

LIBRARY



The Academic Center

LYCOMING

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THE planning for the Academic Center began in 1963 when Lycoming College was facing a problem of expansion similar to many other colleges. It was realized that the population of the campus would rapidly increase to 1600 students and that existing facilities were not adequate. In analyzing the needs of the College we readily saw that there was a deficiency in dormitory space, classrooms, specialized lecture rooms, science facilities, library, physical education, administrative and faculty spaces. All facilities needed to be enlarged.

In order to accomplish this expansion, more land was required. Undeveloped land was not available adjacent to the College. The only way to expand was to acquire land being used for other purposes. Master planning was done to determine the direction for the future growth of the campus. A portion of the area required was sub-standard housing and could qualify as a project for urban redevelopment. Through the





The Academic Center: An Architect's View

BY JOHN HOFFMAN, WAGNER-HARTMAN ASSOCIATES

Redevelopment Authority of the City of Williamsport, the land to the immediate west of the campus became available for the expansion program.

In 1963 the campus was bounded by Franklin Street on the east, Washington Boulevard on the north, College Place on the west, and the railroad tracks on the south. Expanding through redevelopment westerly to Mulberry Street provided a sizable expansion of land.

Once this land was available it was necessary to look at the economics of land use as well as the economics of time, in trying to decide where and how best to satisfy the needs. We also had to look at what our immediate needs were. Analysis of these needs indicated that classrooms were needed most urgently. Along with the classrooms, the library, which was already deficient in space, needed immediate expansion. Faculty offices needed to be consolidated and placed where the students were going to be. And a

theatre was needed for the new Drama Department. Our next problem was how best to meet these needs, and still provide the structure or structures whose conceptual philosophy was entirely consistent with the heritage and the principles in the liberal arts tradition of Lycoming College.

Along with the traditional needs we had to meet the requirements of today's economic demands. We had to concern ourselves with using the land to the best advantage possible while maintaining the openness generally desired within campus programming. As we analyzed the needs we noticed that they broke down into four rather specific requirements. One of these needs is the library. A second developed into laboratory-type instructional areas. A third, general classrooms, and a fourth, faculty offices. As we looked at these needs we saw that perhaps the best way to approach the problem was to design a building divided into these four specific areas.



If we were to do this we then were faced with the problem of location. How would this best fit into the campus as it exists today? Most of the new buildings on the campus were dormitories and most of these dormitories are on the eastern side of the new campus area. We felt that the library should be located adjacent to them because the library is the one facility that is used the most hours of the day. It serves as the heart of the campus. This building and its four stories will serve 250,000 volumes and 1600 students. If you were to compare the existing library with this new building you could readily see how cramped the existing library must be. In the lower level of the library is an area devoted to a computer center and an area for the audio-visual center which will contain all the paraphernalia required for audio-visual service throughout the Academic Center. The remaining four floors will be devoted to the 250,000-volume library.

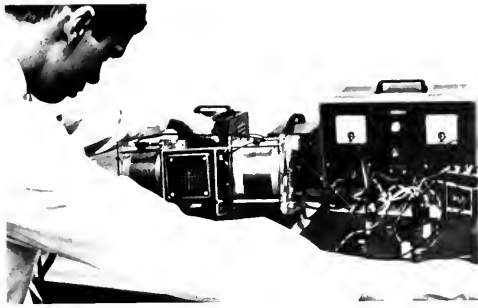
The central unit of the building contains a lounge, classrooms, and laboratories. There are twenty classrooms that can accommodate thirty-five to fifty students each. At any given time, sixteen of those classrooms can have a moveable partition removed and a single classroom can be doubled in size, so that the instructor has the flexibility of going from a thirty-five student classroom to a seventy- or eighty-student class-

room. This was done to accommodate audio-visual aids and planned teaching programs.

On the ground floor of the classroom unit is the student-faculty lounge. This lounge will be used to give the student and the faculty member a chance to discuss various topics together outside the arena of the classroom, and to get to know each other more intimately, to share coffee breaks and general discussion. The basement floor contains the psychology laboratories. These laboratories are small teaching stations around a large lecture room.

The section on Mulberry Street is the laboratory unit. It contains many kinds of laboratories, from general education labs to the science laboratories. There are language laboratories, general physics, electricity and magnetism, electronics, advanced physics, geology, math and statistics, a drama laboratory and a planetarium. Due to the cramped facilities in the Science Building it was decided to bring the so-called clean laboratories into this unit to relieve that situation.

One of the most unusual features of the laboratory building is the drama lab, more commonly known as the Arena Theatre. This is a theatre for the teaching of drama as well as presenting drama for the community. This theatre will become one of the leading theatres of its type on the eastern coast. The design



is of the thrust-type, open stage and the ceiling is constructed to provide unlimited lighting schemes. Experimental lighting can be taught here as well as many experiments in the use of the open stage.

Also found in this unit is something new to this community, the planetarium. A planetarium, for those who are not acquainted with it, is man's representation of the heavens on a dome. The stars are projected there from an instrument. The instructor can set the heavens for any given time, past, present, or future. It can be used to illustrate academic subject matter as well as to provide special sky shows for the public.

The remaining unit of the building is the faculty office area. Traditionally, faculty offices have been a part of the classroom or the laboratory sections that they serve. They are generally small, high-ceilinged rooms which take up space that has been left over or space created inefficiently in the larger classroom sections. We decided that we needed some seventy faculty offices and that perhaps the best way to handle it would be to create an office building—a building with lower ceilings, completely flexible, so that any given time the offices can become single offices, two-man offices, or departmental suites.

In most faculty areas one of the primary things that is missing is seminar rooms. Therefore, each of





the floors in the office building will contain seminar rooms for faculty discussions or faculty-student discussions, tutoring, curriculum planning, etc. This unit will be connected at all floors, as are all the other units, to the classroom and laboratory sections.

Missing on the campus was a lecture room that could handle very large classes. Such a lecture room, accommodating seven hundred students, has been placed on the ground floor of the faculty office unit. It will have full amplification, and be fully rigged for audio-visual and closed circuit television in the future.

When space allocations and functions were determined and planning was done, we were faced with a building that was contemporary in its layout and its function, and we had the problem of making it complement the existing campus. There were many influences to the direction we have taken. We felt it quite important that many of the materials that are uniform throughout the campus be utilized in this building. Therefore, we chose the brick stair towers which blend with the vertical brick surfaces that you see around campus. The rather predominant roof echoes the roof structure of the existing buildings. The use of limestone and the precast panels corresponds to the white stucco of the existing buildings.

Certain areas of the Academic Center are windowless, certain areas have a great deal of glass, and others are moderately appointed with glass. The practical reason for this is that in the laboratory sections, windows generally serve as a distraction as well as taking

away the possibilities of efficient audio-visual use. In the classroom sections, glass is kept to a minimum to prevent a great deal of outside distraction while providing enough orientation between the student and the outside world to avoid the claustrophobic feeling that some people seem to get when contained within.

The process of elimination of glass also aided us in arriving at an efficient mechanical system, so that air conditioning could be thought of practically. Those areas where the students will congregate, such as in the lobbies or in the faculty-student lounge, are blessed with a great deal of glass.

In planning the building as we have with the four separate units, we were able to achieve certain economies that we wouldn't have been able to accomplish with single buildings set at various points in the campus. We were able to pull together circulation areas such as the stair towers, common lobbies, and elevations. We were able to serve this entire complex through one efficient mechanical system rather than having four. We have been able to place the student and the faculty member where they spend most of their time under one roof in a completely air-conditioned environment so that all-year school can now become a reality in comfort.

We have utilized the land available to probably its full extent. We have been able to incorporate the required parking for this facility, and at the same time land has been left available in the redevelopment project for future use if needed.



Stephen Smith '67 describes his work
as a Methodist lay missionary in Cleveland

The Inner-City Mission: Penetrating the Isolation of the Urban Poor

IN the old days, only a very brave man dared to go into a leper colony. This place has the same image. Especially among the suburbanites, it has a negative image . . ."

Stephen Smith '67, was describing the most drastic problem facing the rundown neighborhood in Cleveland, Ohio, where he now lives and works—the isolation of the urban Negro behind a national image of ignorance, mistrust, and violence.

During his first year as a Methodist missionary in Cleveland's Superior Avenue area, Steve has organized a comprehensive, one-to-one tutoring program specifically aimed at enabling young people in the neighborhood to break down that image—in their own eyes as well as in the eyes of the rest of the city.

The above article is reprinted from a feature in the Quincy, Mass., *Patriot Ledger* written by Debbie Shapley, *Patriot Ledger* staff reporter. We are grateful to the *Patriot Ledger* and to Miss Shapley for permission to print it.

Talking about his work to well-meaning suburban clubs and church groups has made Steve question whether their willingness to confront inner-city problems is genuine. "They seem to feel this place is some sort of death trap," he said. Suburban parents often withdrew their own teenage children from his program when they discovered they would work in a "slum."

"People in the suburbs live in complete isolation from what's really going on."

Steve gets embarrassed when his audiences ply him with questions about "those people," assuming that because he is white, he will also feel Negroes are different. ("Are there any white people in Cleveland?" one woman asked him.) He tries to explain that there is as much individuality among people there as anywhere—"but it seems so silly to generalize like that," he adds.

The recent election of Negro Democrat Carl Stokes as Cleveland's new mayor may have helped polarize the feeling among whites

that Negroes dominate the city. Most of the fifty-square-block area south of Superior Avenue voted for Stokes, Steve said, while all but one ward in the all-white neighborhoods north of the avenue voted for his Republican opponent, William Taft.

Superior Avenue cuts through both the physical and social demarcations of Hough, a section of downtown Cleveland where rioting broke out several summers ago. On the south side, the population is 50 per cent Negro, the rest, "an unbelievable mixture" of Lithuanians, Hungarians, Slavs, Serbs, Croats, Puerto Ricans, and migrants from the Appalachian mountains. North of Superior Avenue live mostly white people who have recently jumped the border to escape the ethnic influx.

While his area is neither depressed nor a ghetto, Steve said that it does suffer from neglect by city officials. The absence of playing fields or movie theaters leaves teenagers no place to meet except the streets.



Lack of political or economic power in City Hall means that concerned area welfare recipients have been stuck for eight years living off welfare payments which are 30 per cent less than the city's own minimum, he said. Incidents of teacher-student conflicts in local schools are numerous.

Existing community organization south of Superior Avenue varies. Steve describes one group of parents who met to discuss an incident in the local junior high school where a student was kicked by the teacher. The group considered "not being conservative" any more, and taking action to protest the teacher's behavior.

The lay missionary has had contact with local militant groups who want to see the Negro progress without any help from Whitey. "They want to exclude the whites entirely, ignore them, and keep them out of their territory, physically and economically," he said. Steve believes that this view is positive, since it indicates the will to prove oneself, to oneself, so long as it is carried out without physical violence.

Steve's tutorial program, conducted with the help of the Superior Avenue Community Action Program, consists of nothing so conventional as remedial reading and geometry. Any single, one-hour-a-week program cannot supplement poor schools or overcome the social obstacles to getting a good job, he explained. So instead, the tutors are teaching the children to have their own, individual outlook on themselves and the world around them.

On paper, the program is a list of 420 ideas, star-studded with such topics as "positive self-image," and "vision of life." In practical terms, teaching a subject to have a "positive self-image" means that one week elementary school children will draw their own silhouettes, while high school students will learn a little Negro history.

To give students a chance to experience more personal situations than they can find in the local drug store, teenagers group together, and the tutors name a situation. The group acts it out spontaneously. This lesson in role playing can help prepare a teen for difficult situations later on.

Another way students are urged to learn their own potential, is to be shown a controversial film. The student is then asked what character he felt like, and why. The idea, Steve explains, is to teach each student that his own interpretation is unique and valid.

Other features of the program include teaching more conventional skills, like reading, writing, and how to conduct a job interview, which can help a young person to help himself, in school, or on a job.

Tutoring is entirely on a one-to-one basis. A single tutor is responsible for one student only, and sees him for an hour a week. Afterwards, parents may talk with the tutor if they choose to come along.

Tutors are often teenagers, sometimes from the immediate area, sometimes from other parts of Cleveland or its suburbs. Some are high school dropouts who, like their pupils, are discovering new skills in themselves.

Steve himself has no time to teach; he is too busy telling twenty of the sixty tutors how to do their job. He is also in charge of matching a list of fifty additional volunteer tutors with pupils to double the program's size. "The reactions we've gotten have all been enthusiastic. Many of the tutors get as much out of the program as the students," he says.

Local parents still help run the program, which they originated last fall. Community Action workers, cataloging neighborhood needs in a door-to-door survey of Superior Avenue, were asked by several parents to tutor children so they could do better in school. In discussions which followed, the whole tutoring system, and morale-building aim of the program was worked out. "They're a big help," Steve said. "Many parents have more insight than they know."

Although his work is strictly secular, Steve considers it as much of a "mission" as any church work.

His immediate church supervisor is the Rev. James Keller, pastor of Walworth Methodist Church. He's one of the first organizers of the Community Action Program.

"He's a wonderful, exceptional man," Steve says, "one of those ministers who believes that the sheep of the flock aren't necessarily found within the church buildings."

A high school student tutoring program which he worked in during college helped prepare Steve for his present job. During his four years at Lycoming, he directed a Methodist youth group, worked in Students for Human Rights and Equality, and majored in sociology.

Steve and his parents, Mr. and Mrs. Harvey J. Smith, of Quincy, Mass., belong to Quincy Center Methodist Church.

Broadening the horizons of the student, through his close contact with his tutor is one of the great benefits of the program, Steve says. The children have a rare chance for individual attention and instruction, while the teachers learn to teach. Thus, both achieve greater self confidence, higher expectations, and increased ability to live up to them.

“Have We Been Neglecting the Kind of Education That Provides a Directional Force for Life?”

I AM particularly glad to speak in behalf of the kind of institution Lycoming is and the necessity for supporting and strengthening this kind of institution. And I do so because of the firm conviction that they are more necessary now than they ever were.

Now that we've achieved great power as a nation, we are sometimes called the most powerful nation in the world. We're having some doubts about it right now, but we are still great. I have a feeling that we got that way because of three basic principles on which our nation was founded, and I'm not putting these in the order of importance. The first was that we devised for the first time a form of government which provided for a balance of power—legislative, judicial, and executive—and for continuing review and redress if necessary by the citizens of this country. Unfortunately, these lines are being crossed today and we're having one segment which is supposed to be the highest tribunal in the land acting as a legislative body. We're having regulatory agencies that were brought into effect by law acting, in effect, as legislative bodies. We're having tension between and among these rather than the creation and maintenance of a balance of power.

Our second strength was our economic system, or better still the climate in which our economy could work and prosper. And here again, because we have neglected basic and sound principles and have listened to economic siren songs rather than economic realists, we're in bad shape. We've heard that the dollar is in trouble. Business and industry are being interfered with at every hand. We're having to live with restraints and so we're where we were forty or fifty years ago with the robber barons. We're living with restraints that might have been necessary in other generations, but not now. We do not live under the capitalistic system that existed in the eighteenth and nineteenth centuries. That's no longer our system; our system is a system of economic humanism. And I defy you to point to any nation in the world where the conditions of business and industry—the conditions of those who labor in it, those who manage it, and those who support it with finance—are so good. The conditions un-

der which our people work are the finest in the world, particularly in the area of benefits derived—the protections that we provide in business and industry to those people who work with us: protection for their families, hospitalization, retirement. We've got a great team and what we've really got is economic humanism and we'd better stop talking about capitalism. Even though we've bungled every once in a while, either on the part of management or on the part of labor, we've got the finest system. It's economic humanism.

Our third strength was that our nation was founded on a deep religious faith and a great moral commitment. I am really concerned, because I think we're losing sight of this particular strength in our nation. Not only because of the secular spirit of our time, but because it seems to me that we're being asked on

The above speech was given by Dr. Theodore A. Distler at the Lycoming College Leaders Conference on March 23, 1968. Dr. Distler, a consultant for the Association of American Colleges, is president emeritus of Franklin and Marshall College.



every hand to be neutral about religion. And without a deep religious conviction I, for one, don't see how we can have any great improvement in the moral and ethical climate of our nation. Whether I'm right or wrong, this is the way I feel—and I think it's a fair assessment—and I think we're in tough shape today. But it is in this climate that those of us concerned with higher education must operate, and we must operate at a time when our job has never been more important to the national welfare nor yet more difficult to perform.

We have about two thousand non-profit institutions of higher education. I'm being a little generous in calling some of them institutions of higher education. About 60 per cent of these institutions are private; 507 are independent colleges, 493 are affiliated with Protestant denominations, 361 are Roman Catholic. Obviously the private institutions are the more numerous. But today they actually enroll only about 40 per cent of the students in higher education. In some states private institutions enroll less than 20 per cent.

Previously I spoke of the sorry state of our nation, not only internally, but in terms of our relations with the world. We may be the most powerful. We are certainly not the best loved, nor yet even the best understood, even by people who used to be our friends. It is strange that with all the technological and scientific skill in our nation, with all the knowledge, with all the brain-power, that we should be in such a sorry state. Could it be that we have been neglecting the liberating arts? Could it be that we have been neglecting the kind of education that provides a directional force for life, as well as a provision for means of earning a living? Have we placed too much emphasis on specialization? Particularly in our large universities, are we giving sufficient funds to research in the humanities and in the social sciences?

*“Perhaps we’ve been laggard
in supporting the liberal arts
because a liberal education
defies statistical analysis.”*

We're certainly pouring massive funds, and I have nothing against them, into science and engineering. Perhaps one reason that we've been a little laggard with regard to the liberating arts is that a liberal education defies statistical analysis. It is pretty difficult to prove that students are better people because they've studied the lessons of man's past, because they've searched for meaning and ultimate values, because they've developed the habits of thought and reflection.

Douglas Bush, teacher and philosopher, said that for 2,500 years the humanities have been more or less

in a plight, not because they are themselves weak, but because their war is not merely with ignorance but with original sin, and as civilization has advanced the means of stultifying head and heart have multiplied in variety and power.

This concern for the head and the heart is more viable and important today than ever before. Here are the words of the spokesmen of two of our most respected universities: President Pusey of Harvard has said, “The basic responsibility of higher education is not to minister to utility but rather to call men to moral and spiritual and intellectual responsibility. For it is only thus that they can ever hope to serve the real needs of society.” And the late William DeVane, dean of Yale College, identified the heart of education as “those studies which mature and ripen the mind and character of man, that activate his imagination, lengthen his perspective, and give his life direction and purpose.”

Now, there are very many encouraging signs indeed in the liberal arts, where in my book “the action is.” Through vigorous activities, our major corporations have shown their preference, not always, but in increasing instances, for the broadly educated man as the best prospect for business leadership. MIT, one of our most prestigious schools of science and engineering, recently announced that it would grant a degree in the humanities for the first time. Cal Tech, Lehigh University, Rensselaer Polytechnic Institute, and all of the better basically technical and scientific colleges and universities have increased to a tremendous extent the number of courses and the influence of the humanities even in the technical fields. The Commission on the Humanities under the chairmanship of Barnaby Keeney, former president of Brown University, recommended the establishment of a National Humanities Foundation, and we now have it. “World leadership,” he said, “cannot rest solely on superior force, vast wealth, or preponderant technology. Only the elevation of its goals, and the excellence of its conduct entitles one nation to ask others to follow its lead.” These, he continues, are things of the spirit. It's the independently structured liberal arts colleges that are the major purveyors of these kinds of commodities, and we as a nation have been all too long neglecting them. It is these institutions that are more needed today than ever before. They need to be strengthened and supported in ever larger measure. Their problems are severe but not insoluble. They've got to increase their resources.

Now, they cannot avail themselves, in spite of the best circumstances, either to federal funds or to state funds to the same degree as public institutions can. In the case of the church, its constituent support has been less than adequate, in any one of the denominations. And some of the smaller denominations put some of the larger denominations to shame when it comes to supporting their institutions. The church hasn't done as much as it should. Next to the parish ministry, the single most important cause that church-

es can serve is education. If this isn't close to the Master's teaching, if He was not a teacher as well as a preacher, then I have misunderstood the Gospels.

American industry continues to support the colleges and rightly so, but not nearly to the extent to which it could. They support it, but only 44 of 1 per cent instead of the 5 per cent which they could allow. Let's remember that industry also has to support the local hospitals, the United Campaigns, the Red Cross, and a host of other things, but I believe industry could support higher education without neglecting any of its other obligations, at least to the extent of 2 per cent of the 5 per cent allowable in terms of tax relief.

With rare exceptions, the major foundations are not inclined to give money for capital purposes or even for operating expenses of these institutions.

Alumni and friends have increased their investment in their colleges when they've been properly cultivated and when they understand how important their investment really is. But there are still many alumni of all of our colleges and many friends who do not yet give anything or nearly as much as they should if they understood us and if they knew what we stood for and what we are doing and what we propose to do. Our liberal arts colleges, none of them, have sufficient endowment, and there's a limit to how much they can continue to raise tuition.

“Institutions like Lycoming are more needed today than at any time in history.”

There are some disciples of gloom today, and they predict we're going to die. I don't happen to agree with them. I think institutions like Lycoming are more needed today than at any time in history, and let me say for your complete comfort, that an increasing number of people are not only saying this, but believing it. People see that mass education is only one way of doing it and it may not be the best way. And they're seriously concerned. Legislators of New York State, for example, spent, out of the coffers of the state, money for a study designed to illustrate how they are to adequately support the private institutions of New York State. If only the legislators in Pennsylvania would even suggest that such a study be made for Pennsylvania!

You know, the signs of the times are that people are going to support the colleges, but we can't wait for it to come. Lycoming and other institutions like it can, because of their greater freedom, and because of their commitment to religion as a central and focal point, as a motivating influence on the lives of their students, leaven the whole loaf of higher education,

even though we may not represent more than 35 or 40 per cent of the total program of higher education.

Lycoming redefined its goals a few years ago with an emphasis on the liberal arts as the best preparation for the vocation of humanity, and a solid basis for whatever preparation the student may select. I was delighted when I read that. Lycoming's mission can be summarized in the motto of the college, *Alathia*, meaning truth in its highest sense, as distinguished from *veritas*, for truth in the scientific sense. I think this is significant.

“The liberal arts colleges are still our main defense against early and undue specialization and vocationalism.”

Lycoming has tripled its enrollment and more than tripled its total assets since the early 1950's. The new Academic Center symbolizes to me the vitality of this College. Neither this College nor other liberal arts colleges, I want to point out, neglect scientific and technological study. Let's not delude ourselves that we can turn out educated men and women today without being aware of the technological advances and without providing a solid base for scientific study, because scientific studies are also liberating if properly taught. They don't neglect this, either at Lycoming or at colleges of its kind. They are still today the primary institutions in our nation, for the education of undergraduates, interested in the maximum social, spiritual, physical, and intellectual development of each individual. I want to stress *individual*, not college students as a mass. These colleges are still our main defense against early and undue specialization and vocationalism. And if they are church-related, as Lycoming is, they are our most positive supporters of moral values. They are best equipped to interpret the Judeo-Christian heritage and make it meaningful in the lives of young people today. At a time when publicly supported institutions are openly announcing a retreat from the concept of *in loco parentis*, where else shall we turn except to the private colleges if we seek a moral code based on the best in our heritage?

It is such a college that needs and deserves the support of every part of its constituency. I make no apology for pleading its cause, to its entire constituency, the church that nurtured it, the alumni and friends that are its stockholders, community, industry, parents, indeed, all who believe in the preservation and promotion of what is best in our life as a nation. I urge you and them to invest in Lycoming and colleges of its kind. And anything that we do, or anything that we give, is not a gift. It's an investment not only in this institution, but in the future of this nation as well.

The Plain Fact Is...

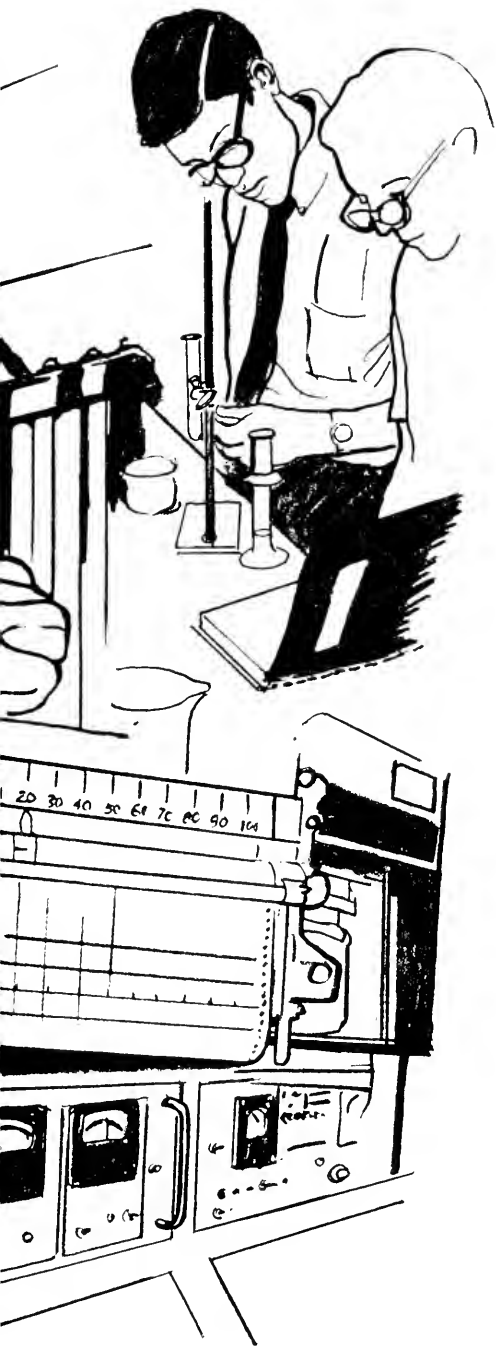
... our colleges and
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become a crisis”

OUR COLLEGES AND UNIVERSITIES, over the last 20 years, have experienced an expansion that is without precedent—in buildings and in budgets, in students and in professors, in reputation and in rewards—in power and pride and in deserved prestige. As we try to tell our countrymen that we are faced with imminent bankruptcy, we confront the painful fact that in the eyes of the American people—and I think also in the eyes of disinterested observers abroad—we are a triumphant success. The observers seem to believe—and I believe myself—that the American campus ranks with the American corporation among the handful of first-class contributions which our civilization has made to the annals of human institutions. We come before the country to plead financial emergency at a time when our public standing has never been higher. It is at the least an unhappy accident of timing.

— MCGORGE BUNDY
President, The Ford Foundation



A Special Report



A STATE-SUPPORTED UNIVERSITY in the Midwest makes a sad announcement: With more well-qualified applicants for its freshman class than ever before, the university must tighten its entrance requirements. Qualified though the kids are, the university must turn many of them away.

▶ A private college in New England raises its tuition fee for the seventh time since World War II. In doing so, it admits ruefully: "Many of the best high-school graduates can't afford to come here, any more."

▶ A state college network in the West, long regarded as one of the nation's finest, cannot offer its students the usual range of instruction this year. Despite intensive recruiting, more than 1,000 openings on the faculty were unfilled at the start of the academic year.

▶ A church-related college in the South, whose denomination's leaders believe in strict separation of church and state, severs its church ties in order to seek money from the government. The college must have such money, say its administrators—or it will die.

Outwardly, America's colleges and universities appear more affluent than at any time in the past. In the aggregate they have more money, more students, more buildings, better-paid faculties, than ever before in their history.

Yet many are on the edge of deep trouble.

"The plain fact," in the words of the president of Columbia University, "is that we are facing what might easily become a crisis in the financing of American higher education, and the sooner we know about it, the better off we will be."

THE TROUBLE is not limited to a few institutions. Nor does it affect only one or two types of institution. Large universities, small colleges, state-supported and privately supported: the problem faces them all.

Before preparing this report, the editors asked more than 500 college and university presidents to tell us—off the record, if they preferred—just how they viewed the future of their institutions. With rare exceptions, the presidents agreed on this assessment. *That the money is not now in sight to meet the rising costs of higher education . . . to serve the growing numbers of bright, qualified students . . . and to pay for the myriad activities that Americans now demand of their colleges and universities.*

Important programs and necessary new buildings are

ALL OF US are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade.

—A university president

being deferred for lack of money, the presidents said. Many admitted to budget-tightening measures reminiscent of those taken in days of the Great Depression.

Is this new? Haven't the colleges and universities always needed money? Is there something different about the situation today?

The answer is "Yes"—to all three questions.

The president of a large state university gave us this view of the over-all situation, at both the publicly and the privately supported institutions of higher education:

"A good many institutions of higher learning are operating at a deficit," he said. "First, the private colleges and universities: they are eating into their endowments in order to meet their expenses. Second, the public institutions. It is not legal to spend beyond our means, but here we have another kind of deficit: a deficit in quality, which will be extremely difficult to remedy even when adequate funding becomes available."

Other presidents' comments were equally revealing:

▶ *From a university in the Ivy League:* "Independent national universities face an uncertain future which threatens to blunt their thrust, curb their leadership, and jeopardize their independence. Every one that I know about is facing a deficit in its operating budget, this year or next. And all of us are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade."

▶ *From a municipal college in the Midwest:* "The best word to describe our situation is 'desperate.' We are operating at a deficit of about 20 per cent of our total expenditure."

▶ *From a private liberal arts college in Missouri:* "Only by increasing our tuition charges are we keeping our heads above water. Expenditures are galloping to such a degree that I don't know how we will make out in the future."

▶ *From a church-related university on the West Coast:* "We face very serious problems. Even though our tuition is below-average, we have already priced ourselves out of part of our market. We have gone deeply into debt for dormitories. Our church support is declining. At times, the outlook is grim."

▶ *From a state university in the Big Ten:* "The budget for our operations must be considered tight. It is less than we need to meet the demands upon the university for teaching, research, and public service."

▶ *From a small liberal arts college in Ohio:* "We are

on a hand-to-mouth, 'kitchen' economy. Our ten-year projections indicate that we can maintain our quality only by doubling in size."

▶ *From a small college in the Northeast:* "For the first time in its 150-year history, our college has a planned deficit. We are holding our heads above water at the moment—but, in terms of quality education, this cannot long continue without additional means of support."

▶ *From a state college in California:* "We are not permitted to operate at a deficit. The funding of our budget at a level considerably below that proposed by the trustees has made it difficult for us to recruit staff members and has forced us to defer very-much-needed improvements in our existing activities."

▶ *From a women's college in the South:* "For the coming year, our budget is the tightest we have had in my fifteen years as president."

WHAT'S GONE WRONG?

Talk of the sort quoted above may seem strange, as one looks at the unparalleled growth of America's colleges and universities during the past decade:

▶ Hardly a campus in the land does not have a brand-new building or one under construction. Colleges and universities are spending more than \$2 billion a year for capital expansion.

▶ Faculty salaries have nearly doubled in the past decade. (But in some regions they are still woefully low.)

▶ Private, voluntary support to colleges and universities has more than tripled since 1958. Higher education's share of the philanthropic dollar has risen from 11 per cent to 17 per cent.

▶ State tax funds appropriated for higher education have increased 44 per cent in just two years, to a 1967-68 total of nearly \$4.4 billion. This is 214 per cent more than the sum appropriated eight years ago.

▶ Endowment funds have more than doubled over the past decade. They're now estimated to be about \$12 billion, at market value.

▶ Federal funds going to institutions of higher education have more than doubled in four years.

▶ More than 300 new colleges and universities have been founded since 1945.

▶ All in all, the total expenditure this year for U.S. higher education is some \$18 billion—more than three times as much as in 1955.

Moreover, America's colleges and universities have absorbed the tidal wave of students that was supposed to have swamped them by now. They have managed to fulfill their teaching and research functions and to undertake a variety of new public-service programs—despite the ominous predictions of faculty shortages heard ten or fifteen years ago. Says one foundation official:

"The system is bigger, stronger, and more productive than it has ever been, than any system of higher education in the world."

Why, then, the growing concern?

Re-examine the progress of the past ten years, and this fact becomes apparent: The progress was great—but it did not deal with the basic flaws in higher education's financial situation. Rather, it made the whole enterprise bigger, more sophisticated, and more expensive.

Voluntary contributions grew—but the complexity and costliness of the nation's colleges and universities grew faster.

Endowment funds grew—but the need for the income from them grew faster.

State appropriations grew—but the need grew faster.

Faculty salaries were rising. New courses were needed, due to the unprecedented "knowledge explosion." More costly apparatus was required, as scientific progress grew more complex. Enrollments burgeoned—and students stayed on for more advanced (and more expensive) training at higher levels.

And, for most of the nation's 2,300 colleges and universities, an old problem remained—and was intensified, as the costs of education rose: gifts, endowment, and government funds continued to go, disproportionately, to a relative handful of institutions. Some 36 per cent of all voluntary contributions, for example, went to just 55 major universities. Some 90 per cent of all endowment funds were owned by fewer than 5 per cent of the institutions. In 1966, the most recent year reported, some 70 per cent of the federal government's funds for higher education went to 100 institutions.

McGeorge Bundy, the president of the Ford Foundation, puts it this way:

"Great gains have been made: the academic profession has reached a wholly new level of economic strength, and the instruments of excellence—the libraries and



Drawings by Peter Hooven

EACH NEW ATTEMPT at a massive solution has left the trustees and presidents just where they started.

—A foundation president

laboratories—are stronger than ever. But the university that pauses to look back will quickly fall behind in the endless race to the future."

Mr. Bundy says further:

"The greatest general problem of higher education is money . . . The multiplying needs of the nation's colleges and universities force a recognition that each new attempt at a massive solution has left the trustees and presidents just where they started: in very great need."

THE FINANCIAL PROBLEMS of higher education are unlike those, say, of industry. Colleges and universities do not operate like General Motors. On the contrary, they sell their two primary services—teaching and research—at a loss.

It is safe to say (although details may differ from institution to institution) that the American college or university student pays only a fraction of the cost of his education.

This cost varies with the level of education and with the educational practices of the institution he attends. Undergraduate education, for instance, costs less than graduate education—which in turn may cost less than medical education. And the cost of educating a student in the sciences is greater than in the humanities. Whatever the variations, however, the student's tuition and fees pay only a portion of the bill.

"As private enterprises," says one president, "we don't seem to be doing so well. We lose money every time we take in another student."

Of course, neither he nor his colleagues on other campuses would have it otherwise. Nor, it seems clear, would most of the American people.

But just as student instruction is provided at a substantial reduction from the actual cost, so is the research that the nation's universities perform on a vast scale for the federal government. On this particular below-cost service, as contrasted with that involving the provision of education to their students, many colleges and universities are considerably less than enthusiastic.

In brief: The federal government rarely pays the full cost of the research it sponsors. Most of the money goes for *direct costs* (compensation for faculty time, equipment, computer use, etc.). Some of it goes for *indirect costs* (such as "overhead" costs of the institution as payroll departments, libraries, etc.). Government policy stipulates that the cost to the government of federal research grants





just³ are in the cost of the research by contributing, in some fashion, a percentage of the total amount of the grant.

University presidents have insisted for many years that the government should pay the full cost of the research it sponsors. Under the present system of cost-sharing, they point out, it actually costs their institutions money to conduct federally sponsored research. This has been one of the most controversial issues in the partnership between higher education and the federal government, and it continues to be so.

In commercial terms, then, colleges and universities sell their products at a loss. If they are to avoid going bankrupt, they must make up—from other sources—the difference between the income they receive for their services and the money they spend to provide them.

With costs spiraling upward, that task becomes ever more formidable.

HERE ARE SOME of the harsh facts: Operating expenditures for higher education more than tripled during the past decade—from about \$4 billion in 1956 to \$12.7 billion last year. By 1970, if government projections are correct, colleges and universities will be spending over \$18 billion for their current operations, plus another \$2 billion or \$3 billion for capital expansion.

Why such steep increases in expenditures? There are several reasons:

- ▶ Student enrollment is now close to 7 million—twice what it was in 1960.

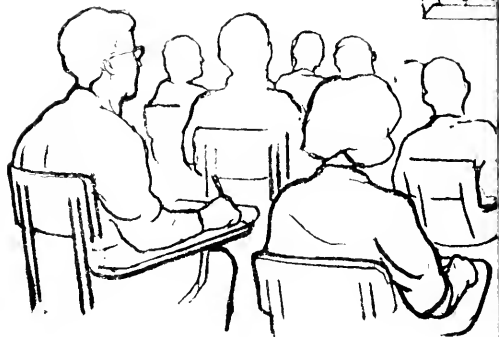
- ▶ The rapid accumulation of new knowledge and a resulting trend toward specialization have led to a broadening of the curricula, a sharp increase in graduate study, a need for sophisticated new equipment, and increased library acquisitions. All are very costly.

- ▶ An unprecedented growth in faculty salaries—long overdue—has raised instructional costs at most institutions. (Faculty salaries account for roughly half of the educational expenses of the average institution of higher learning.)

- ▶ About 20 per cent of the financial “growth” during the past decade is accounted for by inflation.

Not only has the over-all cost of higher education increased markedly, but the *cost per student* has risen steadily, despite increases in enrollment which might, in any other “industry,” be expected to lower the unit cost.

Colleges and universities apparently have not improved their productivity at the same pace as the economy generally. A recent study of the financial trends in three private universities illustrates this. Between 1905 and 1906, the educational cost per student at the three universities, viewed compositely, increased 20-fold, against an economy-wide increase of three- to four-fold. In each of the three periods of peace, direct costs per student increased about 8 per cent, against a 2 per cent annual increase in the economy-wide index.



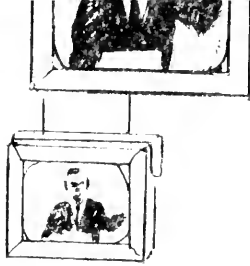
Some observers conclude from this that higher education must be made more efficient—that ways must be found to educate more students with fewer faculty and staff members. Some institutions have moved in this direction by adopting a year-round calendar of operations, permitting them to make maximum use of the faculty and physical plant. Instructional devices, programmed learning, closed-circuit television, and other technological systems are being employed to increase productivity and to gain economies through larger classes.

The problem, however, is to increase efficiency without jeopardizing the special character of higher education. Scholars are quick to point out that management techniques and business practices cannot be applied easily to colleges and universities. They observe, for example, that on strict cost-accounting principles, a college could not justify its library. A physics professor, complaining about large classes, remarks: “When you get a hundred kids in a classroom, that’s not education; that’s show business.”

The college and university presidents whom we surveyed in the preparation of this report generally believe their institutions are making every dollar work. There is room for improvement, they acknowledge. But few feel the financial problems of higher education can be significantly reduced through more efficient management.

ONE THING seems fairly certain: The costs of higher education will continue to rise. To meet their projected expenses, colleges and universities will need to increase their annual operating income by more than \$4 billion during the four-year period between 1966 and 1970. They must find another \$8 billion or \$10 billion for capital outlays.

Consider what this might mean for a typical private



In publicly supported colleges and universities, the outlook is no brighter, although the gloom is of a different variety. Says the report of a study by two professors at the University of Wisconsin:

"Public institutions of higher education in the United States are now operating at a quality deficit of more than a billion dollars a year. In addition, despite heavy construction schedules, they have accumulated a major capital lag."

The deficit cited by the Wisconsin professors is a computation of the cost of bringing the public institutions' expenditures per student to a level comparable with that at the private institutions. With the enrollment growth expected by 1975, the professors calculate, the "quality deficit" in public higher education will reach \$2.5 billion.

The problem is caused, in large part, by the tremendous enrollment increases in public colleges and universities. The institutions' resources, says the Wisconsin study, "may not prove equal to the task."

Moreover, there are indications that public institutions may be nearing the limit of expansion, unless they receive a massive infusion of new funds. One of every seven public universities rejected qualified applicants from their own states last fall; two of every seven rejected qualified applicants from other states. One of every ten raised admissions standards for in-state students; one in six raised standards for out-of-state students.

WILL THE FUNDS be found to meet the projected cost increases of higher education?

Colleges and universities have traditionally received their operating income from three sources: *from the students*, in the form of tuition and fees; *from the state*, in the form of legislative appropriations; and *from individuals, foundations, and corporations*, in the form of gifts. (Money from the federal government for operating expenses is still more of a hope than a reality.)

Can these traditional sources of funds continue to meet the need? The question is much on the minds of the nation's college and university presidents.

► **Tuition and fees:** They have been rising—and are likely to rise more. A number of private "prestige" institutions have passed the \$2,000 mark. Public institutions are under mounting pressure to raise tuition and fees, and their student charges have been rising at a faster rate than those in private institutions.

The problem of student charges is one of the most controversial issues in higher education today. Some feel that the student, as the direct beneficiary of an education, should pay most or all of its real costs. Others disagree emphatically: since society as a whole is the ultimate beneficiary, they argue, every student should have the right to an education, whether he can afford it or not.

The leaders of publicly supported colleges and universities are almost unanimous on this point: that higher tuitions and fees will erode the premise of equal oppor-

university. A recent report presented this hypothetical case, based on actual projections of university expenditures and income:

The institution's budget is now in balance. Its educational and general expenditures total \$24.5 million a year.

Assume that the university's expenditures per student will continue to grow at the rate of the past ten years—7.5 per cent annually. Assume, too, that the university's enrollment will continue to grow at its rate of the past ten years—3.4 per cent annually. Ten years hence, the institution's educational and general expenses would total \$70.7 million.

At best, continues the analysis, tuition payments in the next ten years will grow at a rate of 6 per cent a year; at worst, at a rate of 4 per cent—compared with 9 per cent over the *past* ten years. Endowment income will grow at a rate of 3.5 to 5 per cent, compared with 7.7 per cent over the past decade. Gifts and grants will grow at a rate of 4.5 to 6 per cent, compared with 6.5 per cent over the past decade.

"If the income from private sources grew at the *higher* rates projected," says the analysis, "it would increase from \$24.5 million to \$50.9 million—leaving a deficit of \$19.8 million, ten years hence. If its income from private sources grew at the *lower* rates projected, it would have increased to only \$43 million—leaving a shortage of \$27.8 million, ten years hence."

TUITION: We are reaching a point of diminishing returns. — *A college president*

It's like buying a second home. — *A parent*

tunity on which public higher education is based. They would like to see the present trend reversed—toward free, or at least lower-cost, higher education.

Leaders of private institutions find the rising tuitions equally disturbing. Heavily dependent upon the income they receive from students, many such institutions find that raising their tuition is inescapable, as costs rise. Scores of presidents surveyed for this report, however, said that mounting tuition costs are "pricing us out of the market." Said one: "As our tuition rises beyond the reach of a larger and larger segment of the college-age population, we find it more and more difficult to attract our quota of students. We are reaching a point of diminishing returns."

Parents and students also are worried. Said one father who has been financing a college education for three daughters: "It's like buying a second home."

Stanford Professor Roger A. Freeman says it isn't really that bad. In his book, *Crisis in College Finance?*, he points out that when tuition increases have been adjusted to the shrinking value of the dollar or are related to rising levels of income, the cost to the student actually declined between 1941 and 1961. But this is small consolation to a man with an annual salary of \$15,000 and three daughters in college.

Colleges and universities will be under increasing pressure to raise their rates still higher, but if they do, they will run the risk of pricing themselves beyond the means of more and more students. Indeed, the evidence is strong that resistance to high tuition is growing, even in relatively well-to-do families. The College Scholarship Service, an arm of the College Entrance Examination Board, reported recently that some middle- and upper-income parents have been "substituting relatively low-cost institutions" because of the rising prices at some of the nation's colleges and universities.

The presidents of such institutions have nightmares over such trends. One of them, the head of a private college in Minnesota, told us:

"We are so dependent upon tuition for approximately 50 per cent of our operating expenses that if 40 fewer students come in September than we expect, we could have a budgetary deficit this year of \$50,000 or more."

► **State appropriations:** The 50 states have appropriated nearly \$4.4 billion for their colleges and universities this year—a figure that includes neither the \$1–\$2 billion spent by public institutions for capital expansion, nor the appropriations of local governments, which account

for about 10 per cent of all public appropriations for the operating expenses of higher education.

The record set by the states is remarkable—one that many observers would have declared impossible, as recently as eight years ago. In those eight years, the states have increased their appropriations for higher education by an incredible 214 per cent.

Can the states sustain this growth in their support of higher education? Will they be willing to do so?

The more pessimistic observers believe that the states can't and won't, without a drastic overhaul in the tax structures on which state financing is based. The most productive tax sources, such observers say, have been pre-empted by the federal government. They also believe that more and more state funds will be used, in the future, to meet increasing demands for other services.

Optimists, on the other hand, are convinced the states are far from reaching the upper limits of their ability to raise revenue. Tax reforms, they say, will enable states to increase their annual budgets sufficiently to meet higher education's needs.

The debate is theoretical. As a staff report to the Advisory Commission on Intergovernmental Relations concluded: "The appraisal of a state's fiscal capacity is a political decision [that] it alone can make. It is not a researchable problem."

Ultimately, in short, the decision rests with the taxpayer.

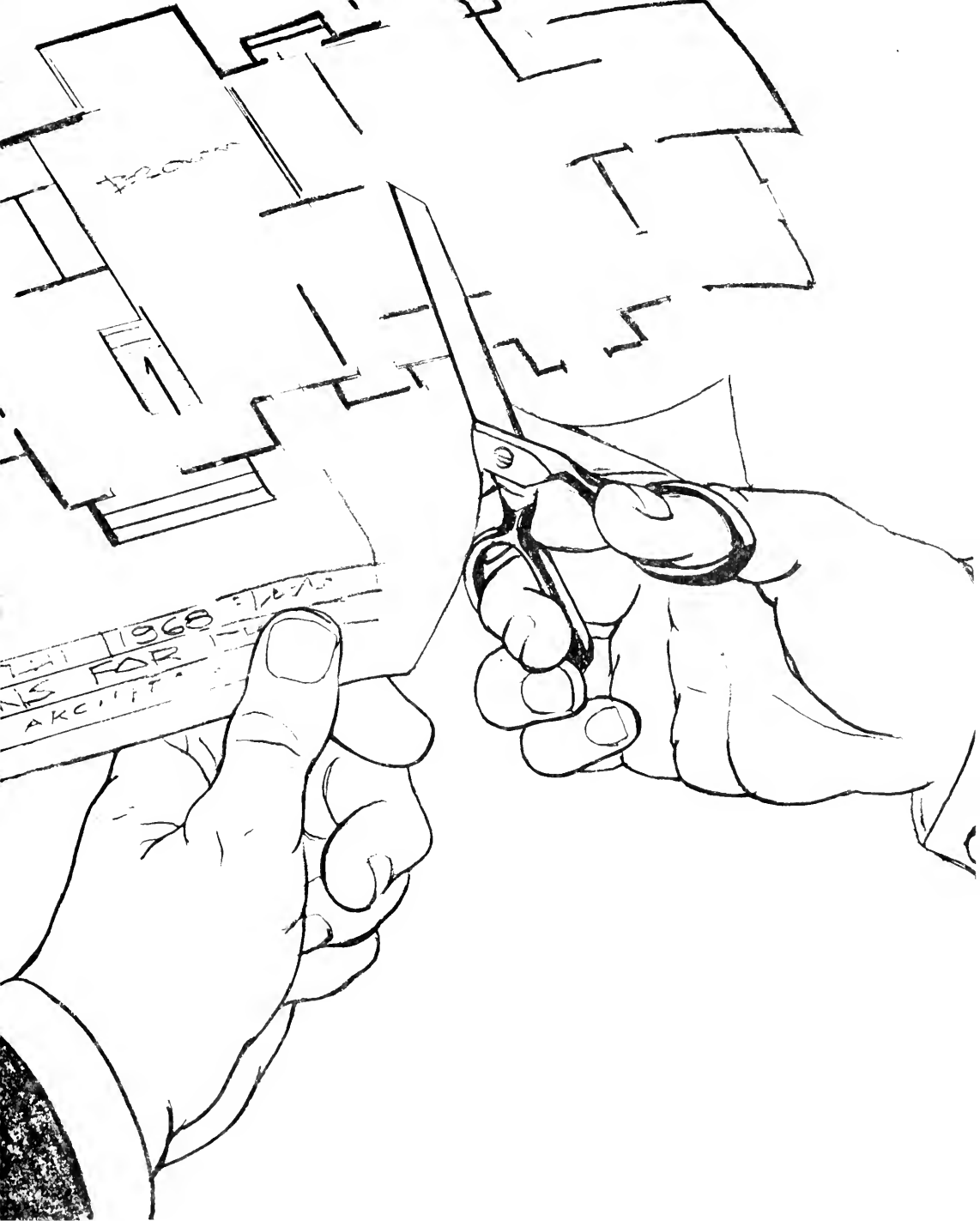
► **Voluntary private gifts:** Gifts are vital to higher education.

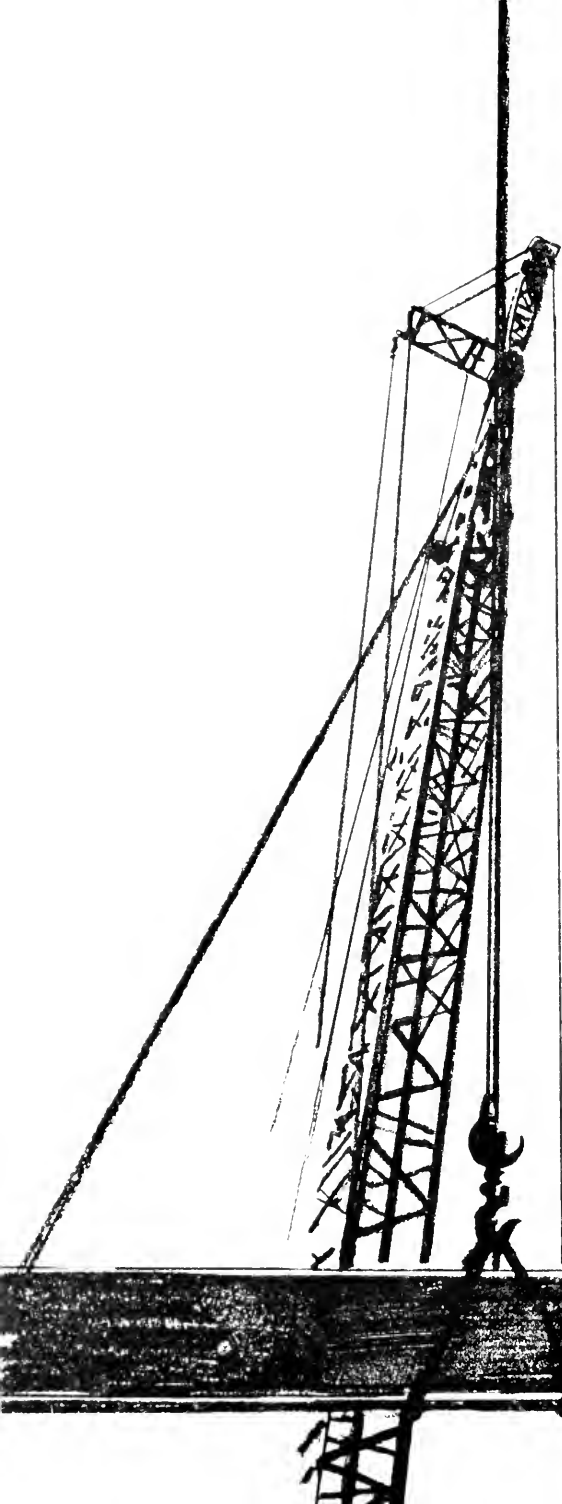
In private colleges and universities, they are part of the lifeblood. Such institutions commonly budget a deficit, and then pray that it will be met by private gifts.

In public institutions, private gifts supplement state appropriations. They provide what is often called "a margin for excellence." Many public institutions use such funds to raise faculty salaries above the levels paid for by the state, and are thus able to compete for top scholars. A number of institutions depend upon private gifts for student facilities that the state does not provide.

Will private giving grow fast enough to meet the growing need? As with state appropriations, opinions vary.

John J. Schwartz, executive director of the American Association of Fund-Raising Counsel, feels there is a great untapped reservoir. At present, for example, only one out of every four alumni and alumnae contributes to higher education. And, while American business corporations gave an estimated \$300 million to education





in 1965-66, this was only about 0.37 per cent of their net income before taxes. On the average, companies contribute only about 1.10 per cent of net income before taxes to all causes - well below the 5 per cent allowed by the Federal government. Certainly there is room for expansion.

(Colleges and universities are working overtime to tap this reservoir. Mr. Schwartz's association alone lists 117 colleges and universities that are now campaigning to raise a combined total of \$4 billion.)

But others are not so certain that expansion in private giving will indeed take place. The 46th annual survey by the John Price Jones Company, a firm of fund-raising counselors, sampled 50 colleges and universities and found a decline in voluntary giving of 8.7 per cent in 12 months. The Council for Financial Aid to Education and the American Alumni Council calculate that voluntary support for higher education in 1965-66 declined by some 1.2 per cent in the same period.

Refining these figures gives them more meaning. The major private universities, for example, received about 36 per cent of the \$1.2 billion given to higher education - a decrease from the previous year. Private liberal arts colleges also fell behind: coeducational colleges dropped 10 per cent, men's colleges dropped 16.2 per cent, and women's colleges dropped 12.6 per cent. State institutions, on the other hand, increased their private support by 23.8 per cent.

The record of some cohesive groups of colleges and universities is also revealing. Voluntary support of eight Ivy League institutions declined 27.8 per cent, for a total loss of \$61 million. The Seven College Conference, a group of women's colleges, reported a drop of 41 per cent. The Associated Colleges of the Midwest dropped about

ON THE QUESTION OF FEDERAL AID, everybody seems to be running to the same side of the boat.

— *A college president*

5.5 per cent. The Council of Southern Universities declined 6.2 per cent. Fifty-five major private universities received 7.7 per cent less from gifts.

Four groups gained. The state universities and colleges received 20.5 per cent more in private gifts in 1965-66 than in the previous year. Fourteen technological institutions gained 10.8 per cent. Members of the Great Lakes College Association gained 5.6 per cent. And Western Conference universities, plus the University of Chicago, gained 34.5 per cent. (Within each such group, of course, individual colleges may have gained or lost differently from the group as a whole.)

The biggest drop in voluntary contributions came in foundation grants. Although this may have been due, in part, to the fact that there had been some unusually large grants the previous year, it may also have been a foretaste of things to come. Many of those who observe foundations closely think such grants will be harder and harder for colleges and universities to come by, in years to come.

FEARING that the traditional sources of revenue may not yield the necessary funds, college and university presidents are looking more and more to Washington for the solution to their financial problems.

The president of a large state university in the South, whose views are typical of many, told us: "Increased federal support is essential to the fiscal stability of the colleges and universities of the land. And such aid is a proper federal expenditure."

Most of his colleagues agreed—some reluctantly. Said the president of a college in Iowa: "I don't like it . . . but it may be inevitable." Another remarked: "On the ques-

tion of federal aid, everybody seems to be running to the same side of the boat."

More federal aid is almost certain to come. The question is, When? And in what form?

Realism compels this answer: In the near future, the federal government is unlikely to provide substantial support for the operating expenses of the country's colleges and universities.

The war in Vietnam is one reason. Painful effects of war-prompted economies have already been felt on the campuses. The effective federal funding of research per faculty member is declining. Construction grants are becoming scarcer. Fellowship programs either have been reduced or have merely held the line.

Indeed, the changes in the flow of federal money to the campuses may be the major event that has brought higher education's financial problems to their present head.

Would things be different in a peacetime economy? Many college and university administrators think so. They already are planning for the day when the Vietnam war ends and when, the thinking goes, huge sums of federal money will be available for higher education. It is no secret that some government officials are operating on the same assumption and are designing new programs of support for higher education, to be put into effect when the war ends.

Others are not so certain the postwar money flow is that inevitable. One of the doubters is Clark Kerr, former president of the University of California and a man with considerable first-hand knowledge of the relationship between higher education and the federal government. Mr. Kerr is inclined to believe that the colleges and universities will have to fight for their place on a national priority list that will be crammed with a number of other pressing



COLLEGES AND UNIVERSITIES are tough. They have survived countless cataclysms and crises, and one way or another they will endure.

—A college president

problems—air and water pollution, civil rights, and the plight of the nation's cities, to name but a few.

One thing seems clear: The pattern of federal aid must change dramatically, if it is to help solve the financial problems of U.S. higher education. Directly or indirectly, more federal dollars must be applied to meeting the increasing costs of *operating* the colleges and universities, even as the government continues its support of students, of building programs, and of research.

IN SEARCHING for a way out of their financial difficulties, colleges and universities face the hazard that their individual interests may conflict. Some form of competition (since the institutions are many and the sources of dollars few) is inevitable and healthy. But one form of competition is potentially dangerous and destructive and, in the view of impartial supporters of all institutions of higher education, must be avoided at all costs.

This is a conflict between private and public colleges and universities.

In simpler times, there was little cause for friction. Public institutions received their funds from the states. Private institutions received *their* funds from private sources.

No longer. All along the line, and with increasing frequency, both types of institution are seeking both public and private support—often from the same sources:

► **The state treasuries:** More and more private institutions are suggesting that some form of state aid is not only necessary but appropriate. A number of states have already enacted programs of aid to students attending private institutions. Some 40 per cent of the state appropriation for higher education in Pennsylvania now goes to private institutions.

► **The private philanthropists:** More and more public institutions are seeking gifts from individuals, foundations, and corporations, to supplement the funds they receive from the state. As noted earlier in this report, their efforts are meeting with growing success.

► **The federal government:** Both public and private colleges and universities receive funds from Washington. But the different types of institution sometimes disagree on the fundamentals of distributing it.

Should the government help pay the operating costs of colleges and universities by making grants directly to the institutions—perhaps through a formula based on enroll-

ments? The heads of many public institutions are inclined to think so. The heads of many low-enrollment, high-tuition private institutions, by contrast, tend to favor programs that operate indirectly—perhaps by giving enough money to the students themselves, to enable them to pay for an education at whatever institutions they might choose.

Similarly, the strongest opposition to long-term, federally underwritten student-loan plans—some envisioning a payback period extending over most of one's lifetime—comes from public institutions, while some private-college and university leaders find, in such plans, a hope that their institutions might be able to charge "full-cost" tuition rates without barring students whose families can't afford to pay.

In such frictional situations, involving not only billions of dollars but also some very deep-seated convictions about the country's educational philosophy, the chances that destructive conflicts might develop are obviously great. If such conflicts were to grow, they could only sap the energies of all who engage in them.

IF THERE IS INDEED A CRISIS building in American higher education, it is not solely a problem of meeting the minimum needs of our colleges and universities in the years ahead. Nor, for most, is it a question of survive or perish; "colleges and universities are tough," as one president put it: "they have survived countless cataclysms and crises, and one way or another they will endure."

The real crisis will be finding the means of providing the quality, the innovation, the pioneering that the nation needs, if its system of higher education is to meet the demands of the morrow.

Not only must America's colleges and universities serve millions more students in the years ahead; they must also equip these young people to live in a world that is changing with incredible swiftness and complexity. At the same time, they must carry on the basic research on which the nation's scientific and technological advancement rests. And they must be ever-ready to help meet the immediate and long-range needs of society; ever-responsive to society's demands.

At present, the questions outnumber the answers.

► How can the United States make sure that its colleges and universities not only will accomplish the minimum task but will, in the words of one corporate leader,



NOTHING IS MORE IMPORTANT than the critical and knowledgeable interest of our alumni. It cannot possibly be measured in merely financial terms.
— *A university president*

provide "an educational system adequate to enable us to live in the complex environment of this century?"

► Do we really want to preserve the diversity of an educational system that has brought the country a strength unknown in any other time or any other place? And, if so, *can we?*

► How can we provide every youth with as much education as he is qualified for?

► Can a balance be achieved in the sources of higher education's support, so that public and private institutions can flourish side by side?

► How can federal money best be channeled into our colleges and universities without jeopardizing their independence and without discouraging support either from the state legislatures or from private philanthropy?

The answers will come painfully; there is no panacea. Quick solutions, fashioned in an atmosphere of crisis, are likely to compound the problem. The right answers will emerge only from greater understanding on the part of the country's citizens, from honest and candid discussion of the problems, and from the cooperation and support of all elements of society.

The president of a state university in the Southwest told us, "Among state universities, nothing is more important

than the growing critical and knowledgeable interest of our alumni. That interest leads to general support. It cannot possibly be measured in merely financial terms."

A private college president said: "The greatest single source of improvement can come from a realization on the part of a broad segment of our population that higher education must have support. Not only will people have to give more, but more will have to give."

But *do* people understand? A special study by the Council for Financial Aid to Education found that:

► 82 per cent of persons in managerial positions or the professions do not consider American business to be an important source of gift support for colleges and universities.

► 59 per cent of persons with incomes of \$10,000 or over do not think higher education has financial problems.

► 52 per cent of college graduates apparently are not aware that their alma mater has financial problems.

To America's colleges and universities, these are the most discouraging revelations of all. Unless the American people—especially the college and university alumni—can come alive to the reality of higher education's impending crisis, then the problems of today will be the disasters of tomorrow.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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MEETING THE CRISIS

*A conversation between Oliver E. Harris, director of development,
and Dale V. Bower, new director of alumni affairs,
on the College's financial prospects—
where the money is coming from and where it is going*





Ollie Harris, left, and Dale Bower, right, talk about future plans for the College. Behind them looms Old Main, soon to be razed to make way for new physical education facilities. "From a practical operating point of view," said Mr. Harris, "the building is pretty impossible. Right now we're using two floors and the pigeons are using the rest."

BOWER: Ollie, the College has just embarked on a new fund-raising campaign. Can you tell me just what this involves, what the goals are and how the money is going to be used?

HARRIS: Well, this is what we refer to as a capital funds campaign, which means that whatever money we raise will be used to pay for buildings and equipment. This is in contrast to operating expenses or other College purposes. When we made an analysis of our needs covering the completion of the Academic Center, renovating the John Long Library for administration purposes, tearing down Old Main and Eveland Hall, and building a new physical education center, we came up with a figure of about \$3,000,000. We already have funds that are assured, in the form of bequests, other annuity contracts, and so on. All these add up, along with some federal funds, to about \$1,100,000. So if you take that from the amount that we said we needed originally, there's still about \$1,900,000 that we need. Now in our appraisal of our capability and in the appraisal of Marts & Lundy, our fund-raising counsel, it appeared advisable not to try to raise \$1,900,000. This was probably more than we could come up with, so it was reduced to \$1,500,000, which is our campaign goal. Now most of this money comes in in the form of pledges paid over a three-year basis, although there are some that are for five years and even longer than that. But this is money that we're going to use when it comes in to pay off loans and other debts for the new building and to build the gymnasium and to renovate the library.

BOWER: You have touched on a point of interest here, in fact, a very sentimental point, when you say that Old Main is going to be torn down. There's been a lot of discussion on this for a number of years. Is this because it is not possible to repair Old Main or do we just need the ground space?

HARRIS: Well, it would be possible to repair Old Main if you wanted to spend a tremendous amount of money. We had the building surveyed by competent architects and engineers, and they advised us not to try to renovate it. The foundation structure is crumbling, the building has no steel framework in it, it's all wood beams, and the windows are in very poor condition, as is the wiring system. We would have to start out and gut the building, clean out the inside of it, and hope the walls didn't fall in and then build a new structure inside the walls.

BOWER: It really doesn't seem feasible at all.

HARRIS: No, because you have all the work of tearing out, as well as the work of building in. Your construction costs would probably end up greater than if you start out fresh and built that same size building. Furthermore, the design of the building is not particularly appealing. It was built in three different sections at three different times, and like Topsy it just sort of grew. And while there is a lot of sentiment attached to it, from a practical operating point of view the building is pretty impossible. Right now we're using two floors, and the pigeons are using the rest. I mean that literally.

BOWER: *You have spoken at times about the endowment. Is some of the current campaign money going into endowment? What is endowment money used for?*

HARRIS: Current campaign money is not aimed at endowment. This is aimed at funds for buildings—for capital funds. Now, whenever you go out and try to raise money, you will find some people who will not want to give you cash or money for a building, but who might want to put the College in their will, so that the College will receive money for endowment purposes. You ask what endowment is. This is money that we invest. It is money of which we do not use the principal. We invest it in a variety of securities, stocks, and bonds. From these we receive dividends and interest which the College can then use for whatever purposes it finds most urgent. One of our problems at Lycoming is that our endowment is quite small. We get from it each year about fifty or sixty thousand dollars in actual interest or dividends which we can use. Now if we had a larger amount, for instance, if we had ten million, then we would be getting roughly five or six hundred thousand dollars a year that we could use. We really envy a school like Harvard which has a billion.

BOWER: *The endowment, then, is something that we should be working on all the time.*

HARRIS: Yes, this is money that we should be looking for from alumni and friends, in particular those who have in mind leaving something to the College in their wills. This is a very good place for endowment money to be raised. It's hard to go out on a campaign and raise money to be put in an endowment fund. People just won't give it to you.

BOWER: *We've been in the campaign now for several weeks. How would you say it's coming along at this point?*

HARRIS: Well, the campaign up to this point has been focused on two levels or phases. One is the major gift phase, which was the first part of the campaign. This is an effort to solicit large gifts; any contributions of fifty thousand dollars or more is counted as a major gift. That phase has been underway since January. This is an involved process, and work is continuing. Now we have the second part of the campaign, or the second phase of it, the special campaign. This is aimed at a larger number of prospects who are thought to have the ability to give us from a thousand dollars up to as much as fifty thousand if they are properly motivated. It's this phase that we're working on now. The third phase of this campaign is general solicitation of a much larger number of people. This is almost a shotgun-type thing where you approach anyone who can give you anything. Following that is a mail campaign where you pick up the ones you can't visit

directly. These would be some of our alumni from out of town—they'll be solicited through the mail. It's also people whom for one reason or another we've not been able to reach. Now, at the moment we have received in pledges nearly \$900,000, which means that we have three-fifths of our work done. However, I'm quick to point out that the last part of the campaign is always the toughest part. I suppose you could say we've skimmed off the cream and now we're going to be dealing with smaller amounts of money. There are a couple of things in this that will take a little time. We're approaching a number of foundations for fairly substantial gifts. These always take time. It may take a year for some of them, but they'll still be a part of the campaign.

BOWER: *All alumni, no matter where they live, will eventually have an opportunity to participate in this campaign. This is what you are saying, isn't it?*

HARRIS: That's right, through one device or another, either through a face-to-face solicitor, or by mail, all alumni will be asked to support the Progress Fund.

BOWER: *Now, Lycoming is an independent, church-related institution and it has to rely mainly on private sources of income. I'm wondering if we have been keeping up on getting our share of the federal funds available to private institutions?*

HARRIS: Well, this is a pretty hard question to answer because a great many colleges don't give you any basis for comparison. We are never satisfied with what we raise from private sources. We are quite gratified with the amounts we've raised through federal funds.

"The last part of the campaign is always the toughest part. We've skimmed off the cream and now we're going to be dealing with smaller amounts of money."



"We are never satisfied with what we raise from private sources."



For instance, the year '66-'67, that's the fiscal year that ended in June '67, we raised from all sources, total gifts and contributions, slightly over a million dollars —\$1,088,000 roughly. This came from churches, corporations, foundations, federal government, individuals, alumni, and other groups. Now, I think it might be interesting to mention that almost half, or \$455,000, of this money was federal funds. This came to us for a variety of purposes, some of it for scholarships, or for loans, for buildings, for equipment, that sort of thing. Now, there were other agencies that made contributions, and although we are not always happy with what we get out of them, we take what we get and continue to work on them. We don't feel that business and industry are supporting us adequately. Of course, we're never satisfied that our alumni are supporting us adequately.

BOWER: I was checking figures today and we have 12 per cent of our alumni supporting the annual Alumni Fund.

HARRIS: What's the national average?

BOWER: The national average for our size college is at least 20 per cent and it's climbing. We see some schools we envy that have 40 or 50 per cent support, but we're only at 12 per cent. This is one area in which we're planning to do a lot more work. But returning to the question of aid—do we get any federal or state aid for operating expenses?

HARRIS: We get no state aid for operating expenses. The only way we get state money is through the scholarships which our students get from the state and use here. We get no funds for buildings or for operating the College from the state. Now, we do not get money from the federal government for operating expenses, either. Most of that is for building and equipment. The federal government does sponsor some programs in science and in other areas where we get small amounts of money. They do give us money for adding books to the library. But we get no money for salaries or for the general operating budget of the College.

BOWER: We mentioned students getting scholarships. How well do the tuitions cover the actual cost of the student's education here at Lycoming?

HARRIS: If you take all of the tuition that the students pay, you will find that we give scholarships amounting to about 15 per cent of that ourselves. In addition to that there are the state scholarships, the scholarships that are issued by corporations and other agencies, and the federal loans and bank loans that are guaranteed by the federal government.

BOWER: It's true though that it would be impossible to build new buildings and expand the College if we were depending on student tuitions.

HARRIS: Well, there's a limit to how high you can raise tuitions. It seems to me we have to be competitive with colleges our size and type and location. You can price yourself out of the market very easily when your tuition gets too high. This \$1,088,000 I talked about was plowed right into the College program, and all of this came from outside students' tuition and fees. There isn't one dollar in that that the students paid. Now let's just take a figure of fifteen hundred students which is a few more than we have. If every student, fifteen hundred of them, paid \$2500 a year, that would add up to \$3,750,000. Had they done that, it would have taken another million plus to run the College. Of course, some of it went into the new building. I think it's quite obvious that a student never pays his own way. He probably pays here at Lycoming somewhere around 85 per cent of what it costs to put him through.



"You can price yourself out of the market very easily when your tuition gets too high."



“Comparing our faculty salaries with AAUP reports of other colleges, we look pretty good.”

BOWER: *The Moonshooter Report, which has the center spread in our Alumni Bulletin this time, speaks of the rapid accumulation of new knowledge which requires special curricula, more sophisticated new equipment, and highly skilled professors. This is another area of change in the College in the last few years which has meant a great increase in operating expense. We've increased faculty, practically doubled in the last few years, isn't that so?*

HARRIS: Well, we've increased the faculty a lot, and we've changed the type of faculty. I think the national average for Ph.D.'s is something like 40 per cent and about 50 per cent of our faculty now have their doctoral degrees. Now in the supply and demand problem that all the colleges are facing, there is a shortage of well-trained, highly-skilled faculty in practically all fields. So if you're going to get your share of the good ones, then you've got to pay more money for salaries. I think our salary situation here is one of dramatic change from fifteen or so years ago, or even ten years ago. Nationally, comparing our salaries with the AAUP reports of other colleges, we look pretty good. We never look as good as our faculty would like us to, but we look better than we've ever looked before. Instructional salaries are a large item in the College budget, and I think we have to admit that administrative costs have gone up too. We have more people working in administrative areas than we've ever had before. Although this seems to be necessary, it all costs money!

BOWER: *I notice another of the leading statements in the Moonshooter Report is that our colleges and universities are facing what might easily become a crisis. Certainly in the short time that I've been here, I've felt the crisis that Lycoming faces. We're no different from any other college or university in knowing that our operating expenses are going to continue to increase in the coming years and we're going to have to find new areas and new directions to go in financing*

these. As director of development, in what way do you see the alumni taking a greater role in the support of Lycoming? This is going to be one of my chief concerns. What suggestions can you give me?

HARRIS: I've tried to think about this, Dale, for a number of years now, and it seems to me that there are several things that alumni can do, and they don't all cost money. One of the things they can do is to say something good about the College when they're talking to their friends and acquaintances. We have to recognize the fact that the College has changed a lot since some of these people have graduated. They haven't kept in touch. They haven't been here to see first-hand what's going on. They do get the *Alumni Bulletin* and we hope they do read it. Part of it is their own attitude, their own feeling about the College, and no College can afford to have its alumni not thinking about it in a positive way. Naturally, there are students in any college who, by the time they graduate, are fed up to their ears with the place. During the senior year there's a tremendous urge to get out, to get away from it all, to get a job and get married and do all these things that young people do, and there is a period when they're occupied with these domestic chores and so they sort of forget the College. Maybe part of this is our fault. Maybe we don't cultivate them as well as we should while they're in school. Maybe by the time they're seniors they ought to be oriented as good alumni should be. But this is another problem. I think that the alumni can do us either an awful lot of good or an awful lot of harm by how they describe the College to their friends and acquaintances. The second thing, of course, is their own support of the College. We've apologized for them for a long time and with justification, because our four-year graduates are still young; many of them are buying their homes and rearing their children. They don't have a lot of money, but we're not asking them for a lot of money. All we are asking is some token support, so that they sort of get into the habit of writing a check for the Alumni Fund each year. Somebody says, well, if five thousand plus alumni would just give us \$10 a piece we'd have \$50,000. Unfortunately it doesn't work that way. This

“Alumni can either do a lot of good or a lot of harm by how they describe the College to their friends and acquaintances.”



is one of the big fallacies in fund-raising, that everybody's going to give you a certain amount of money. Actually about 80 per cent of all the money raised is raised from about 20 per cent of the people. So, we have to keep in touch with these people. We have to get them back here once in a while. We have to get them enthusiastic about what the College is doing. We have to get them in the habit of helping to support a private school. There isn't any doubt in my mind that the private colleges, especially those that have small endowments and that have rather small numbers of alumni, are in trouble. The state colleges have expanded tremendously. Their costs are half or less than ours, and a lot of parents wonder why they should pay \$2500 to educate a son or daughter when they can get them into a place where they can get the same degree for half of that. It seems to me that we've got to be better than they are. We've got to be different, so that when our students graduate they go away with something more than just a degree in their hand. Maybe our own internal public relations needs to be beefed up. Maybe we're not paying enough attention to our students. Maybe we're just assuming that they're here and that they're doing all right. I think possibly there's something here that the faculty ought to deal with. These two areas, Dale, good feelings and good support—we can't succeed without them.

BOWER: This is an important concern. I think that one big effort we have to make is to keep alumni informed but the magazine isn't the only way. We're trying to



“We’ve got to be better than the state colleges. We’ve got to be different, so that when our students graduate they go away with something more than just a degree in their hand.”

work on our alumni clubs and also trying to get alumni back on campus. I believe one visit on campus can be very enlightening. I think we need to show them what has happened. Many alumni who have not been back for years won't believe that it's Lycoming. There is another area where full-time work in the Alumni Office is helpful. Yesterday afternoon I met with the officers of the senior class. I found that when they understood what the alumni program was and what we're trying to do, they were very enthusiastic. They gave their complete support to a meeting of the senior class at which we could ask seniors to make pledges to the College Alumni Fund. These three students, even though they had been here for four years were not familiar with alumni work and would probably not have gotten interested until they were far from here. I think the more we can do to inform students of how they can be of help as alumni, the stronger our alumni support will become.

HARRIS: I'm all for this, I think we should start to develop alumni during freshman orientation. I don't mean that in the program way, but there's such a thing as creating, or trying to create, among the student body a real spirit in support of an institution. Now, kids are kind of sophisticated these days. A lot of them don't want to admit that they would be a part of anything like that. But they haven't changed that much. I think if the College worked it right, if these students were dealt with fairly, and sometimes firmly too, I think that they would not go away from here without some good thoughts about the school. But you're absolutely right, Dale, they do need to understand, and I'm glad to hear you say you're doing something about this.

BOWER: We've said now that all colleges are facing a crisis and Lycoming is also. How does the future look for Lycoming? Are we taking hold of the problem? What outlook do we have?

HARRIS: Well, colleges rarely die. They rarely close their doors. And that's not what we're worried about. We're worried about being a good, solidly established institution. I've had a clipping before me on my desk for a long time. I read it often, and I think it says a great deal about our responsibility to our *alma mater*. This is a quote by Charles William Eliot who was president of Harvard University from 1869-1909. Although written a number of years ago, it is very timely today: "It is, of course, largely by the extent of the support accorded to a college by its own graduates that the world judges the right of that college to seek cooperation of others in planning for the future. An institution that cannot rally to its financial assistance the men who have taken its degrees and whose diploma is their passport into the world is in a poor position to ask assistance from others. It is not merely what alumni give; it is the fact that they do give that is of supreme importance."

CLASS news

'68 First Methodist Church, Oakhurst, N. J., was the scene of the marriage of CAROL ANN MILLER and Monroe Arthur Lane. EVALYNE J. CURTIS '67 was Carol's maid of honor. SUSAN C. HALL served as one of the bridesmaids and NAOMI ROAN was the soloist. Carol and Monroe will reside in Pensacola, Fla., where he is stationed with the Navy as a first class petty officer. He has been in the Navy for six years.

Wedding vows were pledged April 2 by Nancy Lee Kast and BRUCE SHILLING EVERSTINE in the Duboisstown Methodist Church. The double ring ceremony was performed by Rev. S. Paul Schilling, D.D. and the Rev. Grantas Hoopert. Bruce is a statistical assistant for the United States Census Bureau. They are living in Suitland, Md.

RUTH ANN MILLER, who graduated in February, was interviewed and hired by a committee of six Montoursville High School students to direct their senior class play *Who Was That Lady I Saw You With?* She is currently employed as a secretary at Lycoming.

Margaret Rose Troxell and ALAN PAUL LEVINSON were married January 28 in the Ohev Sholom Synagogue, Williamsport. Margaret is a caseworker for the Department of Public Assistance and is a graduate of Muhlenberg College, Allentown. Alan is associated with Levinson Clothiers, Inc., in Williamsport. They are residing at 999 Weldon Street, Montoursville.

'67 A future Warrior was born to Mr. and Mrs. CARL NOLAN. 585 East Mountain Ave., South Williamsport, on February 22. Congratulations!

MARIA L. TESTA and Lawrence Paul Missigman were married in February in the Mater Dolorosa Roman Catholic Church, Williamsport. JOSEPH MISSIGMAN, JR. '58 was best man for his brother. Maria is a teacher in the Montoursville Area School District, and Larry is employed by the Town and Country Department Store.

RUTH A. HIPPEL has matriculated at Westminster Choir College, Princeton, N. J., and is working toward a bachelor of music degree. Her father was a delegate from the Philadelphia Annual Conference to the Uniting Conference of the United Methodist Church in Dallas, Texas.

L. PAUL PITKIN had a ringside seat for the violence that erupted in the South Carolina town of Orangeville earlier this year. The climax of the tension in the town was the killing of two South Carolina State College students and one

seventeen-year-old boy from the town, and the injury of thirty-six others. Paul is on the faculty of Clafin College which adjoins the State College campus. He wrote a very interesting and factual report of the situation which had as its theme, "The new black student is tired of waiting."

RON TRAVIS continued to gain honors in the Middle Atlantic Amateur Basketball League, and the fans down Harrisburg way now know why Lycoming was proud to have him on their side. Ron is attending the Dickinson Law School. He has his sights set on playing in the Eastern Pro Basketball League next season.

We are greatly saddened to learn of the death of RONALD A. BEEMER. He died in the N. Y. University Hospital, May 16, after undergoing three major operations in the past few months. Ron was married to CAROL ANNE FREEMAN on August 12, 1967. He had been a civilian employee with the Pacific Air Force. Since Ron's illness, they have been residing with his parents, the Rev. and Mrs. A. L. Beemer, 310 Division Ave., Hasbrouck Hgts., N. J. 17604.

PAT STERE has been accepted at Union Theological Seminary. She has been on a two-year program in social work at the House of the Carpenter in Wheeling, W. Va., under the National Division of the Methodist Board of Missions.

WALTER J. SNYDER, JR., has been commissioned a second lieutenant in the U. S. Air Force upon graduation from Officer Training School at Lackland AFB, Texas. Walter, selected for OTS through competitive examinations, was assigned to Mather AFB, Calif., for navigator training. Walter was married to the former KATHERINE STEELE '68 on December 29, 1967.

Christ and Holy Trinity Episcopal Church of Westport, Conn. was the setting for the marriage of Lynn Fenlon Johnson of Westport to JOHN N. BILLINGTON of Narbeth, Pa. Lynn studied at Kent State University in Ohio and Boston University. John is presently a graduate student at Temple University. They are living in Wayne, Pa. HORACE H. LOWELL '63 was an usher.

JAMES and SARAH SIMON HUNT were married June 30, 1967, in the Grove Methodist Church of West Chester, Pa. EDITH KROUSE, DONNA DUNNING, ED ELIASON and JACK WILSON '68 were all in the wedding party. Jim is now in the Army and is enrolled in Officer Candidate School in Oklahoma. Sarah taught in the Neshaminy School at Langhorne, Pa., but is now with her husband in Oklahoma.

DEBORA DUNKLE is now attending the University of Essex, Colchester, Essex, in England. She is working for her master's degree in political behavior.



Carol Ann Miller '68 was married to Monroe Arthur Lane at the First Methodist Church, Oakhurst, N. J. Susan Hall '68 (second left) and Evalyne J. Curtis '67 (third left) served as bridesmaids.



Mary Bennett Badger '66

'66 MARY BENNETT BADGER was featured recently in a promotional brochure published by Rochester Telephone, where she is employed. As a programmer, she designs computer programs for mechanized assignment of telephone equipment. She is also responsible for the testing and documentation of these programs, using the most sophisticated electronic data processing equipment available.

KATHERINE KELIBER ALBERTINI has left her job as a caseworker for the Pennsylvania Department of Public Instruction in Harrisburg to be with her husband during his tour of active duty with the Pennsylvania Air National Guard. He is stationed at Kessler AFB and they are living in Biloxi, Miss. Katherine occupies her time by teaching kindergarten at the base.

Included in eleven works of art recently acquired by the Locoming College Art Center is one presented by MICHAEL L. HEINLY. His gift was an original mixed media work. Mike is a graduate student in Baltimore. The College Art Center is at 720 College Place.

DON MILLER has just returned from seven months "on the line" in Vietnam. He is presently stationed in Norfolk aboard the U. S. S. *DuPont*.

We appreciated the letter from ALLAN BAKER. After teaching French and Spanish at Stony Brook Boys' School for a year, he is now earning his M.A. degree in French at the University of Lausanne in Switzerland. In the fall, he will begin Ph.D. studies at Yale University on a full university fellowship.

'65 ELIZABETH WILDING and MEREDITH SCHELL '64 were married in June of 1967.

Meredith teaches science in Banisey High School and Betty teaches at Northern Highlands High School. They have an apartment in Ridgewood, N. J.

Andrew Paul Diller, a future Lycoming Warrior, arrived at the home of LEN and CONNIE (Burket '64) DILLER on February 3. Congratulations to all!

Second Lieutenant JAN R. LOOMIS has been graduated at Mather AFB, California, from the training course for U. S. Air Force electronic warfare officers. He studied the airborne operation of specialized electronic warfare equipment. Following specialized training at other bases, he will be assigned to Takhli Royal Thai AFB, Thailand, with the Pacific Air Forces. He is married to the former Dawn M. Prentice.

Lt. (j. g.) HAROLD W. GUNN, JR., a Navy helicopter pilot, was sent to Yokosuka, Japan, to recover from shrapnel wounds suffered in fighting near Saigon in March. The officer was flying helicopter cover for a medivac helicopter that was going to Cao Lanh to evacuate wounded troops. His ship was hit with explosive incendiary rounds. One came through his door gunner's ammunition box, exploding the ammunition and putting shrapnel in the gunner's leg and a finger. Another went off under Harold's right leg. He flew his helicopter back to his base. After treatment at two hospitals in Vietnam, he was flown to Japan for further treatment. Harold was injured the day before he was to have left for

Bangkok, Thailand, for a few days of rest. In Vietnam since last May, he was scheduled to complete his tour of duty at the end of April. He is married to the former JUDY WARING.

WILLIAM H. BERDINE of 9 Woodcrest, R. D. 1, Clarendon, is enrolled as a graduate student at The Pennsylvania State University. His area of study deals with the education of exceptional children.

Wabash Valley Hospital, West Lafayette, Indiana, has established a new social work department to be headed by LUCY DERSHAM FESLER. The new department was established to improve communications between the hospital and the patients' families. Lucy was a case-worker for the Dauphin County Department of Public Assistance, Harrisburg, Pa., and the Welfare Department at Ventura, California, and Logansport State Hospital in Indiana. Her husband, Jeff, completed a tour of duty in the Vietnam theatre as a Naval officer and is currently working toward a master's degree in the School of Engineering at Purdue.

'64 CYNTHIA A. GHAZNAVI has been awarded a tuition scholarship for graduate study in Russian at Bryn Mawr College in the 1968-69 academic year. She is an M.S. candidate at Villanova University this year.

BOB and NANCY (Morris '66) DUFF have named their son Paul Christopher. He was born January 31. Bob is with Travelers Insurance Co. in the Newark office and is now group field supervisor. They enjoyed a week's vacation in Florida as a result of winning a sales contest in 1967.

ROD LAUR has had nothing but success since taking over as wrestling coach at Jersey Shore High School. His Bulldogs walked off with the District Four Cham-



Harold W. Gunn, Jr. '65

ponship with ease. His former coach, Budd Whitehill, said "Rod always was a real coachable kid and I knew he would make a good coach. He is a great student of the game."

John, Jr., arrived November 13, 1967, as the first child of Mr. and Mrs. JOHN PAUL McNAMEE. John, Sr. is associated with the Bureau of Census in Washington, D. C.

We received word that MORT WHITMAN is in his final year at Westminster Seminary in Chestnut Hill, Philadelphia. After graduation he plans to be a university chaplain or work with students.

'63 DAVE and ELEANOR (Little '64) PHILLIPS have informed us that their first child, Christine, arrived on December 10, 1967. The vows of marriage were administered in St. Ann's Roman Catholic Church to Stephanie M. Welliver and DAVID B. CLARK in February. ED BOCK, Jr. was one of the ushers. Dave teaches chemistry at the Williamsport Area Community College and is a candidate for his master's degree from Bucknell University. Stephanie attended Lock Haven State College and is employed by the Social Services, Training and Education Program.

An informative letter was received recently from MARVIN ("Buz") and LESLIE (Robson '64) FRIED. Leslie tells us that Buz worked as a chemist for Schwarz Services International and she worked as a field adviser for the Girl Scout Council of Greater New York. In September, 1966, Buz began work as a chemist in the Research and Development Division of Union Carbide Corporation in Tarrytown, N. Y. He works specifically in food preservatives. Leslie is a social caseworker with the West Chester County Department of Family and Child Welfare. Her case load in-



Larry F. Hanner '62

cluded one hundred patients between the ages of fifty and one hundred years. She resigned in November to await the arrival of Brian Kelly born December 24, just in time for Christmas.

Congratulations to Shirley and FRANCIS TRUOLI on the birth of a daughter, February 24. Francis is a member of the Alumni Association Executive Board.

A son, Kent Miller, IV, was born to Mr. and Mrs. Kent Miller, III, on March 1. The proud mother is the former JEANNE McNAMEE. Congratulations to the happy family.

'62 CAPTAIN GARY L. GOOD-YEAR is currently assigned to Ft. Hancock where he is doing general dentistry for the personnel assigned to the post. Previously he was assigned at Fort Monmouth and was rotated through the various specialties. He resides in Red Bank, N. J., with his wife, Suellen, and one child.

DAVID R. ANDERSON has completed the requirements for the doctor of philosophy degree in zoology at Colorado State University in Fort Collins, Colo. He is presently assistant professor of zoology at The Pennsylvania State University, Fayette Campus, in Uniontown, Pa. Dave received his master's degree from Penn State in 1964. He and his wife, Brenda, are residing in Hopwood, Pa.

ROBERT J. SEIGEL, a lay teacher in the Temple in Allentown, recently addressed the adult church school class of Allentown's Christ Episcopal Church on the subject "We Speak for Judaism." One of a series of classes, it was designed to better acquaint Episcopalians with other religions.

Captain LARRY F. HANNER has received the U. S. Air Force Commendation Medal at Kadena Air Base, Okinawa. Larry was decorated for meritorious service as a materiel control officer at Vandenberg AFB, Calif. He was cited for his outstanding professional skill and leadership. He is now in Kadena in a unit of the Pacific Air Forces. His wife, Jacklyn, resides in Williamsport.

'61 ROBERT L. HUFFMAN was named manager of the W. T. Grant store in Danville, Pa. He had been in the Niles, Ohio, area.

WILLIAM D. HARTMAN has accepted the position of general manager of the Five-Day Photo Club, Inc. He assumed his new duties April 1 and is living in Ashland, Pa. He had been serving as pastor of the Marysville Methodist Church, Marysville, Pa.

HAROLD B. GARDNER has been named by the Jaycees of Sterling Park, Va., as an Outstanding Young Man of America. His biographical sketch will appear in the 1968 edition of the OTMA yearbook that recognizes outstanding young men of the



Harold B. Gardner '61

nation. Harold is a budget analyst for the U. S. Navy Department. The Gardners have four daughters and live in Sterling Park, Va.

Congratulations to CHARLES D. HOFERITZ, who received the master of education in biological sciences degree from The Pennsylvania State University.

A new arrival forced Mr. and Mrs. JOSEPH OTT to move into larger quarters. Carol Suzanne arrived on February 6. Joe is chief of data processing for the Chronic Disease Control Center of the U. S. Public Health Service in Arlington, Va. They live in McLean.

Congratulations to Mr. and Mrs. JOHN WILLARD on the birth of a daughter in December, 1967. It was nice to see Jack back on campus for a visit recently.

'60 Earlier this year DR. JOHN MAIOLLO served as chairman of the first "National Conference on Television News Public Polling" held at the University of Notre Dame. John received his doctorate in 1965 from The Pennsylvania State University and is now associate professor of sociology at Notre Dame.

RONALD E. THOMPSON, associate professor at the Williamsport Area Community College, has been named head of the Biological and Physical Sciences Department. He received his master's degree from Kansas State Teachers College and studied at Bucknell and Alfred Universities.

JAMES POUILLIOTT appeared recently in a one-hour color special over WNEW-TV, New York City. Jim, a former English and French teacher at Williamsport High School, was part of a twenty-member choral group which included musical selections in its repertoire ranging from classical to rock-and-roll. Jim teamed with Linda Barnett for a duet presenta-



Griggs Elected to Board of Directors

Nearly one thousand alumni cast their ballots in the recent election for alumni representative to the Board of Directors for the three-year term, 1965-71. When all ballots were counted, ROBERT W. GRIGGS '50 had obtained the highest number of votes. Our recommendation was reported to the Board of Managers of the Preacher's Aid Society, who formally elected Bob to the College Board of Directors for the next three years.

Bob will fill the seat of NATE STUART '36, whose term expires with the annual meeting in June. Our other two alumni representatives to the Board of Directors are MRS. DOROTHY PATTON KNIGHTS '36 and DR. T. SHERMAN STANFORD '32.

tion of "Bess, You Is My Woman Now" from Gershwin's *Porgy and Bess*. The show was an outgrowth of a choral tour which Jim took last fall with the Whit-Lo Singers. Jim got his master's degree from Eastman School of Music in 1967.

'59 CHARLES SPRINGMAN has been named manager of the May Company department store at Mentor, Ohio. Mrs. Springman is the former Shirley Solomon of South Williamsport.

Gerald Joseph is the name given to the third child born to BOB and ARDENE (DALEY) JUDD on February 2.

The Rev. ROBERT D. CARLYON has been assigned the post of rector of St. James Episcopal Church, Muncy, Pa. Bob had been curate at Trinity Memorial Church, Binghamton, N. Y., for the past two and one-half years. He is a graduate of Princeton Theological Seminary and did graduate work at the Virginia Theological Seminary. Bob is married to the former MAIRSHA L. ELLIOTT '61, and they have two children. They assumed their new duties in Muncy on April 15.

GEORGE P. WOLFE was named chairman

of the Computer Science Department at the Williamsport Area Community College. He now holds the rank of associate professor.

FREDERICK B. SHARAR was named head of the Foreign Language Department at Williamsport Area Community College. He is assistant professor of Spanish and German. He is now on official leave studying for his master's degree at the University of Mainz, Germany. He will return to the college in September.

'57 WALTER E. MOOREHART has been appointed quality control supervisor of the II and I and the Gauge Laboratory of the Power Transformer Division of Westinghouse, at Sharon, Pa. As a design engineer, he has been with Westinghouse for the past eleven years.

It was good to get a report on HERMAN (Satch) and NANCY DOBRANCE HORN. They moved to West Chester, Pa., in August of 1967. Satch is employed in the Safety Department of Chemical Leaman Tank Lines. They have four children, Tracy, age eight; Diane, age seven; Sue, age four; and Jim, age one and a half.

'54 LT. COL. VICTOR LALLEBACH has been assigned to the Operations Directorate of the U. S. Headquarters Southern Command in the Canal Zone. After completing Officer Candidate School at Fort Benning, Ga., he was commissioned in

infantry and has completed courses at Armed Forces Staff College, the Infantry School, and the Ranger School.

'51 ROBERT W. LONG has been elected vice president and treasurer of MID Services Corp., a newly formed investment advisory firm in New York City. Bob was formerly a second vice president of The United States Life Insurance Company. He holds an MBA degree from New York University. Bob and his family live at 53 Pollard Road, Mountain Lakes, N. J.

'49 HARVEY H. KUHN, JR., presently on the faculty of the Williamsport Area Community College, is now an assistant professor of humanities and chairman of the Department of Economics. Before joining the WACC (in the fall of '62) he was an employment interviewer with the Bureau of Employment Security of Pennsylvania. He is also faculty adviser to Circle K—college branch of Kiwanis at WACC, and active on campus committees.

'37 ROBERT E. SMAY was hired as borough manager of Orwigsburg, Pa., recently. From 1966 to the present, he was regional manager of water treatment in New York and Virginia for the Warren Cook Chemical Company of Chicago. Bob is married to the former Ruth Haigh, and they have four children.

DEATHS

1899—J. ROLLIN EBNER died February 5 in the Muncy Valley Hospital. He was ninety-one years of age. His wife, Lillian Edwards Ebner, survives him. He served as a Methodist pastor for a number of years, but was with the Citizens National Bank in Muncy from 1932 until 1965.

1899—Word has been received of the death of CLARA BELLE TIBBITS LIGHT. Born February 11, 1850, she passed away on February 24. She lived in New Rochelle, N. Y.

1907—GRACE HALL KEYTE died February 29 at the Williamsport Hospital, where she had been admitted the day before. She was born September 19, 1886.

1910—We have just been informed by her daughter, that Mrs. ELIZABETH MOYER STEWART died on July 15, 1967. Her home was in Westhampton Beach, New York.

1913—ORA WALTZ BLUEMILE passed away at the Williamsport Hospital on April 2. She had returned home a week earlier from visiting a son in the Virgin Islands. She was hospitalized only three days, suffering from spinal meningitis. She had been very active in religious and cultural circles on a local, state, and national level.

1932—The Rev. THOMAS M. LAFORCE died April 1, after being stricken with a heart attack at his home. He had been pastor of the Avis Methodist Church for the past seven years. He is survived by his wife, the former HARRIET L. DAWES.

1942—CHARLES BOLLINGER died at his home March 30 after a long illness. He was the son of the Reverend CHARLES BOLLINGER '18. Dr. Bollinger was graduated from the University of Rochester and earned his degree in dental surgery from the University of Buffalo in 1948. He served five years in the Navy; was active in Boy Scouting, numerous service clubs, and the Park Methodist Church. He was well known for his hunting and camping skills. His wife, two daughters, and a son survive him.

1948—RICHARD A. KNIGHT of Proctor Star Route, Williamsport, died on March 15 in the Williamsport Hospital. He was a syndicated outdoor writer and was the youngest member elected to the Fishing Hall of Fame.

1959—ROBERT S. KOCH died suddenly on March 16 at the home of his brother in South Williamsport. He had been teaching chemistry at the Williamsport High School since 1964. Bob toured in the England Choir of 1957.

FACULTY

Elections, Offices, and Awards

ROGER D. SHIPLEY, instructor in art, is one of two recipients of a Claude Worthington Benedum Foundation Purchase Award, presented by the Charleston Section of the National Council of Jewish Women in the Appalachian Corridors. Mr. Shipley's work will become part of the State of West Virginia Collection.

Dr. MORTON A. FINEMAN, professor of physics, has been awarded a National Science Foundation grant through the University of Rochester, N. Y., to attend a two-week intensive course in "Fundamentals of Optics," July 8-19.

GERTRUDE B. MADDEN, assistant professor of English, has been appointed to the Standards Committee of the National Conference of College Publication Advisers.

Dr. PAUL B. MOJZES, assistant professor of religion, has been appointed to pioneer a new feature of the *Journal of Ecumenical Studies*. Dr. Mojzes will prepare a precis and a study guide for each of the feature articles of the journal.

Dr. OTTO L. SONDER, associate professor of sociology and anthropology, has been honored by the Prince Hall Grand Lodge of Free and Accepted Masons, Williamsport. A plaque was presented to Dr. Sonder in recognition of his work in the local Negro community.

Papers and Publications

Representatives of the English Department presented papers at the inaugural meeting of the Middle Atlantic Modern Language Association at St. Bonaventure University, St. Bonaventure, N. Y., April 19-20. The subjects of the papers were "Expatriation and the Writer" read by Dr. ROBERT H. BYINGTON;

"The Underthought in Hopkins' 'Spelt from Sibyl's Leaves,'" read by Dr. RODNEY C. GROSSMAN; "Flowers, Women, and Song in the Poetry of William Carlos Williams", read by Dr. MARTIN J. DURST; and "The Influence of Greek and Latin Phonology on English Metrics," read by FRANCIS L. BAYER.

JACK C. BUCKLE, dean of students, presented a paper reacting to a statement on Student Participation in Institutional Governance at the National Association of Student Personnel Administrators Conference in Minneapolis recently.

The Spring issue (Vol. V, No. 1) of the *Journal of Ecumenical Studies* carries a book review of Franz Hummer's *Orthodoxie und Zweites Vatikanum* by Dr. PAUL B. MOJZES, assistant professor of religion.

Scholarly Meetings and Conferences

Dr. ARTHUR W. FAUS, associate professor of philosophy, attended a conference in metaphysics at the New York State College in Brockport, N. Y., March 21-23.

Dr. LORING B. PRIEST, professor of history, attended a meeting in Harrisburg on April 5-6 on research facilities within the state for the history of Pennsylvania. Dr. Priest is a member of the executive committee of the Pennsylvania Historical Association.

Dr. GERALD E. HARTDAGEN, assistant professor of history, attended the Organization of American Historians Convention in Dallas, Tex., April 17-20.

Dr. MORTON A. FINEMAN, professor of physics, attended a three-day course sponsored by the American Chemical Society on Electron Spin Resonance in Pittsburgh, March 1-3.

JACK C. BUCKLE, dean of students and EDWARD K. MCCORMICK, assistant dean of men, attended the National Association of Student Personnel Administrators' Fiftieth Anniversary Conference in Minneapolis, March 31-April 2.

WILLIAM E. ROGERS, assistant professor of biology, attended the East Central Pennsylvania College Biology Teachers Conference spon-

sored by the Commission on Undergraduate Education in the Biological Sciences, March 22-23.

C. DANIEL LITTLE and GRAHAM E. WATSON of the History Department attended the National Model United Nations in New York City as faculty advisers to the Locoming delegation, February 15-18.

ERIC H. KADLER, chairman of the Department of Foreign Languages, presided over the spring meeting of the Central Pennsylvania Chapter of the American Association of Teachers of French. The meeting was held at the Conference Center of The Pennsylvania State University, April 20. On April 26 Dr. Kadler attended the meeting of the Foreign Language Advisory Committee in Harrisburg.

Dr. ROBERT H. BYINGTON, professor of English, has been selected to chair the program of papers at the Middle States Conference on Folk Culture at the William Penn Memorial Museum in Harrisburg, April 27.

DAVID A. COWELL, assistant professor of political science, and HOWARD T. MANCING, instructor in Spanish, were delegates to the Harrisburg session of the AAUP Convention, March 30.

DONNA K. MILLER, and SALLY F. VARGO, assistant professors of physical education, attended the National Convention of the American Association for Health, Physical Education and Recreation held in St. Louis, Mo., March 28-April 2.

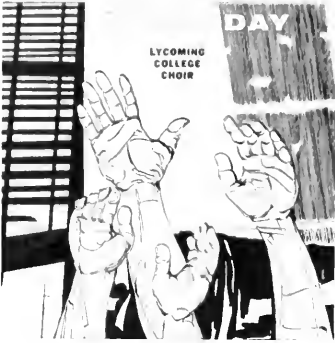
FRANCIS L. BAYER, assistant professor of English, attended the North Western Ohio Education Association meeting March 9, at Ada, Ohio, as a member of the Grammar Committee.

Miscellaneous

DAVID A. COWELL, assistant professor of political science, has been invited to be included in the publication *American Men of Science*.

JOHN R. CONRAD, assistant professor of education, has been selected as an official member of the Steering Committee, Educational Development Center, Region J of Pennsylvania.

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