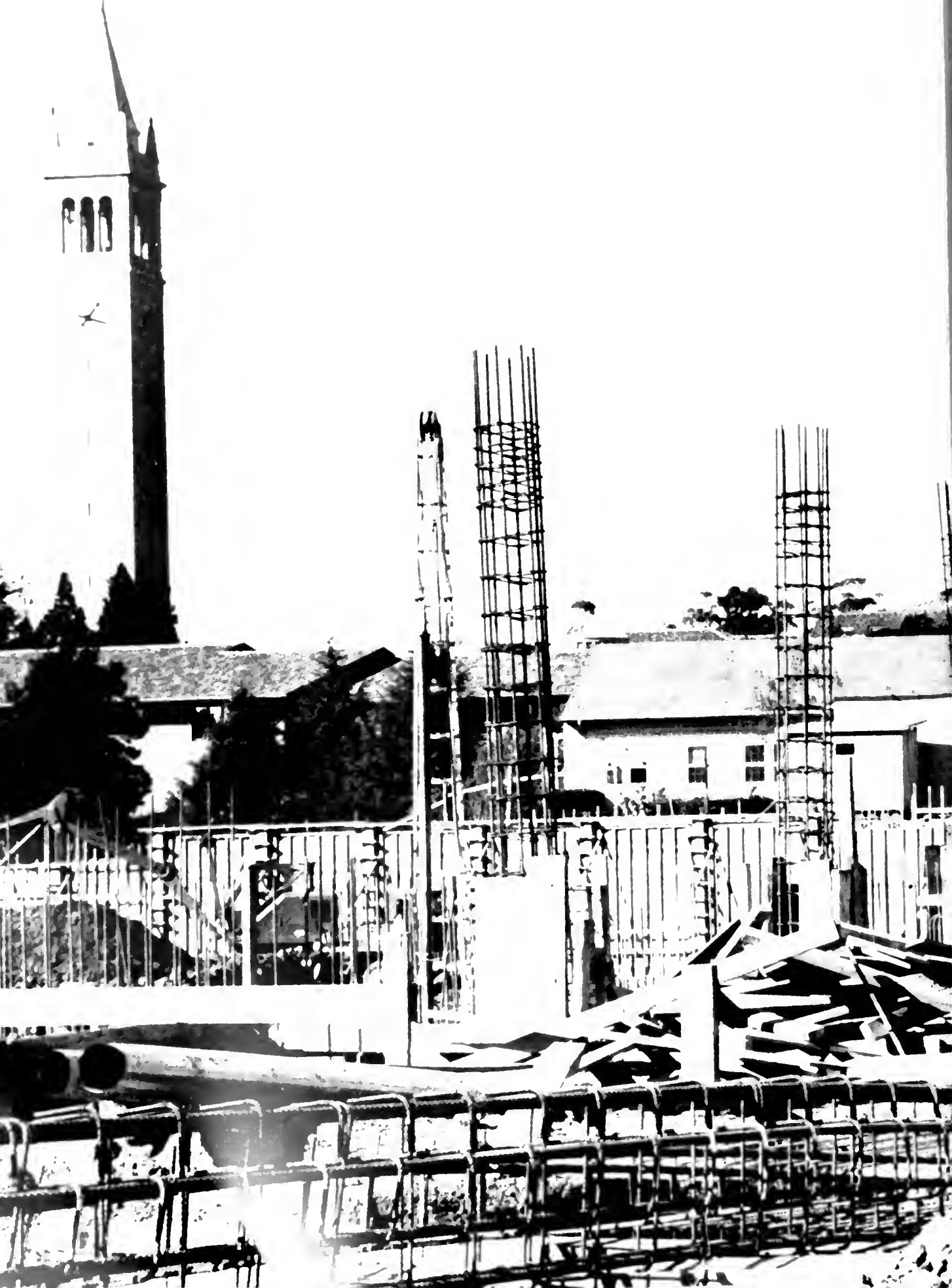
Nowhere is the public appetite for higher education more avid, the need for highly trained men and women more clear, the pressure of population more acute. In a recent four-year period during which the country's population rose 7.5 per cent, California's rose some 17.6 per cent. Californians—with a resoluteness which is, unfortunately, not typical of the nation as a whole—have shown a remarkable determination to face and even to anticipate these facts.

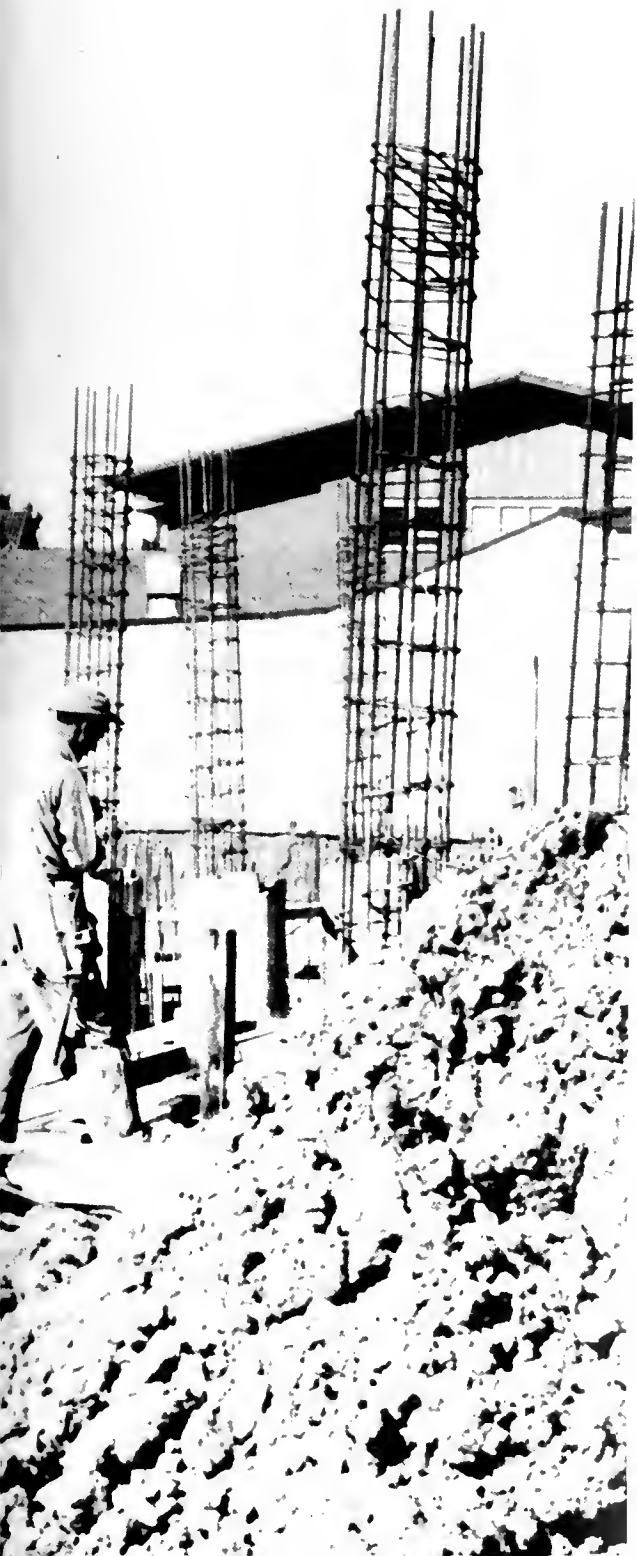
They have decided that the state should build fifteen new junior colleges, thirteen new state colleges, and five new campuses for their university. (Already the state has 135 institutions of higher learning: sixty-three private establishments, sixty-one public junior colleges, ten state colleges, and the University of California with eight campuses. Nearly 40 cents of every tax dollar goes to support education on the state level.)

But California has recognized that providing new facilities is only part of the solution. New philosophies are needed, as well.

The students looking for classrooms, for example, vary tremendously, one from the other, in aptitudes, aims, and abilities. "If higher education is to meet the varied needs of students and also the diverse requirements of an increasingly complex society," a California report says, "there will have to be corresponding diversity among and within educational institutions. . . . It will







UNIVERSITY OF CALIFORNIA

To accommodate more students and to keep pace with increasing demands for complex research work, higher education must spend more on construction this year than in any other year in history.

not be sufficient for California—or any other state, for that matter—simply to provide enough *places* for the students who will seek college admission in future years. It will also have to supply, with reasonable economy and efficiency, a wide range of educational *programs*.”

Like all of the country, California and Californians have some big decisions to make.

DR. LEWIS H. CHRISMAN is a professor of English at West Virginia Wesleyan, a Methodist college near the town of Buckhannon. He accepted an appointment there in 1919, when it consisted of just five major buildings and a coeducational student body of 150. One of the main reasons he took the appointment, Dr. Chrisman said later, was that a new library was to be built “right away.”

Thirty years later the student body had jumped to 720. Nearly a hundred other students were taking extension and evening courses. The zooming postwar birth rate was already in the census statistics, in West Virginia as elsewhere.

But Dr. Chrisman was still waiting for that library. West Virginia Wesleyan had been plagued with problems. Not a single major building had gone up in thirty-five years. To catch up with its needs, the college would have to spend \$500,000.

For a small college to raise a half million dollars is often as tough as for a state university to obtain perhaps ten times as much, if not tougher. But Wesleyan’s president, trustees, faculty, and alumni decided that if independent colleges, including church-related ones, were to be as significant a force in the times ahead as they had been in the past, they must try.

Now West Virginia Wesleyan has an eighty-thousand-volume library, three other buildings completed, a fifth to be ready this spring, and nine more on the agenda.

A group of people reached a hard decision, and then made it work. Dr. Chrisman’s hopes have been more than fulfilled.

So it goes, all over America. The U. S. Office of Education recently asked the colleges and universities how much they are spending on new construction this year.



UNIVERSITY OF CALIFORNIA

THE most serious shortage that higher education faces is in its teaching staffs. Many are underpaid, and not enough young people are entering the field. Here, left to right, are a Nobel Prizewinning chemist, a Bible historian, a heart surgeon, a physicist, and a poet.



Ninety per cent of them replied. In calendar 1958, they are spending \$1.078 billion.

Purdue alone has \$37 million worth of construction in process. Penn has embarked on twenty-two projects costing over \$31 million. Wake Forest and Goucher and Colby Colleges, among others, have left their old campuses and moved to brand-new ones. Stanford is undergoing the greatest building boom since its founding. Everywhere in higher education, the bulldozer, advance agent of growth, is working to keep up with America's insatiable, irresistible demands.

BUILDING PROJECTS, however, are only the outward and visible signs of higher education's effort to stay geared to the times. And in many ways they are the easiest part of the solution to its problems. Others go deep.

Not long ago the vice president of a large university was wondering aloud. "Perhaps," he said, "we have been thinking that by adding more schools and institutes as more knowledge seemed necessary to the world, we were serving the cause of learning. Many are now calling for a reconsideration of what the whole of the university is trying to *do*."

The problem is a very real one. In the course of her 200-year-plus history, the university had picked up so many schools, institutes, colleges, projects, and "centers" that almost no one man could name them all, much less give an accurate description of their functions. Other institutions are in the same quandary.

Why? One reason is suggested by the vice president's comment. Another is the number of demands which we as a nation have placed upon our institutions of higher learning.

We call upon them to give us space-age weapons and



BAYLOR UNIVERSITY

RENSSELAER POLYTECHNIC INSTITUTE



DARTMOUTH COLLEGE

polio vaccine. We ask them to provide us with lumbermen and liberally educated PTA presidents, doctors and statesmen, business executives and poets, teachers and housewives. We expect the colleges to give us religious training, better fertilizers, extension courses in music appreciation, fresh ideas on city planning, classes in square dancing, an understanding of medieval literature, and basic research.

The nation does need many services, and higher education has never been shy about offering to provide a great portion of them. Now however, in the face of a multitude of pressures ranging from the population surge to the doubts many people have about the quality of American thought, there are those who are wondering if America is not in danger of over-extending its educational resources: if we haven't demanded, and if under the banner of higher education our colleges and universities haven't taken on, too much.

AMERICA has never been as ready to pay for its educational services as it has been to request them. A single statistic underlines the point. We spend about seven tenths of 1 per cent of our gross national product on higher education. (Not that we should look to the Russians to set our standards for us—but it is worth noting that they spend on higher education more than 2 per cent of *their* gross.)

As a result, this spring, many colleges and universities find themselves in a tightening vise. It is not only that prices have skyrocketed; the *real cost* of providing education has risen, too. As knowledge has broadened and deepened, for example, more complicated and costly equipment has become essential.

Feeling the financial squeeze most painfully are the faculty members. The average salary of a college or university teacher in America today is just over \$5,000. The average salary of a full professor is just over \$7,000.

It is a frequent occurrence on college campuses for a graduating senior, nowadays, to be offered a starting salary in industry that is higher than that paid to most of the faculty men who trained him.

On humane grounds alone, the problem is shocking. But it is not limited to a question of humaneness; there is a serious question of national welfare, also.

"Any institution that fails through inability or delinquency to attract and hold its share of the best academic minds of the nation is accepting one of two consequences," says President Cornelis W. de Kiewiet of the University of Rochester. "The first is a sentence of inferiority and decline, indeed an inferiority so much greater and a decline so much more intractable that trustees, alumni, and friends can only react in distress when they finally see the truth. . . .


"The second . . . is the heavy cost of rehabilitation once the damage has been done. In education as in business there is no economy more foolish than poor maintenance and upkeep. Staffs that have been poorly maintained can be rebuilt only at far greater cost. Since even less-qualified and inferior people are going to be in short supply, institutions content to jog along will be denied even the solace of doing a moderate job at a moderate cost. It is going to be disturbingly expensive to do even a bad job."

The effects of mediocrity in college and university teaching, if the country should permit it to come about, could only amount to a national disaster.

WITH the endless squeezes, economies, and crises it is experiencing, it would not be particularly remarkable if American higher education, this spring, were alternately reproaching its neglecters and struggling feebly against a desperate fate. By and large, it is doing nothing of the sort.

Instead, higher education is moving out to meet its problems and, even more significantly, looking beyond them. Its plans take into account that it may have twice as many students by 1970. It recognizes that it must not, in this struggle to accommodate quantity, lose sight of quality or turn into a mold of "mass minds." It is continuing to search for ways to improve its present teaching. It is charting new services to local communities, the nation, and vast constituencies overseas. It is entering new areas of research, so revolutionary that it must invent new names for them.

CONSIDER the question of maintaining quality amidst quantity. "How," educators ask themselves, "can you educate everyone who is ambi-



EXCEPTIONAL students must not be overlooked, especially in a time when America needs to educate every outstanding man and woman to fullest capacity. The students at the right are in a philosophy of science class.

tious and has the basic qualifications, and still have time, teachers, and money to spend on the unusual boy or girl? Are we being true to our belief in the individual if we put everyone into the same mold, ignoring human differences? Besides, let's be practical about it—doesn't this country need to develop every genius it has?"

There is one approach to the problem at an institution in eastern California, Deep Springs. The best way to get there is to go to Reno, Nevada, and then drive about five hours through the Sierras to a place called Big Pine. Deep Springs has four faculty members, is well endowed, selects its students carefully, and charges no tuition or fees. It cannot lose sight of its good students—its total enrollment is nineteen.

At another extreme, some institutions have had to



devote their time and effort to training as many people as possible. The student with unusual talent has had to find it and develop it without help.

Other institutions are looking for the solution somewhere in between.

The University of Kansas, for example, like many other state universities, is legally bound to accept every graduate of an accredited state high school who applies, without examinations or other entrance requirements. "Until recently," says Dean George Waggoner of Kansas's College of Liberal Arts and Sciences, "many of us spent a great deal of our time trying to solve the problem of marginal students."

In the fall of 1955, the university announced a program designed especially for the "gifted student." Its

objective: to make sure that exceptional young men and women would not be overlooked or under-exposed in a time of great student population and limited faculty.

Now Kansas uses state-wide examinations to spot these exceptional high-school boys and girls early. It invites high-school principals to nominate candidates for scholarships from the upper 5 per cent of their senior classes. It brings the promising high-school students to its Lawrence campus for further testing, screening, and selection.

When they arrive at the university as freshmen, the students find themselves in touch with a special faculty committee. It has the power to waive many academic rules for them. They are allowed to take as large a bite of education as they can swallow, and the usual course



EVEN in institutions with thousands of students, young people with extraordinary talents can be spotted and developed. This teacher is leading an honors section at a big university.

prerequisites do not apply; they may enter junior and senior-level courses if they can handle the work. They use the library with the same status as faculty members and graduate students, and some serve as short-term research associates for professors.

The force of the program has been felt beyond the students and the faculty members who are immediately involved. It has sent a current throughout the College of Liberal Arts and Sciences. All students on the dean's honor roll, for example, no longer face a strict limit in the number of courses they may take. Departments have strengthened their honor sections or, in some cases, established them for the first time. The value of the program reaches down into the high schools, too, stimulating teachers and attracting to the university strong students who might otherwise be lost to Kansas.

Across the country, there has been an attack on the problem of the bright student's boredom during his early months in college. (Too often he can do nothing but fidget restlessly as teachers gear their courses to students less talented than he.) Now, significantly large numbers are being admitted to college before they have finished high school; experiments with new curricula and opportunities for small discussion groups, fresh focus, and independent study are found in many schools. Foundations, so influential in many areas of higher education today, are giving their support.



The "quality vs. quantity" issue has other ramifications. "Education's problem of the future," says President Eldon L. Johnson of the University of New Hampshire, "is the relation of mind and mass. . . . The challenge is to reach numbers without mass treatment and the creation of mass men. . . . It is in this setting and this philosophy that the state university finds its place."

And, one might add, the independent institution as well. For the old idea that the public school is concerned with quantity and the private school with quality is a false one. All of American higher education, in its diversity, must meet the twin needs of extraordinary persons and a better educated, more thoughtful citizenry.

WHAT is a better educated, more thoughtful citizenry? And how do we get one? If America's colleges and universities thought they had the perfect answers, a pleasant complacency might spread across the land.

In the offices of those who are responsible for laying out programs of education, however, there is anything but complacency. Ever since they stopped being content with a simple curriculum of theology, philosophy, Latin, Greek, and math, the colleges and universities have been searching for better ways of educating their students in breadth as well as depth. And they are still hunting.

Take the efforts at Amherst, as an example of what many are doing. Since its founding Amherst has developed and refined its curriculum constantly. Once it offered a free elective system: students chose the courses they wanted. Next it tried specialization: students selected a major field of study in their last two years. Next, to make sure that they got at least a taste of many different fields, Amherst worked out a system for balancing the elective courses that its students were permitted to select.

But by World War II, even this last refinement seemed inadequate. Amherst began—again—a re-evaluation.

When the self-testing was over, Amherst's students began taking three sets of required courses in their freshman and sophomore years: one each in science, history, and the humanities. The courses were designed to build the groundwork for responsible lives: they sought to help students form an integrated picture of civilization's issues and processes. (But they were not "surveys"—or what Philosophy Professor Gail Kennedy, chairman of the faculty committee that developed the program, calls "those superficial omnibus affairs.")

How did the student body react? Angrily. When Professor Arnold B. Arons first gave his course in physical science and mathematics, a wave of resentment arose. It culminated at a mid-year dance. The music stopped, conversations ceased, and the students observed a solemn, two-minute silence. They called it a "Hate Arons Silence."

But at the end of the year they gave the professor a standing ovation. He had been rough. He had not provided his students with pat answers. He had forced them to think, and it had been a shock at first. But as they got used to it, the students found that thinking, among all of life's experiences, can sometimes be the most exhilarating.

TO TEACH them to think—that is the problem. It is impossible, today, for any school, undergraduate or professional, to equip its students with all the knowledge they will need to become competent engineers, doctors, farmers, or business men. On the other hand, it can provide its students with a chance to discover something with which, on their own, they can live an extraordinary life: their ability to think.

THUS, in the midst of its planning for swollen enrollments, enlarged campuses, balanced budgets, and faculty-procurement crises, higher education gives deep thought to the effectiveness of its programs. When the swollen enrollments do come and the shortage of teachers does become acute, higher education hopes it can maintain its vitality.

HAYDEN UNIVERSITY



TO IMPROVE the effectiveness of their teaching, colleges and universities are experimenting with new techniques like recordings of plays (*tabo*) and television, which (*l'm*) can bring medical students a closeup view of delicate experiments



To stretch teaching resources without sacrificing (and, perhaps, even improving) their effectiveness, it is exploring such new techniques as microfilms, movies, and television. At Rensselaer Polytechnic Institute, in Troy, New York, the exploration is unusually intense.

RPI calls its concerted study "Project Reward." How good, Project Reward asks, are movies, audio-visual aids, closed-circuit television? How can we set up really effective demonstrations in our science courses? How much more effective, if at all, is a small class than a big one? Which is better: lecture or discussion groups? Says Roland H. Trathen, associate head of Rensselaer's department of mechanics and a leader in the Project Reward enterprise, when he is asked about the future, "If creative contributions to teaching are recognized and rewarded in the same manner as creative contributions to research, we have nothing to fear."

The showman in a good professor comes to the fore when he is offered that new but dangerous tool of communication, television. Like many gadgets, television can be used merely to grind out more degree-holders, or—in the hands of imaginative, dedicated teachers—it can be a powerful instrument for improvement.

Experiments with television are going on all over the place. A man at the University of Oregon, this spring, can teach a course simultaneously on his own campus and three others in the state, thanks to an electronic link. Pennsylvania State experimented with the medium for three years and discovered that in some cases the TV students did better than their counterparts who saw their instructors in the flesh.

The dangers in assembly-line education are real. But with new knowledge about how people actually learn—and new devices to *help* them learn—interesting possibilities appear.

Even so, some institutions may cling to time-worn notions about teaching until they are torn loose by the current of the age. Others may adulterate the quality of their product by rushing into short-cut schemes. The reader can hope that his college, at least, will use the new tools wisely: with courage yet with caution. Most of all, he can hope that it will not be forced into adopting them in desperation, because of poverty or its inability to hold good teachers, but from a position of confidence and strength.

AMERICAN higher education does not limit itself to college campuses or the basic function of educating the young. It has assumed responsibility for direct, active, specific community service, also.

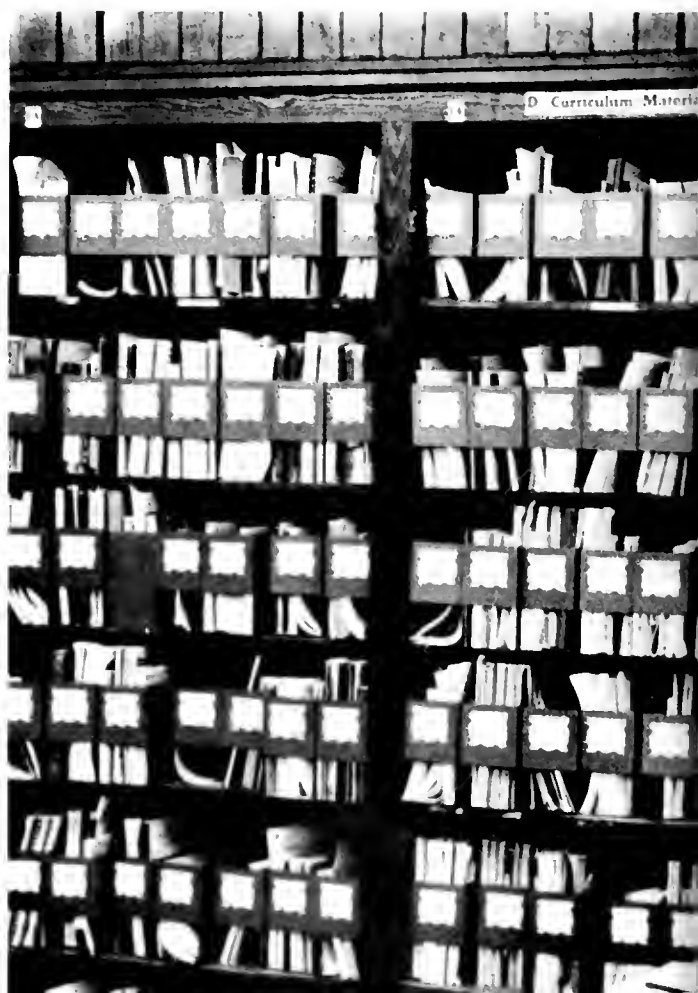
"Democracy's Growing Edge," the Teacher's College

of the University of Nebraska calls one such service project. Its sponsors are convinced that one of the basic functions of local schools is to improve their communities, and they are working through the local boards of education in Nebraska towns to demonstrate it.

Consider Mullen (pop. 750), in northwest Nebraska's sandhills area, the only town in its cattle-ranching county. The nearest hospital is ninety miles away. Mullen needs its own clinic; one was started six years ago, only to bog down. Under the university's auspices, with Mullen's school board coordinating the project and the Teacher's College furnishing a full-time associate coordinator, the citizens went to work. Mullen now has its clinical facilities.

Or consider Syracuse, in the southeast corner of the state, a trading center for some three thousand persons. It is concerned about its future because its young people are migrating to neighboring Lincoln and Omaha; to hold them, Syracuse needs new industry and recreational facilities. Again, through the university's program, townspeople have taken action, voting for a power contract that will assure sufficient electricity to attract industry and provide opportunities for youth.

Many other institutions currently are offering a variety



of community projects—as many as seventy-eight at one state university this spring. Some samples:

The University of Dayton has tailored its research program to the needs of local industry and offers training programs for management. Ohio State has planted the nation's first poison plant garden to find out why some plants are poisonous to livestock when grown in some soils yet harmless in others. Northwestern's study of traffic problems has grown into a new transportation center. The University of Southern California encourages able high-school students to work in its scientific laboratories in the summer. Regis College runs a series of economics seminars for Boston professional women.

Community service takes the form of late-afternoon and evening colleges, also, which offer courses to school teachers and business men. Television is in the picture, too. Thousands of New Yorkers, for example, rise before dawn to catch New York University's "Sunrise Semester," a stiff and stimulating series of courses on WCBS-TV.

In California, San Bernardino Valley College has gone on radio. One night a week, members of more than seventy-five discussion groups gather in private homes and turn on their sets. For a half hour, they listen to a program

such as "Great Men and Great Issues" or "The Ways of Mankind," a study of anthropology.

When the program is over (it is then 8:30), the living-room discussions start. People talk, argue, raise questions—and learn. One thousand of them are hard at it, all over the San Bernardino Valley area.

Then, at ten o'clock, they turn on the radio again. A panel of experts is on. Members of the discussion groups pick up their phones and ask questions about the night's topic. The panel gives its answers over the air.

Says one participant, "I learned that people who once seemed dull, uninteresting, and pedestrian had exciting things to say if I would keep my mouth shut and let them say it."

When it thinks of community services, American higher education does not limit itself to its own back yard.

Behind the new agricultural chemistry building at the University of the Philippines stand bare concrete columns which support nothing. The jungle has grown up around their bases. But you can still see the remains of buildings which once housed one of the most distinguished agricultural schools in the Far East, the university's College of Agriculture. When Filipinos returned to the campus after World War II, they found virtually nothing.

The needs of the Philippines' devastated lands for trained men were clear and immediate. The faculty began to put the broken pieces back together again, but it was plain that the rebuilding would take decades.

In 1952, Cornell University's New York State College of Agriculture formed a partnership with them. The objective: to help the Filipinos rebuild, not in a couple of generations, but in a few years. Twelve top faculty members from Cornell have spent a year or more as regular members of the staff. Filipinos have gone to New York to take part in programs there.

Now, Philippine agriculture has a new lease on life—and Filipinos say that the Cornell partnership should receive much of the credit. Farms are at last big enough to support their tenants. Weeds and insects are being brought under control. Grassland yields are up. And the college enrollment has leaped from little more than a hundred in 1945 to more than four thousand today.

In Peru, the North Carolina College of Agriculture and Engineering is helping to strengthen the country's agricultural research; North Carolina State College is

UNIVERSITY OF OKLAHOMA



IN ADDITION to teaching and conducting research, America's colleges and universities offer a wide range of community services. At the left are hundreds of curriculum materials available at one state university.





NONE of its services can function effectively unless higher education remains free. Freedom to pursue knowledge is the strongest attraction of college and university teaching

helping to develop Peruvian research in textiles, and the University of North Carolina co-operates in a program of technical assistance in sanitary engineering. In Liberia, Prairie View A. and M. College of Texas (the Negro college of the Texas A. and M. system) is working with the Booker Washington Agricultural and Industrial Institute to expand vocational education. Syracuse University is producing audio-visual aids for the Middle East, particularly Iran. The University of Tennessee is providing home-economics specialists to assist in training similar specialists in India. The University of Oregon is working with Nepal in establishing an educational system where none existed before (only eleven persons in the entire country of 8.5 million had had any professional training in education). Harvard is providing technical advice and assistance to Latin American countries in developing and maintaining nutrition programs.

THUS emerges a picture of American higher education, 1958. Its diversity, its hope that it can handle large numbers of students without losing sight of quality in the process, its willingness to extend its services far beyond its classrooms and even its home towns: all these things are true of America's colleges and universities today. They can be seen.

But not as visible, like a subsurface flaw in the earth's apparently solid crust, lie some facts that may alter the landscape considerably. Not enough young people, for instance, are currently working their way through the long process of preparation to become college and university teachers. Others, who had already embarked on faculty careers, are leaving the profession. Scholars and teachers are becoming one of the American economy's scarcest commodities.

Salary scales, as described earlier in this article, are largely responsible for the scarcity, but not entirely.

Three faculty members at the University of Oklahoma sat around a table not long ago and tried to explain why they are staying where they are. All are young, brilliant men who have turned down lucrative offers in business or industry. All have been offered excellent posts at other universities.



EVERYWHERE—in business, government, the professions, the arts—college graduates are in demand. Thus society pays tribute to the college teacher. It relies upon him today as never before.

"It's the atmosphere, call it the teaching climate, that keeps me here," said one.

"Teachers want to know they are appreciated, that their ideas have a chance," said another. "I suppose you might say we like being a part of our institution, not members of a manpower pool."

"Oklahoma has made a real effort to provide an opportunity for our opinions to count," said the third. "Our advice may be asked on anything from hiring a new professor to suggesting salary increases."

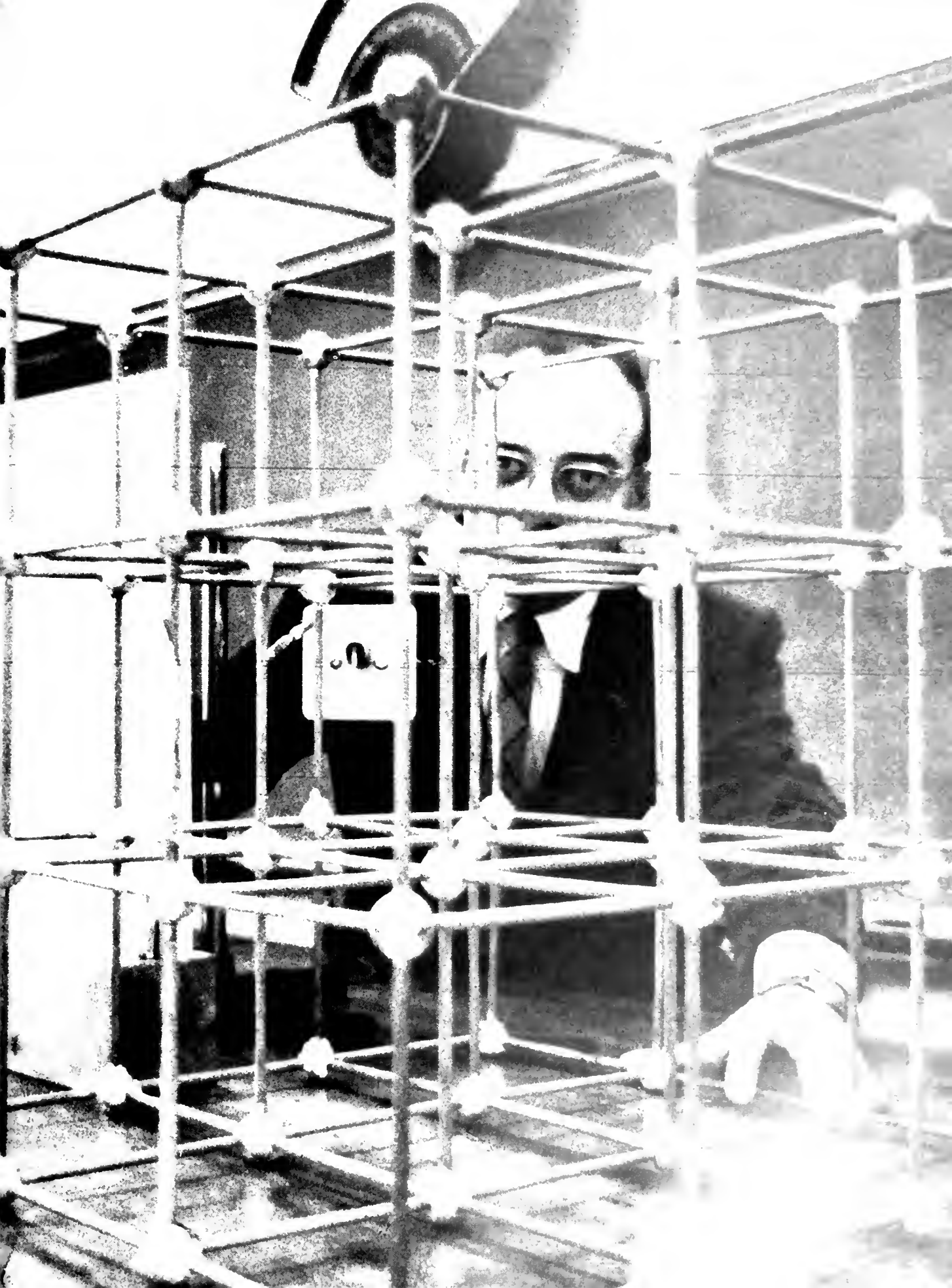
The University of Oklahoma, like many other institutions but *unlike* many more, has a self-governing faculty. "The by-products of the university government," says Oklahoma's Professor Cortez A. M. Ewing, "may prove to be its most important feature. In spite of untoward conditions—heavy teaching loads, low salaries, and marginal physical and laboratory resources, to mention a few—the spirit of co-operation is exceeded only by the dedication of the faculty."

The professor worth his title *must* be free. He must be free to explore and probe and investigate. He must be free to pursue the truth, wherever the chase may take him. This, if the bread-and-butter necessities of salary scales can be met, is and will always be the great attraction of college and university teaching. We must take care that nothing be allowed to diminish it.

GONE is the old caricature of the absent-minded, impractical academician. The image of the college professor has changed, just as the image of the college boy and the college alumnus has changed. If fifty years ago a college graduate had to apologize for his education and even conceal it as he entered the business world, he does so no longer. Today society demands the educated man. Thus society gives its indirect respect to the man who taught him, and links a new reliance with that respect.

It is more than need which warrants this esteem and reliance. The professor is aware of his world and travels to its coldest, remotest corners to learn more about it. Nor does he overlook the pressing matters at the very edge of his campus. He takes part in the International Geophysical Year's study of the universe; he attacks the cancer in the human body and the human spirit; he nourishes the art of living more readily than the art of killing; he is the frontiersman everywhere. He builds and masters the most modern of tools from the cyclotron to the mechanical brain. He remembers the artist and the philosopher above the clamor of the machine.

The professor still has the color that his students recall,



and he still gets his applause in the spring at the end of an inspiring semester or at the end of a dedicated career. But today there is a difference. It is on him that the nation depends more than ever. On him the free world relies—just as the enslaved world does, too.

DR. SELMAN A. WAKSMAN of Rutgers was not interested in a specific, useful topic. Rather, he was fascinated by the organisms that live in a spadeful of dirt.

A Russian emigrant, born in a thatched house in Priluka, ninety miles from the civilization of Kiev, he came to the United States at the age of seventeen and enrolled in Rutgers. Early in his undergraduate career he became interested in the fundamental aspects of living systems. And, as a student of the College of Agriculture, he looked to the soil. For his senior project he dug a number of trenches on the college farm and took soil samples in order to count the different colonies of bacteria.

But when he examined the samples under his microscope, Waksman saw some strange colonies, different from either bacteria or fungi. One of his professors said they were only "higher bacteria." Another, however, identified them as little-known organisms usually called actinomycetes.

Waksman was graduated in 1915. As a research assistant in soil bacteriology, he began working toward a master's degree. But he soon began to devote more and more time to soil fungi and the strange actinomycetes. He was forever testing soils, isolating cultures, transferring cultures, examining cultures, weighing, analyzing.

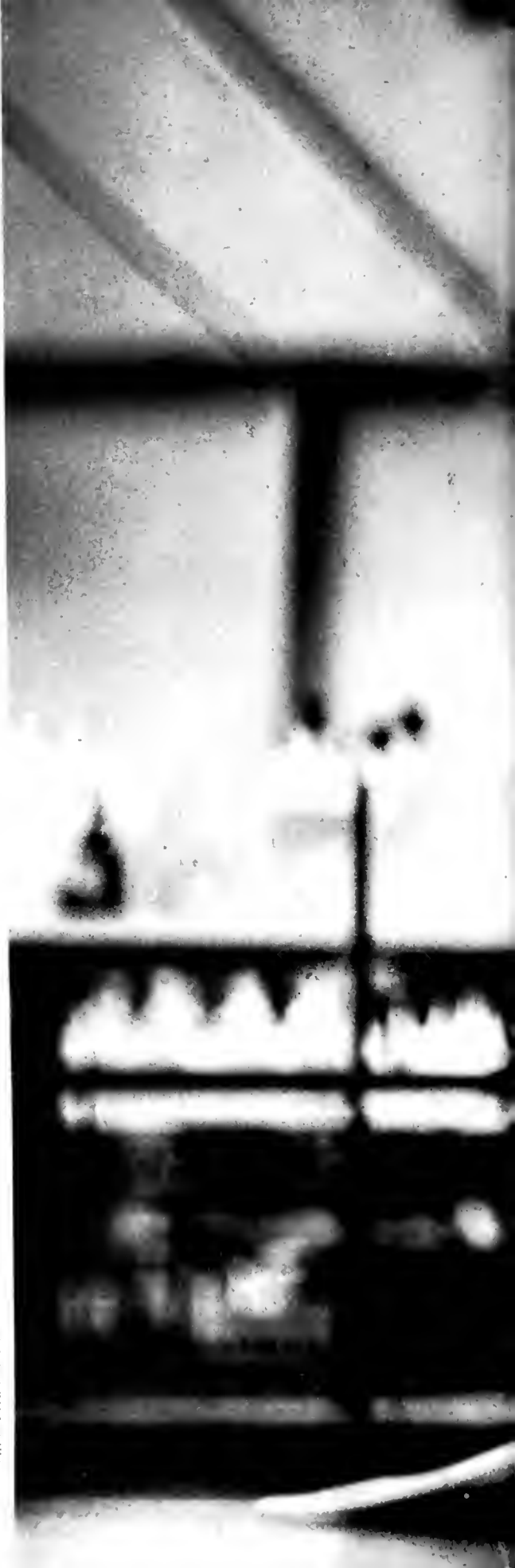
Studying for his Ph.D. at the University of California, he made one finding that interested him particularly. Several groups of microbes appeared to live in harmony, while others fed on their fellows or otherwise inhibited their growth. In 1918 Waksman returned to Rutgers as a microbiologist, to continue his research and teaching.

OF THE UNIVERSITY



Some research by faculty members strikes people as "pointless." It was one such pointless project that led Dr. Selman A. Waksman (*left*) to find streptomycin. Good basic research is a continuing need.

OF THE UNIVERSITY





In 1923 one of his pupils, Rene Dubos, isolated tyrothricin and demonstrated that chemical substances from microbes found in the soil can kill disease-producing germs. In 1932 Waksman studied the fate of tuberculosis bacteria in the soil. In 1937 he published three papers on antagonistic relations among soil micro-organisms. He needed only a nudge to make him turn all his attention to what he was later to call "antibiotics."

The war provided that nudge. Waksman organized his laboratory staff for the campaign. He soon decided to focus on the organisms he had first met as an undergraduate almost thirty years before, the actinomyces. The first antibiotic substance to be isolated was called actinomycin, but it was so toxic that it could have no clinical application; other antibiotics turned out to be the same. It was not until the summer of 1943 that the breakthrough came.

One day a soil sample from a heavily manured field was brought into the laboratory. The workers processed it as they had processed thousands of others before. But this culture showed remarkable antagonism to disease-producing bacteria. It was a strain—*streptomyces griseus*—that Waksman had puzzled over as a student. Clinical tests proved its effectiveness against some forms of pneumonia, gonorrhoea, dysentery, whooping cough, syphilis, and, most spectacularly, TB.

Streptomycin went into production quickly. Along with the many other antibiotics that came from the soil, it was labeled a "miracle drug." Waksman received the Nobel Prize and the heartfelt praise of millions throughout the world.

In a sense, discoveries like Dr. Waksman's are accidents: they are unplanned and unprogrammed. They emerge from scholarly activity which, judged by appearances or practical yardsticks, is aimless. But mankind has had enough experience with such accidents to have learned, by now, that "pure research"—the pursuit of knowledge for the sake of knowledge alone—is its best assurance that accidents will continue to happen. When Chicago's still-active Emeritus Professor Herman Schlesinger got curious about the chemical linkage in a rare and explosive gas called diobrane, he took the first steps toward the development of a new kind of jet and rocket fuel—accidentally. When scientists at Harvard worked on the fractionization of blood, they were accidentally making possible the development of a substitute for whole blood which was so desperately needed in World War II.

But what about the University of Texas's Humanities Research Center, set up to integrate experiments in linguistics, criticism, and other fields? Or the Missouri expedition to Cyprus which excavated an Early-Bronze-



TO FIND the most promising young people of America and then provide them with exceptional educational opportunities; that is the challenge. Above, medical school professors vote on a candidate



Age site at Episkopi three years ago and is planning to go back again this year? Or the research on folk ballads at the University of Arkansas? In an age of ICBM's, what is the value of this work?

If there is more to human destiny than easing our toils or enriching our pocketbooks, then such work is important. Whatever adds to man's knowledge will inevitably add to his stature, as well. To make sure that higher education can keep providing the opportunities for such research is one of 1958 man's best guarantees that human life will not sink to meaninglessness.

ALFRID NORTH WHITEHEAD once said, "In the conditions of modern life, the rule is absolute: the race which does not value trained intelligence is doomed."

In recent months, the American people have begun to re-learn the truth of Whitehead's statement. For years the nation has taken trained intelligence for granted—or, worse, sometimes shown contempt for it, or denied the conditions under which trained intelligence might flourish. That millions are now recognizing the mistake—and recognizing it before it is too late—is fortunate.

Knowing how to solve the problem, however, and knowing how to provide the *means* for solution, is more difficult.

But again America is fortunate. There is, among us, a group who not only have been ahead of the general public in recognizing the problem but who also have the understanding and the power, *now*, to solve it. That group is the college alumni and alumnae.

Years ago Dr. Hu Shih, the scholar who was then Chinese ambassador to the United States, said America's greatest contribution to education was its revolutionary concept of the *alumnus*: its concept of the former student as an understanding, responsible partner and champion.

Today, this partner and champion of American higher education has an opportunity for service unparalleled in our history. He recognizes, better than anyone, the essential truth in the statement to which millions, finally, now subscribe: that upon higher education depends, in large part, our society's physical and intellectual survival. He recognizes, better than anyone else, the truth in the statement that the race can attain even loftier goals ahead, by strengthening our system of higher education in all its parts. As an *alumnus*—first by understanding, and then by exercising his leadership—he holds within his own grasp the means of doing so.

Rarely has one group in our society—indeed, every member of the group—had the opportunity and the ability for such high service.



ENTIRENESS of high quality for as many as are qualified for it has been a cherished American dream. Today we are too close to realizing that dream not to intensify our striving for it.



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CALENDAR OF EVENTS

APRIL

- 25 and 26—"World's Fair"—Annual Carnival
(Benefit of World University Service)
- 26—Baseball Bloomsburg (HOME)
Tennis Scranton (Away)
Golf W. Maryland (HOME)
- 28—Tennis St. Francis (Away)
- 29—Baseball Lock Haven (Away)
Theta Chi Founders Day Banquet
- 30—Baseball Mansfield (HOME)

MAY

- 1, 2, and 3—Musical of College Players—"Let's Go Abroad"
- 3—Baseball Dickinson (HOME)
Tennis Dickinson (HOME)
Golf Juniata (HOME)
- 5—Golf Albright (Away)
- 6—Baseball Lock Haven (HOME)
- 9—"Appalachian Spring"—May Day Activities

- 10—Mother's Day on Campus
Baseball Bloomsburg (Away)
Tennis St. Francis (HOME)
Golf Wilkes (Away)
May Day Ball
- 11—Mother's Day Service on Campus—Clarke Memorial Chapel
The Rev. Dr. George Butterick—Speaker
- 13—Baseball Mansfield (Away)
- 14—Tennis Gettysburg (HOME)
- 15—Lambda Chi Alpha Alumni Party
- 17—Baseball Juniata (Away)
Tennis Juniata (HOME)
Golf Wilkes (HOME)
Theta Chi Spring Outing and Senior Farewell

JUNE

- 7—Alumni Day
Alumni Banquet
Choir Concert
- 8—Baccalaureate
Commencement

ALUMNI CLUBS

While interest in alumni clubs seems to rise and fall like the tides, the tide now seems to be coming in. It is difficult to ascertain how successful these new groups will be, but we wish them every success. The Alumni Office tries to assist any group of alumni living in a geographical area who are interested in getting organized.

Some of the inspiration for starting new clubs was obtained at the annual All-Pennsylvania College Alumni Association Citation Luncheon which was held in Washington, D. C. in February. Attending this meeting were Charles J. Kocian, '50, and his wife Jean, Charlotte Plasan, '49, Dan Gallagher, '52, Mrs. Lulu Brunstetter (long time faculty member and librarian who retired last June after serving 30 years), her daughter, Mrs. Kenneth Hamilton, and your Editor.

Washington, D. C., and Baltimore Make Plans

Charlotte Plasan and Charles Kocian, as Acting Co-Chairmen, are in the process of getting out their first mailing to alumni in the Washington, D. C., area. This will include the

suburban areas in neighboring Maryland and Virginia. In the capacity of Acting Chairman, Dan Gallagher is sending out a letter with information about the formation of a club for the Baltimore area.

Rochester, N. Y. to Organize

As a result of the College Choir tour between semesters, interest was renewed in establishing an alumni club in the Rochester, N. Y., area. Mrs. Marilyn Spanagle Lowery, '47, has consented to serve as Acting Chairman for this group. Alumni in this area should be hearing from Marilyn soon about the time and place of the first meeting.

Any alumni living in the Washington, D. C., Baltimore, or Rochester areas who have not been contacted should write to the Alumni Office. We'll be glad to put the group concerned on your trail immediately. It is most appropriate that there should be a tidal wave of interest in the Alumni Program of the College during the time Lyeoming is going through the greatest Development Campaign in its history.

Around Campus With The Faculty

ALEXANDER PRIZE TO DR. BARNES

The Royal Historical Society in London has announced the selection of a Lycoming College faculty member to receive its Alexander Prize for 1958. Dr. Thomas G. Barnes, Assistant Professor of History, thus becomes the first American to receive the prize since it was instituted in 1898. This award is given annually to the person, who in competition, submits an original piece of scholarship research.



Dr. Barnes will be in London, June 14, 1958, to receive a silver medal emblematic of the Alexander Prize. At that time he will also read his award-winning paper, "County Politics and a Puritan Cause Celebre: Somerset Churchales, 1633," to Fellows of the Royal Historical Society. This essay will be published in the *Transactions* of the Society.

Lycoming College was also notified by the American Academy of Arts and Sciences of Dr. Barnes' selection for a substantial grant-in-aid. It will enable him to continue research in England on the Court of Star Chamber under James I and Charles I (1603-1642). The Court of Star Chamber was a court outside the regular scheme of courts which supplied a rough justice and became a tool for royal despotism until it was abolished under Charles I.

SABBATICAL LEAVE GRANTED

The Board of Directors has granted a sabbatical leave to Mr. Donald G. Remley, Assistant Professor of Mathematics and Physics, for the current semester. After docking at Naples, the Remleys will tour in Italy and Spain and will also visit in Paris and Brussels. Highlighting their stay abroad will be visits to nine of the major universities on the continent.

BIOLOGIST RECEIVES GRANT

Further study of the causes of quivering in the house mouse and its relation to neurological diseases and blindness will be possible as the result of a second Public Health Service Grant. Dr. Chai H. Yoon, Assistant Professor of Biology, will be able to further his research in discovering the pathological causes of quivering symptoms in the house mouse through a second grant

amounting to \$4,950. About a year ago Dr. Yoon received a \$1,850 grant to assist his research project from the National Muscular Dystrophy Research Foundation.

RAMSEY TO ATTEND INSTITUTE IN ENGLAND

The Rev. Howard L. Ramsey, Assistant Professor of Religion, has been selected as one of 35 American delegates to attend the Oxford Institute of Methodist Theological Studies. This institute, sponsored by the World Methodist Council, will meet at Lincoln College, Oxford University, England, July 19-29, 1958. It is the first such institute and may be the beginning of a regular biennial or triennial pilgrimage to Oxford for ecumenical fellowship. The theme of the 10-day session will be "Biblical Theology and Methodist Doctrine."

The delegation will travel as the Methodist Traveling Theological Seminar. The party will sail from Montreal and will disembark at Liverpool. A chartered bus will take the party through England visiting sightseeing spots and Methodist theological schools. The group will appear at the Annual Conference of British Methodism in Newcastle just prior to the commencement of the institute.



ATTEND MEETINGS

Dr. Thomas G. Barnes, Assistant Professor of History, attended the annual meeting of The American Historical Society in New York and participated in a discussion of papers. He has become a member of the Conference on British Studies. Dr. Loring B. Priest, Professor of History, also attended this meeting, accompanying Dr. Barnes.

Dr. Robert W. Rabold and Mr. Donald T. Kyte, Assistant Professors of Economics, attended the American Economics Association Convention in Philadelphia.

Dr. George S. Shortess, Professor of Biology, and Dr. George W. Howe, Associate Professor of Biology, attended an Easter meeting of the Pennsylvania Academy of Science at Lafayette College.

COLLEGE FACULTY ADDS TWO

Mrs. Dorothy B. Chesney, former principal of the Matternville Elementary School in State College, has been named Assistant Professor of Education. A graduate of The Pennsylvania State University, where she received the Bachelor of Science Degree in 1954, Mrs. Chesney also holds a master's degree from that institution. A member of Pi Lambda Theta and Alpha Kappa, Mrs. Chesney was the recipient of a scholarship for a year's graduate study at Penn State given by the Elementary Principals' Association of Pennsylvania.



Mr. George K. Shortess has been named acting Director of Placement for one semester. He replaces Mr. Donald G. Remley who is on sabbatical leave during this period. Mr. Shortess, who was graduated cum laude from Lycoming College in 1954, received the degree Bachelor of Arts. He is the son of Dr. George S. Shortess, Divisional Director of Natural Sciences at Lycoming College. As an undergraduate he was president of Sigma Pi. Following his graduation, Mr. Shortess entered the Army, serving for more than one and one-half years in Hawaii.



PUBLICATIONS

Mr. John W. Chandler, Assistant Professor of Art, will be represented by a painting (watercolor), "Wreath," in The Inaugural Exhibition at Nebraska Wesleyan University. This is in connection with the inauguration of the President of the University. Mr. Chandler will also be represented in the 1958 Central Pennsylvania Art Exhibition at Bucknell University.

Dr. Ruth J. Kilehenmann, Assistant Professor of German, had an article published in the *German Quarterly* (Nov., 1957) entitled, "Hermann Hesse und die Dinge unter Bezugnahme auf Rainer Maria Rilke." Dr. Kilehenmann is also taking part at the Eleventh University of Kentucky Language Conference the latter part of April, 1958. She will read a manuscript in

Comparative Literature: "The influence of the 'mother' concept in Hesse and Proust."

Mr. Otto L. Sonder, Jr., Assistant Professor of Sociology, is writing the book for another musical comedy which will be produced by the College Players in May. Several students are co-authoring and writing the music for the production, "Let's Go Abroad."

ELECTED

Mr. David G. Busey, Director of Athletics, has been ordained an elder in the Presbyterian Church.

Both the out-going and in-coming presidents of the Lycoming County Mental Health Association are on the College staff. Mr. Harry J. Canon succeeds Mr. Oliver E. Harris as president of this group. Mr. Harris is also on the Board of Directors of Pennsylvania Mental Health, Inc.

Mr. John W. Chandler has been elected a member of the College Art Association.

Mr. Alan Geyer, Assistant Professor of Sociology and Political Science, was elected to the Board of Directors, Lycoming County Council of Community Services. He has also been appointed Chairman of County Juvenile Study Committee to implement proposals submitted by Judge Charles Greevy. Mr. Geyer has been appointed to the faculty of the Central Pennsylvania Conference School of Missions which will be held at Dickinson College. He will teach a course on "Understanding Other Cultures."

Appearing in *Who's Who in America* for the first time is D. Frederick Wertz, President, Lycoming College. This entry is found in Volume 30 (1958-1959). *Who's Who* is a biographical dictionary of notable living men and women.

PUBLIC SPEAKING

Mr. Harry J. Canon, Director of Guidance, addressed his Father's congregation in Philadelphia on Student Recognition Day. His topic was, "The Church-Related College."

Mr. Phil G. Gillette, Associate Professor of German and Spanish, delivered the Lenten message in Barbour's Methodist Church. He also spoke to the Young Married People's Class at the South Williamsport Methodist Church. Both pastors, Rev. Edward Gould and Rev. Nelson Thomas, are former students of Mr. Gillette.

Mr. G. Heil Gramley, Registrar, was the speaker at the "Capping" exercises for nurses at the Williamsport Hospital. Mr. Gramley is also a member of the Williamsport Hospital School of Nursing Board of Directors.

Dr. Philip C. Hammond, Jr., Assistant Professor of Religion and Director of Religious Activities, has been one of the more prolific faculty speakers. He spoke to the Williamsport Unitarian Fellowship on the topic, "The Dead Sea Scrolls." He addressed the Northcentral Chapter of the Society for Pennsylvania Archaeology on the subject, "Near Eastern Excavations." At the Muncy Valley Methodist Church, he discussed the "Lands of the Bible" at a ministerium meeting. A popular talk delivered at the Williamsport High School was, "Have Trowel, Will Travel!"

Mr. Oliver E. Harris, Director of Admissions, addressed the Williamsport Kiwanis Club using as his topic, "Crisis in Higher Education."

Miss Ismene Michou, Instructor in Art, discussed modern art with the Williamsport Unitarian Fellowship.

Dr. David G. Mobberley, Dean of the College, gave the opening address at the First Annual Career Day at the Loyalsock Township Junior High School. Serving as a teaching consultant at the same conference was Dr. LeRoy F. Derr, Professor of Education.

Dr. Loring B. Priest, Professor of History, spoke to the Auxiliary to Garrett Coehran Post No. 1, American Legion, during Americanism month. Dr. Priest was also a substitute speaker for the Junior Chamber of Commerce when nationally known commentator, Bob Considine, failed to arrive in Williamsport due to the weather.

Dr. Robert W. Rabold, Assistant Professor of Economics, addressed the Williamsport Exchange Club recently on the topic, "Contemplating the Future." He also spoke to the men's group of St. John's Church, Williamsport, discussing several current economic problems.

Dr. John A. Radspinner, Associate Professor of Chemistry, was one of the speakers at the annual Civic Welcome for new residents in the Williamsport area.

Mrs. Mary Landon Russell, Assistant Professor of Organ and Piano, spoke to members of the Lycoming Chapter, Daughters of the American Revolution recently. She discussed the College Choir tour of England and showed slides of the trip.

Dr. Eric V. Saudin, Professor of English, spoke to the Williamsport Unitarian Fellowship on the subject, "Henry David Thoreau, the Mystic Author."

Dr. J. Milton Skeath, Professor of Psychology, was the guest speaker at the general assembly of the Eleventh Annual Andrew G. Curtin Junior High School Career Conference.

Mr. Michael M. Wargo, Assistant Professor of History, spoke at the Covenant-Central Presbyterian Church on the subject, "The Contributions of Ancient Pre-Christian Civilizations and Cultures." He also appeared on a panel, "Christian Witness in your Profession," representing the teaching profession. His address to the Muncy Women's Club was entitled, "The Various Man."

A number of the college faculty participated in Brotherhood Week talks at local civic and service clubs. Some of those who spoke included Mr. David G. Busey, Mr. Phil G. Gillette, Mr. Donald G. Remley, and Mr. Michael Wargo.

MISCELLANY

Mrs. Mable K. Bauer, Associate Professor of Chemistry, served as a judge at the first Science Fair conducted at the Loyalsock Township Junior High School.

Mr. and Mrs. Jack C. Buckle became parents for the first time on March 26, 1958, the birthday of Bruce Charles. Mr. Buckle is Dean of Students.

The Faculty Wives' Christmas party was a delightful success, but everyone is still talking about the winner of the group's cookie contest. The judges, Mrs. Frank W. Ake and Mrs. Paul G. Gilmore, decided first prize should go to a plate of assorted and colorful cookies submitted by Mrs. David G. Busey, wife of the Athletic Director. However, Mrs. Busey had not yet arrived because of an early evening meeting. When she did arrive, everyone congratulated her as the first prize winner in the cookie contest. Mrs. Busey started to color slightly, and gasped in unbelieving surprise. Then she confessed: "I didn't even bake them! I was so busy at home I didn't get a chance to make any. I just arranged some cookies on a plate which Dave had made." And that's how the record stands. The Faculty Wives have been beaten at their own game by one of their husbands. A man—the head football coach—baked the first prize cookies. It's a hobby with him.

Dr. George W. Howe, Associate Professor of Biology, acted as a judge at the Science Fair at South Williamsport High School.

Mr. Walter G. McIver, Associate Professor of Voice, was the guest conductor for the North Central District Chorus concert. A total of 229 student singers from 31 schools in six counties attended the three-day festival.

Mrs. Mary Landon Russell, Assistant Professor of Organ and Piano, and Mrs. Jane Keyte Landon, Instructor in Piano, presented a duo-piano recital for the Women's Club Fine Arts Program.

FACULTY PROMOTIONS

Seven faculty promotions were approved by the executive committee of the Board of Directors of Lycoming College. They were as follows:

DR. GEORGE W. HOWE

From Associate Professor of Biology to Professor.

DR. ROBERT W. RABOLD

From Assistant to Associate Professor of Economics.

DR. FRANCES E. KNIGHTS

From Assistant to Associate Professor of Mathematics

DR. RUSSELL B. GRAVES

From Assistant to Associate Professor of Speech

MR. JOHN G. HOLLENBACK

From Assistant to Associate Professor of Business Administration

MR. OTTO L. SONDER, JR.

From Assistant to Associate Professor of Sociology

MR. HARRY J. CANON

From Director of Guidance with rank of Instructor to rank of Assistant Professor

LYCOMING REPRESENTATIVES PROMINENT IN "IOLANTHE"

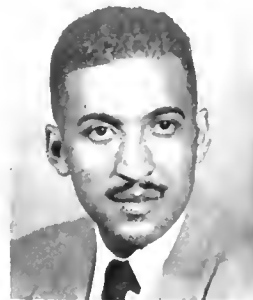
The local papers declared the production of "Iolanthe" by the Williamsport Civic Choir on February 11 and 12 to be a huge success. No small degree of this can be attributed to the part representatives of Lycoming College played in it.

Cast in the title role was Verna Canon, '57, while The Lord Chancellor was portrayed by Elmer Koons, '50. Phyllis, a shepherdess, was done by Doris Heller, '54. Alumni and faculty members made up a significant portion of the chorus. Included in the chorus were Richard Brunner, '53, Nancy Hall Brunner, '52, Jay Stenger, '54, Dr. and Mrs. John Radspinner, Mrs. Walter G. McIver, Mrs. Loring Priest, and Mrs. Neale Mucklow.

Serving as accompanists were Mary Landon Russell, '33, and Jane Keyte Landon, '55. The entire production was ably directed by the Head of the Music Department of Lycoming, Walter G. McIver.

MASSIE VISITS CAMPUS

Lycoming College, and especially the Chemistry Department, was very fortunate to have Dr. Samuel P. Massie, Jr., on campus for three days this spring. Dr. Massie is Professor of Chemistry and chairman of the department at Fisk University, Nashville, Tennessee. He came to us under the program of visiting Scientists of the Division of Chemical Education of the American Chemical Society. The objectives of the Visiting Scientists are: (1) to stimulate and strengthen the chemical programs in colleges, (2) to provide the chemical staff and major students with the opportunity of contacts with productive and creative chemists, and (3) to aid in the motivation of able college students and possibly also secondary-school students for careers in chemistry and the teaching of chemistry.



In addition to teaching in eight different classes during his three days, Dr. Massie also addressed the Williamsport and South Williamsport High Schools in their assembly programs, spoke to the Pre-Medical Society and gave a lecture to the AAUP. He had many informal talks with students. Before leaving, he met with the administrative staff to give them this informal evaluation of the Chemistry Department and made some very helpful suggestions. His presence was stimulating to students and faculty alike.

APRIL FOOL

The instruction sheet which accompanied your ballot contained the following statement, "Please return enclosed card ballot by April 1, 1958, at which time the balloting will be closed." You might be interested to know that the ballot envelopes which were returned also contained:

1. A check for \$1.50 payable to "Alumni Fund."
2. 12 ballots with both boxes checked.
3. A write-in ballot marked, "Vote for Me."
4. A letter addressed to *Alumni Bulletin*.
5. Four changes of address.
6. The election of the Alumni Representative to the Board of Directors by 11% of the Alumni of Lycoming College.

The name of the successful candidate will be made known on June 7 at the annual Alumni meeting following the noon luncheon.

HOME COMING IN 1958 OCTOBER 18th

From Here and There

1957

Barbara Tantum Fleckenstein, Ex'57, sent us a very interesting letter. She was graduated from Adelphi College with a B.A. and is now working on her Master's degree. On August 12, 1956, she married **Thomas W. Fleckenstein** who is an attorney practicing in Bellmore, Long Island. Last year Barbara taught English and Citizenship in Division Avenue High School in Levittown. A new addition to their family is Susan Gail. The Fleckenstein's new address is 1418 Elmer St., Wantagh, Long Island, N. Y.

December 21, 1957, was the wedding date for **Carolyn Ruth Duvall** and **Warren Scarfoss**. The ceremony was performed at the Atlantic Methodist Church at North Quincy, Mass., by the bride's father, **Warren**, who attended The Pennsylvania State University and served two years in the Army, is a senior at Lycoming.

Wedding vows were pledged by **Nancy L. Woolever** and **John B. Ernest**. The double-ring ceremony took place at the Third Street Methodist Church in Williamsport on December 28, 1957. **Nancy** is employed as a medical secretary for **Dr. J. Stanley Smith** while **John** is a senior at Lycoming.

The engagement of **Mary C. Tonkin** to **Lee Thomas** was announced by Mary's parents. **Lee** is employed by the General Electric Credit Corporation. A late summer wedding is planned.

One snowy morning **Mary Mitchell** stopped on campus to visit briefly. She was en route to a wedding in South Carolina. **Mary** is a kindergarten teacher at the Lowville Academy in Lowville, New York.

1956

Pvt. Alfred C. Schnitzler, Jr., completed the communications center operation course January 17, 1958, at the Army's Southeastern Signal School, Fort Gordon, Ga. He entered the Army in April, 1957, and completed his basic training at Fort Jackson, S. C.

The engagement of **Alecia Ann Corson**, Ex'56, to **Fredrick A. Kenworthy** was announced by her parents. **Fred** is serving in the Army, being stationed at Fort Monmouth, N. J., while his fiancée is employed at Moltz Chevrolet in Williamsport.

Double-ring vows united in marriage **Carol Joan Steele** and **G. David Goodman**, Ex'56. The ceremony took place Nov. 29, 1957, in the First Baptist Church at Winchester, Virginia. **Carol** is a member of the faculty at Lose School in Williamsport, while **David** is associated with Snelling and Snelling, Inc.

Judith W. Fry and **Leo J. Calistri** exchanged wedding vows in the Church of the Resurrection at Muncy, on December 28, 1957. **Judy** is conducting a dancing school at Sunbury; her husband is a junior at Lycoming. The proud parents of a son, born December 26, 1957, are **Rev. and Mrs. Bruce D. Fisher**. **Bruce** is now pastor of the Sanford Street Methodist Church at East Orange, N. J.

A son greeted **Mr. and Mrs. William L. Penman** on

December 8, 1957. His mother is the former **Judith A. Lewis**, '55.

1955

Max L. Hafner has been promoted from Ensign to Lieutenant Junior Grade in the Navy. He is an aircraft navigator and is presently flying hops between Newfoundland and the Azores.

C. Mark Pheasant stopped in the Alumni Office for a visit between assignments. He has been stationed in the upper peninsula of Michigan for the last 18 months and was on leave of absence before going overseas. At the expiration of his leave he will fly to Frankfurt, Germany, where he expects to complete his two remaining years in the Air Force. **Mark** is an A2 c at the present time.

An interesting letter from **Betsey Donkle**, Ex'55, told of her working for a Master's Degree in English Education at the University of Wisconsin where she holds an Assistantship. After leaving Lycoming, **Betsey** was graduated from the University of Pennsylvania and then taught for two years in a Philadelphia suburb.

The conference council on children's work of the Central Pennsylvania Methodist Conference held a vacation church school workshop in the Third Street Methodist Church recently. Serving as a leader in the area of creative activities was **Nellie F. Gorgas**, junior class teacher in the Pine Street Methodist Church Sunday School.

The proud parents of a daughter born March 15, 1958, are **Mr. and Mrs. Robert L. Courtney**. **Bob** is the art teacher in the Montoursville High School.

1954

Charles M. Mitchell of Hastings-on-Hudson, N. Y., has joined the advertising staff of the American School Publishing Corp. in New York City.

Vincent J. Leta, Jr., was married to **Roberta A. Young**, Ex'57, on January 25, 1958. The wedding took place in the St. Boniface Church in Williamsport, Penna.

Ruby Wood, Ex'54, was married to **Daniel P. Hall** on June 29, 1956, at The First Methodist Church in Pascagoula, Miss. They are the proud parents of **Edith Ann**, born November 14, 1957. They are now living in Ellerton, Georgia, where **Dan** is employed by the Westinghouse Corp.



Mrs. Chester F. Yaudes has an interesting winter hobby as the picture illustrates. She is shown putting seeds in a feeding device in her backyard during a period when there was a heavy cover of snow. **Mrs. Yaudes** is the former **Nancy Wilson**.

Received a birth announcement from Mr. and Mrs. Donald L. Eiler revealing the birth of Laura Elizabeth on July 23, 1957. Mrs. Eiler is the former V. Elizabeth Poole.

Born to Mr. and Mrs. Arnold L. Erickson, a daughter, Kristin Koreen on April 16, 1957. Kristin and her parents are now living at 2842 Fourteenth Ave., S. E., Cedar Rapids, Iowa.

Brian Fetterman was on campus recently with a prospective student, for the fall term, from his church.

Betty Ann Knapp, Ex'54, made the social page of the *Williamsport Sun-Gazette* a few weeks ago. She was the subject of an article on county judges' secretaries. Betty is a secretary to Judge Charles S. Williams, a member of the Board of Directors of Lycoming College.

The happy parents of a daughter, born February 27, 1958, are Mr. and Mrs. Frances B. Paris.

1953

A note from Mrs. Robert Kulp, R. D. 1, Royersford, Pa., announced the birth of a daughter, Holly Kaye, on November 24, 1957. Mrs. Kulp is the former Sonia Jean Haldeman.

The Rev. Donald C. Oxford has resigned as curate of St. Paul's Cathedral in Tonawanda, N. Y., to become vicar of the Church of the Epiphany in Chicago. Don is a graduate of the General Theological Seminary in New York City and was ordained to the priesthood last fall.

David Donkle is now working as a claims adjustor for the Farmers Mutual Insurance Company in Madison, Wisconsin.

1952

Mr. and Mrs. Lee H. Pannebaker now live in Montoursville with their three children, Cherrylee, Joel, and Daniel. Mrs. Pannebaker is the former Patricia Rohm, '49.

Marjory J. Whiteley became engaged to Albert G. Cooper during the Christmas Holiday Season. She is now librarian of the Dr. W. B. Konkle Memorial Library in Montoursville. Albert is presently attending Williamsport Technical Institute and is also associated with Neyhart's, Inc.

The excited parents of a daughter, born January 15, 1958, are Mr. and Mrs. Milo H. Frey. The mother is the former Dorothy Anne Lewis. Milo was graduated in the class of 1954.

Nancy Hall Brunner is at it again. She will be directing a variety show, "Ship 'N' Shore," by the Loyalsock Junior High School Parent-Teacher Association. This show will feature residents who live or work in the township and will be presented April 22 and 23.



Joining the family of Mr. and Mrs. David K. Shortess is a daughter, arriving December 22, 1957. Mrs. Shortess is the former Wealthy Keister, Ex'56. Dave has been awarded a special fellowship in the summer institute for high school teachers of science at Bucknell University from June 30 to August 8. Dave teaches biology in South Williamsport.

A daughter, who arrived December 12, 1957, increased the size of the Thomas H. Woodrull family.

1951

On January 18, 1958, Charlotte C. Rhine was united in marriage to Charles A. Dammeker, Jr., Ex'51. The wedding took place in the Most Holy Trinity Church in Huntingdon, Pa. Charles is a medical sales representative for a pharmaceutical company and travels over much of the state.

Valentine's Day 1958 was the wedding date for Virginia Armstrong. She married Alem W. Hull in the Allenwood Presbyterian Church. They are now living at 8 S. Main St., Montgomery, Penna.

C. Thomas Subock is serving as a sub-district director of youth work in the Hagerstown District of the Baltimore Conference. Tom is also district secretary of temperance.

William E. Alberts is in his fourth year of graduate study at the Boston University Graduate School and is a candidate for the Ph.D. Degree. Bill is also applying for a research fellowship at the National Institute of Health, Bethesda, Maryland.

The wedding of Lois Ann Hill, Ex'51, and Louis W. Wilson took place in the Community Methodist Church, Jackson Heights, N. Y. Lois is employed by United Airlines as a reservationist trainer in their New York City office. Her husband is employed by National Biscuit Co. as assistant to the director in their employee suggestion system.

1950

At his last annual conference, Burt Sweet was transferred to a new appointment. He is now serving Newark Valley, New York. Their daughter, Debbie, is about a year old.

Harry W. Lehman is now enrolled for Saturday morning courses at Teachers College, Columbia University. He is living at 118½ Carleton Ave., Central Islip, New York.

A daughter was added to the family of Mr. and Mrs. James Rougeux March 10, 1958. Mrs. Rougeux is the former Mary Lou Golden.

February 7, 1958, was the birthdate of a son for Mr. and Mrs. Thomas B. Dunkleberger. Mrs. Dunkleberger is the former Jean Long, '47.

1949

A letter from Gretta Fuller Lynn told us about the third member of their family. Marsha Louise was born Nov. 2, 1957. In her letter she also mentioned that Kessey Larmore Smith's daughter, Leslie Eloise, arrived March 11, 1957. Kessey is living in Harrisburg, while Gretta resides in Danville, Pa.

Mr. and Mrs. George J. Halter announced the birth of their first child, Pauline Covington on December 2, 1957.

Mrs. Halter is the former Ellinor Davies. In her letter Ellinor added that her husband is serving in the Navy and that they are living at 123 Sterling St., Norfolk, Va. She added, "We would love to hear from any Lycoming Alumni who are in the vicinity."

1948

We recently received a birth announcement from Dr. and Mrs. Curtis Johnson which told of the arrival of Eric Brunell. Mrs. Johnson is the former Audrey McWilliams now living in Tonawanda, N. Y.

Norman Waugh, now living on Ivanhoe Path in Manassquan, N. J., is married and has one daughter. He is working as a sales engineer for Reynolds Manufacturing Co.

Mr. and Mrs. John Franklin Marshall sent us the birth announcement of their daughter, Christine Cree, who arrived December 13, 1957. Mrs. Marshall is the former Carolyn Cree Martin, '50.

1947

Marilyn Spanagle Lowery enclosed a clipping from the *Times Union*, Rochester, N. Y. dated October 25, 1957 which was entitled, "Slug Grazes Mother, Misses Tot." The article continued, "A young mother who was seated in her living room yesterday afternoon escaped serious injury when a stray bullet zippered through a window and grazed her arm. Mrs. Lowery told detectives she was seated at her desk with a friend's infant in her arms when she 'heard a crack' and then felt a burning sensation on her arm. She stated that glass fragments cut into her upper right arm and that apparently the object, believed to be a slug, grazed the arm. She was treated last night at Genesee Hospital and then released. Neighbors were questioned by police but apparently no one heard the shot, Mrs. Lowery said. The investigation is continuing."

The engagement of Ruth Carroll to Edward Almy Gibson was announced by her parents. Ed is the general manager of the Carolina Charcoal and Chemical Co. in Asheville, N. C.

Received a card from Jean E. House stating that she is now Mrs. M. T. McCullough, Jr. living at 705 Stanley St., Schenectady, N. Y.

1946

Mr. and Mrs. Robert Carty, who have two boys and a girl, are now living in Garden City, Michigan. Mrs. Carty is the former Joan Lowry.

Your editor got acquainted with Miriam J. Crist at a dinner meeting recently. Miriam served as one of the workers in the Avis-Jersey Shore area of Lycoming's Development Campaign.

1943

Doris Mell Karpinski dropped us a note to tell us of their change of address; they are now living at 780 Mancill Rd., Wayne, Pa. She also announced the birth of their third child, Gary Steven on July 20, 1957.

1942

A letter from William C. McLain told us of their move from Williamsport to 320 N. 28th St., Camp Hill, Pa. Bill has two daughters, Laurie, 3, and Leigh, 2. He is presently associated with Irvin H. Geiger, Manufacturers' Representative of heating and ventilating equipment.

Officers elected to the Lycoming County Dental Society included Dr. Frank Luedlein as treasurer. Mrs. Luedlein is the former Dorothy E. Bird, '43.

1941



On February 5, 1958, the family of Air Force Chaplain George S. Bieber sailed toward a new home in Morocco. For Mrs. Bieber the former Margaret E. Work, '42 and the couple's three children, Becky, 9, and twins Shirley and Susan, 6, the eight-day crossing marked their first sea-going venture. Captain Bieber will be staff chaplain for Southern Air Material Area Europe, a supply depot for all of Europe and a bomber base for B-52s. It is situated just outside Casablanca. Captain Bieber was in Iwo Jima in 1953 and 1954 and while there was commissioned by the State Department to explore Japanese caves which had remained closed after World War II. His discovery of 10,000 Japanese soldiers' bodies in 26 caves on the island gained nation-wide publicity in the states. On two occasions he spoke to the Japanese Diet relative to the recovery and possible identification of these bodies found in the caves.

Twin sons were born to Mr. and Mrs. Daniel F. Knittle on December 15, 1957. Baby "B" arrived just five minutes after baby "A." Dan is an attorney in Williamsport.

1939

Dr. and Mrs. George E. Riegel announced the arrival of Stephen Ellsworth on January 14, 1958. He is a brother for Beth, age 6, and Susan, age 3. Dr. and Mrs. Riegel reside in Sewickley, Pa. where Dr. Riegel is in general practice.

Dr. W. Stanley Newcomer represented the President and Lycoming College on the occasion of the inauguration of Jack Stauffer Wilkes as President of Oklahoma City University on March 6, 1958.

1938

Mary Helen Foehl is now Mrs. George H. Shaffer, Jr. Mary is still employed by the Department of Public Instruction in the Bureau of School Buildings in Harrisburg while her husband is an attorney with the Pennsylvania Turnpike Commission.

Jack Willmann has been named to the American Red Cross Board in Montgomery County in Maryland. Jack moved to Silver Spring, Md., when he accepted a position with the *Washington Post*. Among his associates on the Board are Gen. Lewis B. Hershey, who is the director of the Selective Service System.

Born to Mr. and Mrs. Charles L. Wirth, Williamsport, Pa., on March 6, 1958, a son, John Edward. They have one other child, Charles, Jr. Mrs. Wirth is the former **Marion E. Rice**.

1937

The Rev. **John R. Knaul** accepted a call to the St. Paul's Evangelical Lutheran Church in Melbourne, Fla. He had been pastor at the Christ Evangelical Lutheran Church in Muncy for seven and one-half years. The communing membership increased 40% while he was pastor of the Muncy church.

1927

Gladys Long McKay was a visitor in Williamsport recently. Gladys is now an administrative assistant with the Foreign Claims Settlement Commission in Washington, D. C. The commission, among other duties, processes claims of former prisoners, or their widows.

1926

A letter from **Milton B. Crist** gave us the news of the appointment of his step-son, Thomas R. Yeatts, to the Naval Academy. Those class members who have written to Milton at 8416 Washington Blvd., Tacoma 99, Wash. are probably receiving the class newsletter which he is editing. Sounds like a good idea which other classes may soon want to start.

1921

Martha Cole Gramley recently became a charter member of the Williamsport Chapter of the Hammond Organ Society, a national organization.

1915

During the last two summers, **Isabel Goheen Brandenstein** has been touring Europe. The purpose of last year's trip was to attend her son John's wedding in Stockholm, Sweden. She then spent eight memorable days at the Brandenstein Castle in Germany. Making use of a new Mercedes-Benz, she also visited Switzerland, France, Luxembourg, Belgium, Holland and Denmark. She had many interesting experiences, including a flight into Berlin.

1913

Eva L. Keller served as the art consultant at the Eleventh Annual Career Conference held at the Andrew G. Curtin Junior High School.

1906

Mrs. Ralph S. Boots called the Alumni Office one morning to get some information about Alumni Day and Commencement (June 8); she stated she planned to be on campus that weekend.

1892

Louise Mertz, who resides at 5845 Cobbs Creek Pkwy., Philadelphia 43, Pa., fell in her kitchen, breaking her wrist. While convalescing in Montoursville with her niece, she called the Alumni Office to ask about some of her classmates. Miss Mertz is 84, but a very enthusiastic alumna.

1887

Mrs. Robert T. Whiteley celebrated her 91st birthday on February 27, the night on which was held the Citizens' Dinner launching the College Development Campaign. She was honored as Lycoming County's oldest Gold Star mother.

Mary L. Creveling was the oldest alumni present at the Citizens' Dinner at the Lycoming Hotel on February 27, 1958. The speaker of the evening, **Herbert M. Gould**, '22, introduced her and pointed out that she was a student when his mother, **Myrtle Drum** was on campus.

1884



Mrs. T. M. B. Hicks, one of Lycoming's best known alumni, celebrated her 92nd birthday in the Williamsport Hospital on March 1, 1958. Mrs. Hicks was hospitalized when she developed a light case of pneumonia.

NECROLOGY

1896—HARRY L. STEWART passed away recently, according to a note received from his family. He had been residing in Tyrone, Penna.

1901—JAMES D. BOWMAN passed away on February 11, 1958. He had been a resident of Millersburg, Penna.

1909—ABRAM D. BRUNER'S death came to our attention recently, although, he passed away in January, 1957.

1910—EMILY ELLIS HUND died very suddenly while on a vacation trip in June, 1957.

1932—WILLIAM J. SPEICHER died in the Conemaugh Memorial Hospital in Johnstown on February 23, 1958, following an illness of about a year. He had been pastor of the First Baptist Church in Everett, Pennsylvania.

LEWIS H. MYERS died in the Veterans Administration Hospital at Wilkes-Barre on December 8, 1957. He had served as pastor of the Salem AME Zion Church for four years until 1955. He attended Lycoming as a part-time student during the years 1952-53 and 1953-54.

FORMER FACULTY MEMBER

GERTRUDE E. JEFFREY passed away quietly in her sleep, January 17, 1958. Death was due to cancer complicated by a heart condition. Funeral services were held in Orono, Maine, where she had been residing; burial took place in Vermont.

HOME COMING IN 1958 OCTOBER 18th

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