CAMPUS CALENDAR

JUNE 12-14 . . . . . . . . . . . . . REUNION

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Are we educating people to cope with our grave international problems? A distinguished professor of philosophy questions present trends.

Brief Thoughts on

Education and the Arms Race

ERROL E. HARRIS
Professor of Philosophy

UNLESS we succeed within the very near future in reforming and reorienting our national education, our civilization will be in the direst peril of decline and destruction. We are most of us aware of this fact in some degree today, but it is not easy to see what the precise problems are with which we have to contend or in what direction the solution lies. That they are not simple but are many and complex is sufficiently obvious, and in this short discussion I mean to do no more than consider one, though I think a central, factor, which renders our efforts largely fruitless in the immediate situation with which we are confronted. It is a dilemma the escape from which is far from easy, and unless it is clearly recognized no escape may ever be found.

The prevailing concern with education turns upon the questions whether and how we can keep pace with the Soviet Union’s spectacular achievements in rocketry and space navigation. Success in this contest will quite obviously depend upon advance in engineering and the sciences. Moreover, it does not seem very probable that the kind of scientific skill required would be of the strictly theoretical and academic variety but rather of the purely technical kind, for it is easily conceivable that the knowledge required to fire rockets, launch space-vehicles and project living beings into outer space would be mainly of the practical variety. And here, of course, there is the obvious danger that in our anxiety to keep up with our rivals we should devote all our available energies and resources to technical development and neglect not only the arts but those more reflective studies which are concerned with the nature and criticism of values, their criteria and standards.

Professor Seymour Harris of Harvard has already suggested that the easiest way to economize and make our educational resources go further is to increase the size of university classes and to eliminate courses es-

ON THE COVER: Shortly after the beginning of the New Year, William A. McCloy, professor of art and chairman of the department, completed the mural which appears on the cover. He writes that the idea for the mural was conceived five years ago when he came to Connecticut College. A bright red wall in the new Hale Laboratory was conspicuous and a challenge. He made a number of sketches, many of them for sculpture. After considerable experimentation, he went to the lumber yard, got his supplies and started to work.

The mural is 21’ by 10’8”. It is painted on twelve pieces of masonite, nailed into the concrete wall. The medium is lacquer into which sand has been thoroughly mixed.

As to the theme, Mr. McCloy writes: “The theme of the painting is not, as so many seem to feel, that of Adam and Eve, except in a very remote sense. In general it seems to me that the meaning should be clear enough, both from a formal and symbolic point of view. The latter in particular is public in character and should be evident to all who look carefully for implications beyond the obvious. The basic theme, as I am sure is most evident, is a real one: the consequences of education of woman, and some of the implications of the scientific approach to knowledge.”
“There is the obvious danger that in our anxiety to keep up with our rivals we should devote all our available energies and resources to technical development and neglect not only the arts but those more reflective studies which are concerned with the nature and criticism of values, their criteria and standards.”

—Errol E. Harris

ERROL E. HARRIS came to Connecticut College in 1956 from Johannesburg, Union of South Africa, where he had been head of the department of philosophy at the University of Witwatersrand for ten years. A native of South Africa, he was educated in his native country and at Oxford University. Most of his professional career has been spent in parts of Africa as an officer in the British Colonial Service and as a college teacher. Mr. Harris was active in the South African Institute of Race Relations, and among his publications is a work entitled White Civilization.

In March, 1957, Mr. Harris delivered one of America’s most distinguished series of lectures, the Terry Lectures at Yale. This is an annual series dealing with religion in the light of science and philosophy. Previous lecturers have included Rebecca West, William Hocking, John Dewey, Carl Jung, Jacques Maritain, James Conant and Paul Tillich. Last summer these lectures were published by the Yale University Press, entitled Revelation Through Reason: Religion in the Light of Science and Philosophy. In this book Mr. Harris attempts once and for all to dispose of the putative conflict between religion and scientific thinking. He maintains that religious beliefs which do not conform to established scientific theories are obsolete. He shows that much philosophical criticism of such beliefs is not relevant to religion proper. He then presents a view of the world, of man, and of God founded on the evidence of science, and demonstrates the extent to which it supports the central doctrine of Christianity. Finally, he treats the problem of evil in terms of the reconciliation of creative evolution with absolutism—holding that a philosophical understanding of moral value, power, and goodness can afford the means of resolving the difficulty which the existence of evil presents to the theist.

Mr. Harris’s earlier books include The Survival of Political Man (1950) and Nature, Mind and Modern Science (1954).
They were conscious of the defects in their commercial and industrial system, but though their standards of values were far more chaotic, they did nothing to remedy the chaos. So their peacetime civilization was both impressive and depressing; the unlimited means at their disposal were largely misused. Their education did little to help them. It was like a half-assembled motor car—most of the parts were there but they were not put together. Reformers wished to base it on science and technology, or on sociology and economics, whose importance they saw; if they had had their way, they would have produced a good chassis, but overlooked the need of an engine—not to speak of a driver who knew where to go. The real problem lay deeper than science or sociology or politics; it was spiritual. . . . It is not surprising that in the end war tore their civilization to pieces.

This danger has not been overlooked by all our leaders and advisors. President Eisenhower's own scientific advisor, Dr. Killian, has also warned us against too exclusive concentration upon pure science and has recommended that our attention in the drive to improve education should be devoted as much to the liberal arts. But while this sort of balanced outlook is welcome, our problem is one which cannot be so easily solved, for the international race in education is not just a competition in intellectual accomplishment, in which the arts and graces might well win points; it is part of the international arms race on which our national safety—not just our national cultural reputation—is supposed to depend. However well we might balance technology by liberal arts, it would still seem to be the case that if we were outrun in the arms race, we might be in danger of defeat and destruction which would cancel all our cultural gains. The cultural superiority of ancient Athens did not save it from defeat at the hands of the less attractive Spartan military dictatorship.

We may, of course, argue, and indeed it is true that a balanced educational system would breed an informed electorate and wiser political leaders, which are at least as important for the maintenance of a sound foreign policy as is the power of armaments. But politicians and political scientists know very well that in a power system, like that which prevails in international affairs, no foreign policy, however wise, is of much use without the backing of force; and to be really effective it must be supported by formidable power. We are accordingly in something of a dilemma, for if we do not concentrate on techics we may find ourselves too weak for our voice to be effective in world politics, yet if we do, we may soon lack the wisdom which would help us to steer clear of annihilating war. On the political side the dilemma appears thus: if we continue feverishly to arm and to increase the destructive power of our weapons, we shall almost inevitably end in a war of destruction which will leave nothing of our civilization standing; if on the other hand we concentrate upon cultural values and allow our potential enemies to outstrip us in physical power we are likely to go under to a new form of barbarism.

The problem in short is not exclusively a matter of education; it is fundamentally a problem of international organization. It is not simply a question of settling outstanding differences between Russia and the West, desirable as that might be, because any such settlement would still be dependent for its durability and effectiveness on the international balance of power and would not relieve the nations of the constant pressure of arms competition. The problem therefore is that of finding a permanent method of ordering international affairs which will eliminate the possibility and fear of major war, and nothing less. This is the paramount, most urgent and most vital problem of our time. Unless it is tackled others which are tied to it, including the educational problem, cannot be solved. It must be on the solution of this central problem, therefore, that we should concentrate as our primary aim and we should approach not only politics but also the reform of our education with that clearly in our minds; for success in any undertaking depends mainly on a clear conception of its aim, and in our present predicament our aim must of necessity be to remove the source of our dilemma. This must be the aim of our educational as well as of our political policies.

Now it is obvious that the solution of the problem of international order is not to be found by concentration on the physical sciences and their practical application, but rather upon the social sciences and even more importantly upon those studies which increase our insight into and understanding of the principles of value—namely, philosophical studies. There is a very real sense in which the study and practice of philosophy today is more vital for the defense and preservation of our civilization than any other study and more necessary than at any prior period of history. But not only is this scarcely recognized either by our politicians or our educators, but also, alas, among philosophers themselves there has grown up a tendency to repudiate responsibility for reflecting upon the really important questions, to reject them as metaphysical pseudo-problems and to concentrate their very considerable intellectual skill and energy upon linguistic exercises of little other than technical interest and of no practical significance. Unless this tendency can be checked in time, and our best intellects can be turned back to the study of the more serious and important philosophical questions which bear upon the really alarmingly dangerous instability of the international political situation and upon the solution of the problems which it presents, our national and cultural future will indeed be sombre.

What is needed therefore is to reverse the direction of a viciously circular process. Instead of an accelerated educational and intellectual trend towards techics of every kind which issues in short-sighted political policies, blind international rivalries, and an arms race that intensifies the concentration on technical education and must almost inevitably end in major conflagration, we need to redirect the
drive of our education and research towards the philosophical and social sciences in the hope that it will generate that wisdom and insight which will enable us to cope more successfully with our moral, social and political problems, most especially in the international sphere, and which may lead us towards a new and truly effective form of world organization. Instead of educating our youth so that they may evolve and operate more powerful engines of destruction and threaten our international rivals with more fearful retaliation against ever more fearful threats, while they so lack judgment and balance of outlook that one of them might in an incautious moment press the wrong button and so precipitate Armageddon by accident—instead of this, we need an educational system the object of which is clearly recognized as the development of a sound sense of values, an understanding of the moral and cultural basis of the civilization which we want to preserve, and a grasp of the principles of social and political organization which will enable its products to evolve a system of international relations less insecure and terrifying than that in which we now flounder.

**Special Supplement**

IN THIS ISSUE the Alumnae News presents a special supplement on the state of college teaching in America today. It appears after page ten. Although the specific situations that it discusses are not always identical with those at Connecticut College, it addresses itself to fundamental problems facing all undergraduate education. It is hoped that the supplement will be of value to alumnae in understanding this vital aspect of college life.

**Fiftieth Anniversary Fund**

**Raised to Date**

1,966 Gifts $1,275,012

**REPORT OF CONTRIBUTIONS AS OF APRIL FIRST**

Here are a few details:

The average gift to date is $648.

<table>
<thead>
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<th>Description</th>
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<tr>
<td>1,361 alumnae have given</td>
<td>$436,191</td>
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<tr>
<td>571 parents have given</td>
<td>$362,192</td>
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<td>23 trustees of the college have given</td>
<td>$220,429</td>
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<td>11 estates, corporations and foundations have given</td>
<td>$256,200</td>
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<td><strong>Total</strong></td>
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IT was the ardent dream of the founders of Connecticut College to develop it into a university, with schools adapted particularly to the needs of women. The various departments were thought of as nuclei for these schools, and faculty were chosen, not necessarily because they had advanced academic degrees, though these were of course considered desirable, but because they were experts in their field.

For example, the first Music Department, which was intended to be the foundation for a school of music, had as its head Dr. Louis Adolph Coerne, well known not only as a musician but also as a composer. With him were associated Mr. William Bauer and Mr. Frederick Weld. While Dr. Coerne had received outstanding academic training, his two associates had acquired theirs from long study with masters of music and were recognized experts. These three laid the foundation for the present excellent music department and were the inspiration for much creative work among the students.

It is difficult to separate the activities of the early faculty from those of the students, as a wonderful esprit de corps existed between them. The college started with a small Freshman Class and less than twenty on the faculty, but both groups were inspired with the idea of doing something beautiful for the infant institution. It was their baby, and they loved it. They seized avidly every opportunity not only to improve it and beautify it, but to make it of outstanding value to the community.

Faculty and students worked and played together, and by the time the four classes had been formed, this close companionship had proved a wonderful incentive for the creation of many interesting activities. One of these was the annual musical comedies.

In the production of these plays, everyone cooperated. The students composed the music and acted, the Music Department wrote the score, the English Department helped with the words, and the Art Department designed the costumes. Others helped with the scenery, the tickets, the
advertising, etc. These excellent dramatic productions were events of great interest not only for the college but for the townspeople, who arrived for the performance in evening dress and attended the president’s reception which followed.

Though the social life was somewhat limited, it was full of interest and warm friendship. Among those who did much to foster this were Dr. Esther B. Cary and her mother, who lived in a small cottage where Windham House stands. With rare hospitality, they entertained the faculty on many occasions.

In the desire to adapt the curriculum to the needs of women, such courses as Home Economics, Secretarial Training, Business Law, and Practical Arts were included. Among those who endorsed this was President Blunt, who was proud to be the head of “a liberal arts college with a vocational slant.” How wise the present departure from the aims of the founders may be, only time can tell.

For many years it seemed desirable to keep the college small. Quality rather than quantity was the slogan; but finally, as it was clear that a small college must mean a small faculty and that when professors lacked able departmental associates, there was great danger of stagnation, new courses were added, the faculty was enlarged, and more students were admitted.

As the college grew, professors naturally turned to their colleagues for companionship, while the students formed their own congenial groups. Nevertheless, no opportunity was lost to perfect projects already begun or to create new ones.

As early as President Marshall’s administration, Mr. Frederick Weld and Dr. Gerald Jensen, with the aid of several friends, had conceived the excellent idea of bringing outstanding musical programs both to the town and to the college. With enthusiastic energy, they started our college concerts, which today, under the able direction of Mr. Allen B. Lambdin, offer an unusual opportunity to see and hear the great masters of music.

The arboretum is another example of the development of an early project. When, through the foresight of Mr. Lambdin, a swampy section of Bolleswood was converted into a pond, the Botany Department, under Dr. George S. Avery, was inspired to develop the whole area into an arboretum; and this had already become a delightful addition to the campus, when Dr. Avery resigned. His place was taken by Dr. Richard Goodwin, who with remarkable perseverance has made the Connecticut Arboretum one of the interesting features of our state.

While the present tendency is more towards departmental growth, there are many other examples, such as the Caroline Black Botanic Garden and the Lyman Allyn Museum, which show the fine desire of the faculty to carry on.

"Like a tree planted by the rivers of waters," Connecticut College has grown beautifully and owes its high rank largely to the loyalty of its faculty.

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Alumnae Council Weekend

WINIFRED NIES NORTHCOTT ’38

CONNECTICUT COLLEGE is much more than sunsets, charming decor, and a small little world on the hill,” said vivacious Council Program Chairman Elizabeth Dutton ’47, in summarizing our exhilarating Alumnae Council weekend which was held on campus March 6, 7 and 8th. “It is people—active, vital people.” And we saw them all in action—the students, administrative staff, faculty, and Executive Board of the Alumnae Association—each one contributing significantly to the challenge of keeping the heart of Connecticut College alive and vital.

Dr. Rosemary Park, our splendidly intellectual and visionary President, sounded the keynote as she spoke of the “inward discipline and intellectually honest atmosphere of Connecticut College,” which she feels is atune to the great national researching of conscience today that questions whether our ideals are worthy of the type of world in which we live.

The campus leaders were convincing in their analysis of the conversations, preoccupations, and dreams of student and faculty alike. At “All College Night” on Friday, Dean of Sophomores Elizabeth Babbott ’51, using her knowledge of Japanese students gleaned during her years on the faculty of International Christian University in Tokyo, compared them with our own undergraduates. Both groups are asking three questions: “Why am I? Why am I here? Why am I here and not married?” (Now you can guess the order of importance to each.) In both colleges there is a deep concern for solution of the basic
problem so exquisitely expressed by a Japanese student:
"We pray our large world get small and happy."

A panel of four foreign students charmed the travel-wearied alumnae, too, with their dignity and sensitive eloquence. They made us aware of Connecticut’s friendly and informal academic atmosphere. We felt truly at home, for "home is where the heart is."

And what of the delegates to Alumnae Council weekend? Statistically speaking we were an impressive group! Thirty-seven of the forty classes were represented, and officers from twenty of the thirty-five classes arrived from as far west as Minnesota, and southward from Jacksonville, Florida. Soon we were caught up in the magic of a carefree weekend away from jobs and juveniles, conscious of the excitement and intellectual stimulation everywhere.

Sunshine enveloped the Saturday morning campus as we scurried to early classes or a tour of Crozier-Williams building which has now reached the stage of needing to be locked. By 10 a.m. we had settled down to earnest, spirited club and class sessions which searched for new and improved means of alumnae action and service to our college, always in the atmosphere of warm fellowship. The discussions swirled to greater peaks of performance after Mrs. John G. Lee, immediate past president of the League of Women Voters of the United States and member of our Board of Trustees, spoke to us after luncheon. "If ever women in an organized role had a ready-made opportunity for service," she said, "it is here in front of you! Its title is 'Connecticut College for Women'."

This was a shirtsleeves-up, note-taking weekend. Under the co-chairmanship of Elinor Hunken Torpey ’24, and Artemis Blessis Ramaker ’50, the class representatives studied the proposed new "Handbook for Class Officers," and listened while "voices of experience" outlined their approach to the responsibilities of each class office. Meanwhile, under the direction of Virginia Eggleston Smith ’24, the club representatives were participating in a discussion of club procedures, facets of leadership and consideration of "How to be a Sparkling President." Aah, but the next item on the program was "Hospitality" at East House, one leisurely half-hour before dinner!

We had homework, too—nine typical applications for admission, to study and "accept" or "reject." After dinner, we met with the Admissions Council, Dean Gertrude Noyes ’25, Loel Kaiser ’53, and May Nelson ’38, who discussed the final outcome of each. There is, we saw, no substitute for a good record. But scores on College Boards, the school’s appraisal, personal qualifications, and the college’s desire for a wide economic and geographical spread are also factors contributing to the final decision.

"Wrap-up" arrived all too soon, late Sunday morning—and the weekend was officially over. To those of us who attended, it was exciting and meaningful. "The stature of Connecticut College has grown," said dynamic Alumnae President Agnes Leahy, "and your response to the quality of our college is gratifying indeed." But have we done all we can to translate our devotion to Connecticut College into tangible form?

Dr. Park spoke to us directly about the Fiftieth Anniversary Fund. "The success of this campaign determines in very real fashion the future of this college," she warned. Our alma mater deserves the support of every single alumna. It is more than an institution of higher learning; it is a way of life which challenges us to increase in strength and influence through the years as mature women and community leaders. Contribute generously to this once-in-a-lifetime drive, and there will be a new lilt in your voice as you say, "It’s Connecticut College for me."

In this fifty-fourth volume of the Yale Series of Younger Poets, John Hollander presents the reader with a collection of poetry which is not only learned and thought-provoking but often delightfully entertaining as well. Mr. Hollander, a member of the English department of Connecticut College, demonstrates an enviable ability to write successfully in both a serious and comic vein, peopling his poems with figures from the ancient and modern world.

Although widely diversified in subject matter, the poems are grouped in three sections. The first section, entitled "For Actors," is primarily composed of songs, and it is here that the reader finds the majority of Mr. Hollander's comic poems and is introduced to the wonderfully absurd Dick Dongworth, a character who, in the course of five poems, meditates his unhappily constructed poem, the image of the bear simply because it is not sharply defined, serves to heighten the impact of the poem and bring it to a forceful close.

The poem expresses the decline of the glory of Europe, Europe is over, but they lie here still.

While the wind, increasing
Sands teeth, sands eyes, sands taste, sands everything.

The pun on Shakespeare's famous line serves to heighten the impact of the poet. Since it is said that the sound of kindled thorns travels farther than that of wood, it is appropriate that Mr. Hollander's poetic voice should travel far.

No wind we know can stir
This olive blackness that surrounds us when
It becomes the boundary of what we see

By limiting the edge of what we see
The poem, a sonnet in form, is written with simplicity and directness. The imagery is vivid and consistent, and the central idea is conveyed with remarkable ease.

Although more difficult than "Jefferson Valley," "The Great Bear" again demonstrates Mr. Hollander's ability to express complex ideas through a simple experience. The speaker of the poem is attempting to show a group of children the constellation of the great bear, and the problem of actually seeing the bear's image becomes the poem's theme. The bear, because it is not sharply defined, is more an imaginative form than a real one. Actually there is no need for the "Great Dark Bear." What is important, says the poet, is not to see the image of the bear simply because the ancients saw it but to believe in whatever image, or truth, one can see for himself.

We should not want to train ourselves to see it.

The world is everything that happens to
Be true.

A Crackling of Thorns presents Mr. Hollander as a gifted and experienced poet. Since it is said that the sound of kindled thorns travels farther than that of wood, it is appropriate that Mr. Hollander's poetic voice should travel far.

Let him be heard
Throughout this bright dominion.

SALLY LUCHARS McCARTHY '57
"If I were sitting here and the whole outside world were indifferent to what I was doing, I would still want to be doing just what I am."
I'VE ALWAYS FOUND IT SOMEWHAT HARD TO SAY JUST WHY I CHOSE TO BE A PROFESSOR.

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

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

THERE IS A CERTAIN FREEDOM IN THIS JOB, TOO.

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

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

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

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

THE COLLEGE TEACHER: 1959

PEOPLE ASK ME ABOUT THE "DRAWBACKS" IN TEACHING.

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

But we are here for only a limited time, and I would rather spend such time as I have thinking about the meaning of the universe and the purpose of man, than doing something else. I've spent hours in libraries and on park benches, escaping long enough to do a little thinking. I can be found occasionally sitting out there with sparrows perching on me, almost.
"We may always be running just to keep from falling behind. But the person who is a teacher because he wants to teach, because he is deeply interested in people and scholarship, will pursue it as long as he can."
—LOREN C. EISELEY

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

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

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

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

Will they do it? The outlines of the problem, and some guideposts to action, appear in the pages that follow.
WILL WE RUN OUT OF COLLEGE TEACHERS?

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

WHERE WILL THE TEACHERS COME FROM?

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

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

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

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

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

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

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

One logical place to start reckoning with the teacher shortage is on the present faculties of American colleges and universities. The shortage is hardly alleviated by the fact that substantial numbers of men and women find it necessary to leave college teaching each year, for largely financial reasons. So serious is this problem—and so relevant is it to the college alumnus and alumna—that a separate article in this report is devoted to it.

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

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

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

Some hard-pressed administrators find themselves forced to accelerate promotions and salary increases in order to attract and hold faculty members. Many are being forced to settle for less qualified teachers.

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

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

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

At Penn State, where televised instruction is in its ninth semester, TV has met with mixed reactions. Students consider it a good technique for teaching courses with large enrollments—and their performance in courses employing television has been as good as that of students having personal contact with their teachers. The reaction of faculty members has been less favorable. But acceptance appears to be growing: the number of courses offered on television has grown steadily, and the number of faculty members teaching via TV has grown, also.

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

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

For the long run, the traditional sources of supply for college teaching fall far short of meeting the demand. The Ph.D., for example, long regarded by many colleges and universities as the ideal "driver's license" for teachers, is awarded to fewer than 9,000 persons per year. Even if, as is probable, the number of students enrolled in Ph.D. programs rises over the next
few years, it will be a long time before they have traveled the full route to the degree.

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

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

**Here are some of the causes of concern about the Ph.D., to which educators are directing their attention:**

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

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

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

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

Next in line, after the doctorate, is the master's degree.
For centuries the master's was “the” degree, until, with the growth of the Ph.D. in America, it began to be moved into a back seat. In Great Britain its prestige is still high. But in America the M.A. has, in some graduate schools, deteriorated. Where the M.A.’s standards have been kept high, on the other hand, able students have been able to prepare themselves, not only adequately but well, for college teaching.

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

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

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

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

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

The Ph.D. will remain higher education’s most honored earned degree. It stands for a depth of scholarship and productive research to which the master has not yet addressed himself so intensively. But many educational leaders expect the doctoral programs to give more emphasis to teaching. At the same time the master’s degree will be strengthened and given more prestige.

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

Some of the changes being made by colleges and universities to meet the teacher shortage constitute reasonable and overdue reforms. Other changes are admittedly desperate—and possibly dangerous— attempts to meet today’s needs.

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

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

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

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

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

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

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

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

“We’re a long way from being able to compete with industry when young people put teaching and industry on the scales,” says Vice Chancellor Vern O. Knudsen of UCLA. “Salary is the real rub, of course. Ph.D.’s in physics here in Los Angeles are getting $8-12,000 in industry without any experience, while about all we can offer them is $5,500. Things are not much better in the chemistry department.”

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

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

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

“In a generation,” says Seymour E. Harris, the distinguished Harvard economist, “the college professor has lost 50 per cent in economic status as compared to the average American. His real income has declined sub-
stantially, while that of the average American has risen by 70–80 per cent.”

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

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

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

The implications of such statistics are plain.

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

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

What is the answer?

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

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

Professor Harris of Harvard figures it this way:

For every $100 he earned in 1930, the college faculty member earned only $85, in terms of 1930 dollars, in 1957. By contrast, the average American got $175 in 1957 for every $100 he earned in 1930. Even if the professor’s salary is doubled in ten years, he will get only a
$70 increase in buying power over 1930. By contrast, the average American is expected to have $127 more buying power at the end of the same period.

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

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

For some, it is a matter of convincing taxpayers and state legislators that appropriating money for faculty salaries is even more important than appropriating money for campus buildings. (Curiously, buildings are usually easier to “sell” than pay raises, despite the seemingly obvious fact that no one was ever educated by a pile of bricks.)

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

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

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

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

Bargaining is not new in Academe (Thorstein Veblen referred to it in *The Higher Learning*, which he wrote in
1918), but never has it been as widespread or as much a matter of desperation as today. In colleges and universities, whose members like to think of themselves as equally dedicated to all fields of human knowledge, it may prove to be a weakening factor of serious proportions.

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

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

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

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

HOW CAN THE GAP BE CLOSED?

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

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

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

- Is your Alma Mater having difficulty finding qualified new teachers to fill vacancies and expand its faculty to meet climbing enrollments?

- Has the economic status of faculty members of your college kept up with inflationary trends?

- Are the physical facilities of your college, including laboratories and libraries, good enough to attract and hold qualified teachers?

- Is your community one which respects the college teacher? Is the social and educational environment of your college's "home town" one in which a teacher would like to raise his family?

- Are the restrictions on time and freedom of teachers at your college such as to discourage adventurous research, careful preparation of instruction, and the expression of honest conviction?

- To meet the teacher shortage, is your college forced to resort to hiring practices that are unfair to segments of the faculty it already has?

- Are courses of proved merit being curtailed? Are classes becoming larger than subject matter or safeguards of teacher-student relationships would warrant?

- Are you, as an alumnus, and your college as an institution, doing everything possible to encourage talented young people to pursue careers in college teaching?

If you are dissatisfied with the answers to these questions, your college may need help. Contact alumni officials at your college to learn if your concern is justified. If it is, register your interest in helping the college authorities find solutions through appropriate programs of organized alumni cooperation.
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Early one morning last winter, when the snow lay thick on the ground and the thermometer registered near zero, a truck driver headed toward New London was astounded to see a trim, fashionably attired figure plodding across a field. He was perhaps even more astounded when he stopped to offer help and this energetic but composed lady asked for a ride to Connecticut College. That helpful hauler of produce probably never knew that he had been a Godsend to a concert artist making her way from one metropolitan engagement to another, undaunted by a snowbound train.

To Helen Boatwright this was a welcome coincidence, but not a surprising situation; for she has grown to believe that all things are possible to those who practice good music and preach it. For four years she has maintained a heavy schedule of public appearances and also has taught voice two days a week at Connecticut College. During the 1957-58 academic year she appeared in such far-flung corners as Northfield, Minn.; Lexington, Va.; Ottawa, Ont.; Cambridge, Mass.; Winston-Salem, N. C.; Hartford, Conn.; Williamsburg, Va.; Norfolk, Conn., and New York City.

Mrs. Boatwright is one of a handful of singers whose fame rests not only upon vocal skill but upon scholarly accomplishment. Many a conductor, when confronted with a difficult score from one of the earlier musical periods, has called upon her for help in determining the manner in which the music should be performed; and many a colleague has gone to her for advice when faced with what is known to the profession as collegium musicum literature.

Commenting on one of her Town Hall appearances, Paul Henry Lang wrote in the Herald Tribune: "The evening's heroine was Helen Boatwright, who took the difficult coloraturas with a natural ease that bespeaks not only good vocal technique but exceptional musicianship. Her phrases were well rounded, the articulation was always according to the sense of the music, and the pitch unerringly on the dot. Besides, she has a nice and fresh soprano—what else can one demand of an accomplished vocalist?"

Helen Boatwright's interest in Baroque and Renaissance literature began some years ago when as a student at the Oberlin Conservatory, she wrote a degree thesis on the soprano arias in the church cantatas of Johann Sebastian Bach. Since that time she and her husband, Howard, an associate professor of music at Yale University, have devoted much of their time to the performance of old music. This sort of artistic and scholarly dedication seldom results in popular recognition of one's work, but the Boatwrights have to their credit a number of citations and plaudits. Not the least of these was the award of the coveted French Grand Prix du Disque when their record of Alessandro Scarlatti Cantatas was released in Europe. This was one of several recordings that have been issued as a result of the spring music festivals at St. Thomas's Episcopal Church in New Haven, where Mr. Boatwright is conductor of choir and orchestra, and Mrs. Boatwright is soloist. Other records have included Overtone releases of music by Buxtehude and Rosenmüller.

Perhaps the greatest single contribution to the LP catalogue is a recording of twenty-four songs by the celebrated American composer, Charles Ives. Of this disc P. L. Miller wrote in the American Record Guide: "I do not hesitate to hail this as the finest contribution to the literature of recorded American song any artist has made to date." Introducing the music of Twentieth Century American composers is another mission to which Mrs. Boatwright has devoted herself enthusiastically. Columbia lists her recording of Henry Cowell's "Toccanta." She is a staunch supporter of contemporary music and has appeared in
concerts sponsored by the National Association for American Composers and Conductors. Many works have received their first performance at her recitals, and she has won a reputation as an interpreter of modern music.

Last fall Mrs. Boatwright was the featured soprano soloist when Robert Shaw conducted Haydn’s *Creation* in Cleveland, with the Cleveland Symphony Orchestra and Chorus. The result of that engagement was an invitation to sing the same music under the same conductor this summer in Anchorage, Alaska. This spring she will make another major appearance in New York, when she sings *The Messiah* in Carnegie Hall with the Cantata Singers.

The notable and varied accomplishments of Mrs. Boatwright represent an important facet of music at Connecticut College, where the study of music as a science, as history, and as a performing art are equally stressed. She is the product of this kind of humanistic approach to the arts, and she is a contributor to learning in the liberal arts tradition.

Typical of the kind of interest which she engenders in her students is the individual study project undertaken by a senior music major this year. It is a theoretical and historical investigation of the *Italian Cantatas* of Handel. This student has devoted many hours to the study of the composer’s period, the influences which helped to mold his work, the performance practices prevalent in the early Eighteenth Century and the theoretical writings of the period. She has gathered scores of pages of information, and has written out manuscript solutions of many problems involving figured bass and melodic ornamentation. Perhaps the most important result of her work will be the performance of a chamber cantata—a performance which might never have taken place without four years of carefully balanced study of the history and theory of music. But neither could it have taken place without four years of intensive study of the technique of singing—taught as a discipline which is both academic and artistic.

A voice lesson in Mrs. Boatwright’s studio in Holmes Hall. The student is Nancy Savin ’59.
1919

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As usual Christmas mail was highlighted by another lovely sea poem by Althia Thomsen, just before they left West Hartford for a winter visit to Melbourne Beach, Virginia, where they continued to enjoy their winter vacation with Harry Ward and hardware, Luke, home from Englewood, N. J. Boys School, were busy assisting with a church Christmas pageant in New Milford, Ruth Trail McClennon, cherishing happy memories of reunion, wrote that husband, Cliff, was building his second house of the season in Klamath Falls, Ore. Dr. Ruth Anderson, who had been back at her Chicago College of Osteopathy in the fall for a short course, and had enjoyed a family reunion in Philadelphia at Thanksgiving, was looking forward to skiing in New Hampshire early in the year. She spent the holiday at the Boston Chapter and Fund Committee affairs. Chapter and Fund also attract Alison and Winona Young in Hartford. Winona was looking forward to the meeting at the General Teaching Co. in Bloomfield. “The president of Trustees and their company have invited us,” she writes. “Miss Park is also coming.”

Ethel Isbell Hubbard of New Haven, enclosing snapshots taken last Alumnae Day, comments: “An operation next day involved a long convalescence.” Margaret Mitchell Goodrich of Portland writes proudly of her four grandchildren, offspring of her son and daughter-in-law, and another grandchild and three girls ranging from 13 to 1½. Margaret lost her mother last May. Florence Carus rejoices in new grand-nephew and nieces and keeps active in her church work. Madeline White, retired from the strenuous routine of school librarianship, was enjoying the real wintry weather of Woodstock, Vt., where she makes her home. From Florida, Helen Collins Miller writes of a busy season in the rest home where she is on duty as night nurse. Sadie Cott Bennjum was looking forward to a winter visit to Bryn Mawr to meet her new grandson. Dana was born on Nov. 14. Miss Nye sent a Latin card ‘for auld lang syne’ from her home in Oklahoma. Christmas for us was notable because it brought Marion 20 from Salt Lake City and the Bureau of Mines for a week’s visit with Mother and us.

From Philadelphia, Marion Kofsky Harris writes that Lilian Shadl Elliott ‘still holds an interesting job in the Pennsylvania branch of one of Los Angeles’ fine specialty shops; she does credit interviewing and adjustments and works all their customers . . . Margaret Mohr had been in to see her. She sees Mary Ervin, who spends considerable time visiting her daughter in Los Angeles . . . Lilian also keeps in touch with Jo Sutton.” Madeline Rowe Marion adds, still lives in East Liverpool, Ohio, and works part time in the library there. Marion enjoys the Philadelphia Alumnae Chapter, where she is considered “the venerable adviser” and “always ready with the revenue dues my club.” It is a fine group, able, energetic and active. Billie Williams Baker’s daughter is among them and Jessie Menzies Luce’s daughter until she moved to California last summer. ‘Frank and I got a little vacation late in September and spent it at Nago Head, N. C., a real isolated spot on the Atlantic down near Hatteras. The village has a population of 54 and the nearest town 250. It was an ideal spot for a man who had just come through a 41-day newspaper strike and for a weary housewife.”

1920

CORRESPONDENT: Mrs. Daniel Pease (Emma Wippert) ’20, 3215 Griesamer Ave., Hamilton, Ohio.

Helen Collins Miner is still very much in orbit. Grandmother of six, three boys and three girls, president of the New London Garden Club, an ardent bowler at the Country Club, and her husband are at St. Petersburg for two months. Last spring they went to Europe for two months with another couple, flying over and picking up a car, a Fiat, in Rome. Their itinerary reads like a Cinemama production. They motored through Italy, on to the French Riviera and Gay Paree. They sang “The Lorelei” as they sailed past that famous rock, went to the top of Jungfrau, flew to Berlin and saw the ruins in devastated East Berlin. Other high spots were the World’s Fair at Brussels and the lovely English countryside, where they attended the Derby races and a marvelous performance of “Hamlet” at Stratford-on-Avon. They returned home a few hours before the reunion. To prove that Helen can dish it out as well, last November she participated in a two-night amateur theatrical performance, “Hi Fever Follics,” staged by the Hospital Ladies’ Auxiliary and coached by a professional from New York. In “Flaming Youth—Warmer Over,” Helen and 11 other “girls” danced the Charleston with abandon. They wore the feathered hats and fringed sack gowns of the ’20’s for this number, and it was well received. No wonder Helen stays her attractive and slender self. She rejoices that her son, Larry, and family, including four of the grandchildren, live in New London.

1921

CORRESPONDENT: Mrs. Ruth Bassett (Ruth McCullom) ’21, 310 Walnut St., Englewood, N. J.

Mildred Fenelon has told me of her interesting European travels. Leaving by ship last April, she went to Denmark through the icy waters north of Scotland and North Sea, disembarking at Copenhagen. After a few weeks there she flew to Stockholm where she was a guest at an embassy, or to the Brussel, where she went to Europe for two months with another couple, flying over and picking up a car, a Fiat, in Rome. Their itinerary reads like a Cinemama production. They motored through Italy, on to the French Riviera and Gay Paree. They sang “The Lorelei” as they sailed past that famous rock, went to the top of Jungfrau, flew to Berlin and saw the ruins in devastated East Berlin. Other high spots were the World’s Fair at Brussels and the lovely English countryside, where they attended the Derby races and a marvelous performance of “Hamlet” at Stratford-on-Avon. They returned home a few hours before the reunion. To prove that Helen can dish it out as well, last November she participated in a two-night amateur theatrical performance, “Hi Fever Follics,” staged by the Hospital Ladies’ Auxiliary and coached by a professional from New York. In “Flaming Youth—Warmer Over,” Helen and 11 other “girls” danced the Charleston with abandon. They wore the feathered hats and fringed sack gowns of the ’20’s for this number, and it was well received. No wonder Helen stays her attractive and slender self. She rejoices that her son, Larry, and family, including four of the grandchildren, live in New London.

1924

CORRESPONDENT: Mrs. Ernest W. Palmer (Elizabeth MacDougall) ’24, 321 South Main St., Webb City, Mo.

Betty Holmes Baldwin, when in Florida with her husband a year ago saw Jack and Emily Mabey Supplementary Course in their mobile home. Marie Foster Witter and her husband were there, too. In Medfield, Mass., Betty has a “tart paper pool” in the back yard. She is still kept busy at the Judge Baker Foundation during working hours. Marion Little Johnson, active in Garden Club Extension and Red Cross work, finds time to see her son, a chemical engineer in St. Paul. He has two pre-school age boys. Madeleine Foster Corin’s son is resident in Surgery at Presbyterian Medical Center. There are two small grandchildren. Mad had lunch with Amy Hiskett Bigg, Elinor Huker Torrey and Marge Thompson ’26 recently. Betty enjoys golf, bowling and church work.

Anna Flora LaGrau is another gardener as well as a cat lover. Since she has no children, she keeps young with nieces and nephews and gives time to community proj-
ects when there is need for volunteer work.

Mrs. Edmund J. Bernard (Mary Auwood) '25, 312 South Orange Ave., Apt. 9, Scottsdale, Ariz.

A brief resume of Constance Parker's year: two Florida trips, one business and one pleasure, the moving of her beautiful spot overlooking Boston Common, and in the fall, a fun cruise to the West Indies on the Coronia.

Genevieve Delap Sper included Tahiti, Honolulu, Australia and New Zealand in a 43-day cruise with her husband, Samuele Stolzenberg Baker and her husband, on a business and pleasure trip, motored from their home in Lodi, Cal. to Arizona via Las Vegas and visited Palm Springs on the return trip. Sue is a real estate broker and decorator and works with her husband, a developer and builder of tract houses. Their son, in business nearby with his father. Their daughter lives in Berkeley with her husband, an attorney in San Francisco.

Orpha Brown Robinson, who is in the real estate business, has a daughter at Northfield School. She also has four grandsons nearby for her to enjoy.

Virginia Lazentz Kirchen spent part of her vacation touring Cape Cod and visiting friends around NYC, among them Charlotte Frits Gillette. In the fall she enjoyed a 10-week art appreciation course. From November to May she again has been assigned to the Chicago Internal Revenue Publicity Department. Her days is very interesting and different from her regular work of auditing income tax returns. The publicity work includes being on radio and television programs.

Grace Bennet Narr, still busy on various boards, writes, "1958 was a very confused year due to the illness of one of my grandchildren who is still on the critical list. However, it had its bright moments. My daughter, Margie, came from Switzerland, with two children and, fortunately, nursemaid for a three months visit, two of which we spent at our summer place in Michigan, where her husband joined us for a month. Margie left Sept. 6 and we left Sept. 11 to visit the Brussels Fair and do a little touring in Italy, France and Switzerland. November 30 we entertained Queen Fredericks and Princess Sophia at a family luncheon in our home. It was definitely a memorable occasion."

Mrs. Edward Frazier (Eleanor Wood), 734 Clarenden Road, Norberth, Pa.

Your correspondent attended Alumnae Council weekend March 6 and enjoyed a lovely and informative experience. A meeting Saturday afternoon concerning the problems of class officers and a discussion of the solutions was most helpful. A handbook for officers is to be published in the near future.

While in New London, I called Hazel Gardner picker. Hazel's daughter had a little girl recently. Her son, Lt. j.g., in the service had earlier a child. Later people told me they had enjoyed "The Flying Kiss."

From Marge Thompson, "Had lunch before I left for Florida with Helen Hood Defender. Helen Edwards Tatcher has three teenage sons, ages lives in Cos Cob, Conn. and is involved in all the usual suburban activities." Hazel Osborne jet hopped to Rome, then enjoyed Sicily's scenery and antiquities, a week of operas at La Scala and familiar London sights before jetting back to Chicago. From Harriet Gillette Reynolds, "Our 15-year-old daughter, the usual round of social and service activities, my hobbies—gardening and sewing, all contribute to our easy but interesting life in San Gabriel.

Edna Smith Thistle spent three weeks in Mexico last November. In March she finished a two year term as president of her 600-member church guild and departed for Fort Lauderdale.

Helen Edwinds Thatcher, in a letter to Eleanor Vernon, writes, "We again spent the summer in Florida, swimming, relaxing, and soaking up the sun. On Nov. 12 my Dad passed away. He was 81. He remained active in business until approximately three weeks before his death. Patty Kay is now in the 7th grade.

Edna Liz Barts has built a new house in Washington, Conn. She writes to Nubs, "We have a hill and woodlands and brook down below, only farms and rolling hills to be seen in an old fashioned farm on either side of our land." Nubs sent a clipping from the local paper stating, "The Downyardkows, Inc. have announced Constance N. Gatchell as the winner in the National 'My Christmas Jingle Contest.' The prize is an electric knife sharpener. In November, Mrs. Gatchell won a beautiful spot overlooking Boston Common, and in the fall, a fun cruise to the West Indies on the Coronia."

The class of '28 extends its sympathy to Dorothy Bayley Morse, who lost her father-in-law in March.

Betty Gordon Van Lue's daughter, Judy, a junior at CC, has just been elected president of her class and asked to be a laurel chain bearer at graduation. Betty saw Bo Day Allan at the Toy Fair held at the Statler Hilton in New York. The Allan Industries, Bucks, England, had a display of "Fuzzy Felt," a way to make pictures with bright colored felt shapes placed on a special surface called a Fuzzy Board.

Elizabeth Capron is doing Child Guidance work in New Haven and, since her mother's death, spending weekends with her father in Massachusetts. Ruth Brown is busy with her work in the Yale Library. Branza Ryde Bradbury and Harry, a lawyer, have both sons in college, one a senior and the other a freshman. Bianca has had a book published recently and another will be ready in the fall. Ruth Litch Redick's son was married in Germany a year ago and her daughter is teaching. I am enjoying doing Sunday School work.

Edna Somers, fashion director of Jordon Marsh Co. in Boston, wrote an interesting newspaper article on the creativity of the American market versus that of Europe.

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highing it. Phil Dennett Willard saw "Ceilie" Standish Richardson and Marion Allen at a Boston Alumnae meeting. Marion is working for the Telephone Company and has been in the Boston area for over a year. Dot Friend Miller has been in the Boston area for over a year. Marion and I all have daughters currently at CC. Marion Nichols Arnold met with them at Larabee House the day of the formal opening tea. Marion and I came very close to seeing Nichols Amold School. Dorothy Fuller Higgin's life is typical of most of us. Two daughters, Melissa, 13, in 8th grade and Deborah, 7, in 2nd, husband, Henry, and 20 guinea pigs keep her busy. Music lessons for the children and substitute teaching for her take up her remaining time. She is also a master's degree in Clinical Psychology at St. Louis University, taking care of two children, Leigh, 15, and John, 12, a home and husband, Jack, occupy most of Ellen Grenchalk Freeman's time.

### 1934

CORRESPONDENT: Mrs. Sterling T. Tooker (Alice Miller), 66 Highridge Rd., West Simsbury, Ct.

Betty Derlin North is well and busy, working at the University of California. Marian Bogart Holzmann's son, Ted, a Coast Guard Academy graduate, was married last year to Joyce Kerley Willing, N. C. Budge's younger son, Richard, is attending Bucknell.

The big news for the class of 34 is, of course, our 25th reunion June 12, 13 and 14. Get in touch with classmates and make plans to come together.

### 1936

CORRESPONDENT: Mrs. Kenneth R. Langley (Shirley Fuller Higgins), 6 Greenhurst Rd., West Hartford 7, Conn.

A touch of the Northeast has come to Fort Madison, Iowa. Elizabeth Taylor Burdsall, Box 351, Middletown, Conn. has been in the Boston area for over a year. Marion is very close to seeing Nichols Amold School. Dorothy Fuller Higgin's life is typical of most of us. Two daughters, Melissa, 13, in 8th grade and Deborah, 7, in 2nd, husband, Henry, and 20 guinea pigs keep her busy. Music lessons for the children and substitute teaching for her take up her remaining time. She is also a master's degree in Clinical Psychology at St. Louis University, taking care of two children, Leigh, 15, and John, 12, a home and husband, Jack, occupy most of Ellen Grenchalk Freeman's time.

### 1938

CORRESPONDENT: Mrs. Floyd Reed (Ruth Burdsall), Box 351, Middletown, Conn.

Lorraine Dreyfus Reiss of Westport writes that husband, Dick, has recently taken a position with Perkin Elmer Corp., a company that does fascinating things with optics and moonshots. Son Bob, 16, is a high school junior and daughter Helen, 12, in junior high. Ginny Dewel has been doing exciting things such as taking an InteLine Familiarization tour of Japan. The Air Lines, spent a week in Japan, a day in Hongkong and three days in Honolulu.

### 1940

CORRESPONDENT: Mrs. Donald F. Bradshaw (Jean Bemis), 56 Westmore Terrace, New London, Conn.

Beryl Sproson Cochran and her family are enjoying their second winter in Westport, Conn. Beryl is teaching a highability sixth grade class in Weston. Helen Bernard Wet's daughter, Patty, is a freshman at the House in the Pines, Norton, Mass. and her son, Bob, is studying Latin and Greek and Contemporary Drama at Columbia University. Her husband is practicing pediatrics as well as teaching at Babies' Hospital in New York. Betty Lamprecht Slobe says that her chief function is chauffeuring for her two children, Jay, 12, and Dee Ree, 9. In between times she takes an active part in various community projects.
Breck Benbow Draper has been back in New Mexico for over two years after living in Stratford, Conn., for a while. He has three children: John, 12, Charles, 8, and Frances Elizabeth, 3. They spend their summers visiting Breck's mother at Cotuit on Cape Cod. Breck was East in February to attend a meeting at Bradford Junior College and had a lunch with Hallie Fairchild Seiber. Hallie is working on the 50th Anniversary Fund Drive with Mary Anne Scott Johnson. Last summer Hallie drove her daughter, Jo Ann, 16 through the country on the way home from the Mystic Youth Training Program for Girl Scouts. Jo Ann is representing Larchmont, N.Y. at the International Girl Scout Roundup in Colorado this summer.

When Katy Partridge Post was in Chicago this winter, she saw Sue Geller Maud, now head of the information service at the American Bar Association; Peg Board Gardner ex '40; Mary Curtis Cramer ex '40; and Eddie Headley Oldfield ex '40. Tongues wagged and they caught up on the doings of the past years. Katy has been busy skiing this winter and has been doing substitute teaching. She says that Irene (Joby) Johnson Van Name is back in this country living in Manhasset, N.Y. Irene Selden Spruance is in Hawaii where Capt. Edward Johnson, USS Pennsylvania, is stationed. Betty Leach Clark ex '40 and her four children are also stationed in Hawaii.

Alice Porter Downer's family is all tied up in scouting. She is an Intermediate Girl Scout leader and a Cub Scout den mother, and husband, Tom, is an Explorer Post leader. Alice has three children: George, 18, in the Marines, Laura Ann, 10 and Cameron.

Elizabeth Gilbert Fortune is busy out in Indianapolis getting ready for a visit from Miss Park in April. Liz says the alumnae group there is planning big doings that summer. W. Liza, in the heat of the excitement, says she'll be on a ski trip in Hawaii. Sue Geller Maud, who was in Texas in January and is planning an all-weather no-maintenance tennis court out behind the barn. Here's to more tennis, basketball, square dancing, etc. My Ed. McCarthy's daughter, who, at 8 months still thinks she is the size of a peke, yet resembles a young horse, has cost them a fortune in shoes, scout uniforms and carpeting. Husband Jim is director of real estate for the Corp. of Trinity Church in New York and is busy serving on committees for improving lower Manhattan section and finding time to fiberglass his 32' boat, which he bought after we spent a weekend with Maggie Stocker and Cameron Moseley some years ago sailing their boat around Long Island Sound.

To help out a friend who is the local paper's educational editor, she's started writing everything from dedications of new post offices to weddings but found that those Monday morning deadlines were worse than trying to make chapel and the New London Dresser staff time. Biggest excitement of this year (CC-wise) was discovering that Janet Graham Ballock lived in not-too-far Princeton, and, after several calls to all the Princeton Bulldogs, located the right one, which resulted in Janet coming up for lunch and our catching up on everything after 18 years. We hope to get together for golf with husbands when warm weather comes.

Jane Whipple Shaw and her family are enjoying a new house just two blocks from a pool for nearby residents. Barbara Miller was a recent visitor. Raib Sokol Dembo got her M.A. from Brown University last June and is now working on a Ph.D. "Busy with school and raising Walt and Deborah."

Nancy Yele Jacob is married to a librarian and has two children, Josephine, 8, William, 6, and John, 3. "For the past 7 years I've been working for my B.A. degree at the Univ. of Buffalo (now I'll get it this June—phew!) How much simpler to have done it at Connecticut 20 years ago." All this plus a job as secretary in the Project of Medical Education at the Med. School of the University for the past two years "looking for my degree with what courses came at each time they happened in the afternoon—not the most orthodox way of choosing courses but adequate (amazingly successfully actually). I'm hoping to get a position as a case worker in Graduate School in Clinical Psychiatry."

Elise Keeny Lige's address turned up when we found that she had a daughter at Connecticut. Her most recent vital statistics include Illie, 16, and a freshman at CC; Cynthia, 17, a tenth grader at Dana Hall; Molly, 13, and twin sons, Fritz and Andy, 4. Her husband works for Pittsburgh's Alleco.

The Twaddells felt they were honeymooning when they left their three children at home and went off to Split Rock in the Pocosins for three days. Came down to earth with a bump when they were met by three German measles faces when we got home!

1944

Correspondent: Mrs. J. Stanley Cobb, Jr. (Elizabeth DeMerritt), 721 Indian Trail, Martinsville, Va.

Born: to Newell and Jane Day Garfield a fourth child, third son, in February '58; to Salisbury and Terry Garfield a third child, first son, Robert, in June '58; to Emile and Mary Lewis Wang a third child, second son, Raymond Randall, on Dec. 26, '58.

Sally Ford Westberg has a family of four: Grace, 9, Mary Lou, 7, Jolene, 6; and with it the usual activities in Brownies, Cubs, church and community. Chips Chapman Cole lives in a wonderful part of the country, Ellensburg, Wash., is about 8000 population, in the center of the wheat belt. Wouldn't go back East for anything. Our kids are all in school this year—Rick in 6th, Robin in 4th, and Mike in 1st. With a bit of time on my hands, I've gone back to the local college to get a teaching certificate. Comparison between CC and Central Wash. College is a bit ludicrous! My husband was recently elected judge of the Superior Court. He is finding the work very interesting and challenging. If any of you are looking for a marvelous vacation, you should head for our state. It offers just about everything. Rusty Grosvenor English, chauffeur, cook, nurse, volunteer worker, and wife, comments: "My husband's comment, 'Nothing noteworthy, only progress along lines already started and as the mother of four knows, the progress must be steady and maintained. That sometimes is a feat in itself. We're trying hard in the Boston area toward the 50th Anniv. Fund goal. We'll make it. The Englishes and the Walkers attended the Yale-Harvard hockey game this winter as a big event for their eldest sons. Al Ferguson was making plans to get together with Nancy Carol Smith Leslie. The Wallace's had a wonderful six weeks vacation in the East last summer "via station wagon, a la children, stopping at all the historical visits en route. Stoppped in Decatur and had a marvelous re-union with Mary McKay Wallace." In March they will move into a new house that they have built. Prauney Stout Chick has a new home with a lovely view for her brood of six and has done a wonderful job of decorating it.

Lois Haviland Ward is on the CC Alumna Board again this year along with Frances Hutchins Armstrong as Hospitality
Chairmen. "Our biggest event was the meeting last month at Conn. Gen. Life Ins. Co. Mr. Widdle is the new chairman of the above company, plus president of the above company, plus Hartford. We had 200 people plus Miss Park. Next week we have our annual CC Rummage Sale which usually nets us approximately $790. Worth the work!"

Penny Decker McKee has moved again, this time to New Castle, Penn., where Jack is manager of the Sears Retail Store. This is our 6th move in 12 years with the company. We went bowling just off the Penn. Turnpike, we’ve switched our interests back-yard skating rinks to running a part-time hotel. Also with Sears is Anne Davis Heath’s husband, Gordon. Sally Church visited them over Washington’s birthday. "Gordie is manager of the Wheaton, Ill. Little League and Dave is very active in it too. All the children are star athletes. We went bowling and was two red face red when their 9-year-old son severely beat me!"

Billie A Ibrahim (Josephine) husband Neil, is responsible for the polar part of the current Interplex Stamp Exhibit, of which she is justly proud.

1946

CORRESPONDENT: Mrs. Roger M. Wise, Jr. (Barbeur Grimes), 189 Flowerhill Road, Huntington, N. Y.

Rolle clothed in B A William (Billie) Miller came to New York in November to give local yokels, Ruth Seal and me, a whirl at the Penthouse Club, overlooking Central Park West. Billie had just finished active Republican campaigning. Rolle’s business has been doing well, since atomic energy plants along with the usual gas and oil companies are buying more glass pipe each month. He employs eight people. They have been enjoying jaunts to Gulfport, Miss. where the Williamsons have a house. Christy is a big gal now, in 8th grade, cooks divinely, thinks of herself as the typical teen-age, baby-sits, wears lip piercing, has the platinum blonde hair, which has now repeated itself. Bruce and Beth spent a week in their county.

Bob had a long-held wish fulfilled when Nancy’s sister, Jane, and husband, Bill, bought a Possum and Bill asked Barb and two other friends to come in the Ensenada race last summer. They entered in the arbitrary class and ended up giving time to twenty-five others but finished a respectable 10th. Nancy visited the big slide in the Pacific Palisades and some areas still bearing scars of the last big Malibu fire, which has now repeated itself. Bruce and Lygia de Freitas Johnson also Californians, recently moved to Berkeley Hills with a spectacular view of the Bay and San Francisco from practically every room in the house. They have lots of room with a work space for Lygia’s blouse enterprise. Bruce is now working with Boor-A llen and Hamilton as a management consultant. They have a representative in the East and Mid-West for selling the blouses, so Bruce can make a trip to the Midwest once a month. Ruth Seal and Eleanor Tobias Gardner met on one of the Thousand Islands last summer where the Woolrich Mill, Toby’s father’s company, has a house, a bungalow. Victoria”s house, two, small islands and five boats for their employees. The tour boat points this island as having the smallest international bridge in the world—one end is Canada, the other in U. S. being just off the Penn. Seal house which is connected with Penn State about 15 miles from their home back in the mountains. A special treat was the premiere of five of William Inge’s new short plays. Toby plays lots of golf with “the girls” and with Bob, along with participating in the many wonderful cultural and sport opportunities offered by the University. Bob hopes to build a boat this winter in spite of the lack of surrounding water—will go as far as Cayuga and Chautauqua in New York State. Bob now writes for the program of Singer with lots of Washington trips on which he often includes Toby. Ruth Seal has a new job as executive secretary to the head surgeon of Presbyterian Hospital with three girls under 10. Ida is very busy as a state committee woman. She was in a play, “Desk Set”, put on by the local Leona Players Guild in November and is president of the N. J. CC Club.

Janet Kennedy Murdock reports her Jean, 8 1/2, tall, slim and athletic as well as a good student and newly elected president of the 4th grade. Nancy is 6 1/2 and a restful 2nd grader with a hula hoop mauna. Janet is still working with a play group on a three times a week basis (3 year olds). Two lovely pale taffy color cats joined the household after the Murdochs excitedly witnessed their birth last Good Friday ’58. Janet’s eight-gal Book Club studied plays last year, Janet’s review and discussion being on T. S. Eliot. Did you know he wrote that poem, “Une ou l’arbre Bamboo”?

John is still active in the perifete industry with quick trips to Florida for a convention and Janet goes to the plant in Chester one day a week to help out in the long Silver. Jean was in Iowa for six weeks this summer putting in a plant he designed for the Celotex Corp., the largest single engineering job he has ever done. They bought a cottage at Stone Harbor, N. J. for their 11th anniversary.

Janet and John met Buzz and Jean Mount Bussard in New Hope, Pa. for dinner in October. The Bussards’ Steven is 10 1/2. Allyson is a bouncing 8 1/2, interested in everything. Both are taking piano and Steven is also taking trumpet. David is a senior in nursery school in Princeton, N. J., who often says, “Maver, why did you have to make me be the littlest one? I wanted to be the biggest one.” Jean and Buzz still play recorders once a week in a group. Jean spends long hours working for the care of the twins who are in their 1st Day School, as a chairman of the Old Testament which the children study from grades 3-5. Jean has also been making jewelry with a friend who teaches design at the Museum of Modern Art. She is well recovered from her terrific bout with the Asian Flu, contracted about a week before Sarah was born in October 38, which led to pleurisy and finally a chest operation. After two months of the hospital, Barbie was indeed delighted to get home to Ray and the brood. She’s in favor of a Mother Replacement Insurance Plan. Barbie is chairman of the Play Ladies at the hospital-pediatrics and still has a book club with husbands. They just finished Brothers Karamazov, now my favorite. Joanne Perry Gates (Judy) delights in her five free mornings with the children in school and no baby sitter fees or interruptions. Dick’s Smith-Gates Corp. continues to flourish with a justinished building an addition to their year-old new plant. Dick and Judy had a grand trip to Nassau at the Balmoral Club last March, which Dick considers a concrete investment in insurance—sailing, spear fishing and nightly dancing. The Gates have enjoyed the annual Northfield, Mass. Sacred Concert together—1500 high school students singing hymns, anthems and Christmas carols. Judy also found inspiration in the Billie Graham crusade in New York.

1947

CORRESPONDENT: Mrs. Richard M. Benedict (Gretchen Lautman), 399 Fullerton Parkway, Chicago 14, Ill.

Born: to William and Nancy Blades Geller a son, William Reid III, on Feb. 18, ’58; to Owen and Joan Perry Smith a fourth son, Benjamin Ward, on Apr. 14, ’58; to William and Catherine Cola Peck a fourth child, first son, in August ’58; to Donald and Nancy Powers Thomson a fourth child, Amy Katherine, on Aug. 14, ’58; to Eugene and Mary Freunzig Kovach twin girls, Katherine and Christine, on Aug. 5, ’58; to Monte and Edye Ward Ghoulart twin girls, Caroline and Lorrie, on Aug. 28, ’58; to Bill and Ann Wetherald Grant a third child, first daughter, Allison, on Dec. 23.

Married: Events Spencer is living in Coritzzono, N. M., where her husband is a general physician. The Spencers have three children, Hugh, 9, Christopher, 8 and Kathy, 6. Their new ranch type home is two miles out of town and is complete with swimming pool and stable for their "cow ponies." The family are also skiing and bull fighting enthusiasts. Jackie’s own special hobby is raising registered quarter horses and palominos and she is also active in their hospital auxiliary and Woman’s Club, and is chairman of the cancer drive in their county.

Margaret Camp is now situated within building Ruth Seal of CC. She is the chief physical therapist at Waterbury Hospital in Waterbury, Conn. Nancy Powers Thomas has lived in Chatham, N. J. for five years. She is Miss! The Thompsons are parents of Peter 4 1/2 and Polly 2 1/2 as well as the new baby, Jane Cape Pence is living at Ft. Bragg, N. C. and still has four children, three dogs and three cats. Jane keeps busy in the usual fashion, paint work, and work as a Gray Lady at the hospital. Nancy
Whitmore Mackintosh and Bob are also at Ft. Bragg and will be moving to Ft. Leavenworth at the same time the Pences move there next fall.

Nancy Blader Geith is still doing part-time anesthesia and working with her third scout troop, with the Geilers' new baby accounting for the rest of her time. The Geilers visited Lynn Roni Kubn and Ed at their beautiful new home in Allentown recently and write that Betty, Mary, Karen and Paul have a third child, Kathy, born in November '58. Edna Waunder Grenter and Monte are residents of Brocklyn and desperately looking for larger quarters in NYC. Before the advent of their twins they spent eight months touring Europe. Jean Abernathy Duke and her husband live in Rumson, N. J. and have two daughters, 4, and 5. Jean keeps busy with gardening and swimming in summer, works for the Jr. League, and has been painting portraits lately. Jane Saffin Nelson ex 47 has been active in the CC Fund Drive in the Rhode Island area. Jane and her husband visited in Montreal in November and spent some time with the Friedlanders, Nancy Dwight Herrick.

Sylvia Farber Hoffman is living in Dallas and has three children, Nac, 15, Jon, 9, and Joel, 8. From Norfolk, Va., comes word of Mary (Nibby) Batt Taylor and her three youngsters, Robin, 7, Jimmy, 6, and Kenny, 3½. Nibby's interests include Brownies, bridge, golf and church. Arnett is away a great deal because of his work as a submarine skipper. Margaret Cash Young and Walter are living in Toledo where Walter is with Owens Corning Fiberglass. They have three children, Scott, 6¼, Ellen, 3 and Shelley, 9 months. Marjorie is on the board of the Toledo Orchesta and also does volunteer work for the Jr. League. Jean Gompert Black says now that the youngest of her three children is in nursery school and they have finished furnishing their house in Scarsdale to which they moved three years ago, she finally has time for some outside activities. She has been working on the CC Fund Drive for the local Nephrosis Drive and is also chairman of the Hospitality Committee for the PTA. Her husband Sandy is with a public relations firm and Jean recently went along with him for a combined business and pleasure trip to Florida. Loraine Pinn Spinton has managed to see a number of our classmates in the last six months. She and Jane Cope Pease visited with Joan Jensen Chadwick last summer in Vermont and enjoyed seeing the Chadwicks' three lovely little Texans. Larry visited with Ann Wetherald Graff and her two boys and will at their home in Mapleing Falls, N. Y. Larry also saw Mibby Batt Taylor last summer, as well as Margot Grace Hartmann who has moved from Georgia to a new home in Scarsdale. Elizabeth Davis had a very busy fall as a result of moving from Beacon Hill to an apartment in Cambridge.

Constance Walker Thompson reports that everything is status quo with her and Milton from Key West. Their children are now 7 and 4 and Connie is busy with the usual Mother activities. Though they get occasional twinges for the East, they are becoming confirmed mid-westeners. Ann

Busty Shankard ex '47 is living in Downey, Calif. She and George have three children and Ann manages to keep up with her interest in painting as well as being a cub scout den mother and enjoying such physical activities as golf, hunting, fishing and skating.

As for the Bendixes, there isn't much to report. Dick and I recently returned from our annual winter vacation which we spent out west this year, Las Vegas, Los Angeles, Palm Springs and Phoenix. Our children are now 8, 7 and 5 and their activities keep me busier than ever. Recent outside activities include an art appreciation course, some fund raising work for the Girl Scouts, and volunteer hospital work.

1948

CORRESPONDENT: Mrs. Merritt W. Olson (Shirley Reese) '48, 3635 Country Club Road, Johnson City, N. Y. MARRIED: Jane Wheeler to William F. Campbell on Dec. 27, 58. BORN: twins and Katie Veenstra Schefer, a second child, first son, John Nevin III on June 17, '58; to Bill and Helen Colgrove Nebbit a daughter, Catherine Reed, on Aug. 20, '58. Ned and Mary Carl Hamilton, a second son, Fletcher Petry, on Sept. 15; to Charles and Joan Willmarth Creisp a second daughter, Caroline deWolfe, on Feb. 28, '59.

Bill and June Wheeler Campbell had a small quiet wedding in Janes home in Bethesda, Conn. Nan Goslee Horne and Lynn Klug Raines '49 were there. Nan lives on Cape Cod in Chatham. Bill has a son "Chip." Jane ordered her NYC apartment and gave up her public relations job in January to move to San Francisco to set up housekeeping.

Katie Veenstra Schefer and Missy Carl Hamilton try to meet in NYC monthly to "exchange child raising tips and reminiscences about the good old days."

Bill and Helen "Cost" Nebbit are thrilled with their baby daughter, Bill is completing his third year as chairman of the finance department at Blair Academy, Blairstown, N. J. The Nebbit's house is opposite theashtray. Mary finished five years as head underwriter in a two-girl insurance agency last June to "retire" to motherhood. Steve and Eunilld Willford Waldson and their two daughters are enjoying the Salt Lake City, Utah area. Enid is studying voice with the director of the Mormon Tabernacle Choir. She is working puppets for their Junior League pre-school TV show and hopes to get into summer festival activities. The Waldsons are looking forward to some mountain traveling.

1949

CORRESPONDENT: Mrs. Donald A. Kemp (Margaret B. Farnsworth), 40-10 193 St., Flushing 58, N. Y. BORN: to Irving and Joyce Benjamin Glosman, Jr., a third child, first son, David Irving, on Nov. 1, '58; to Richard and Julia Ahearn Walker a fourth boy in the fall of '58.

A nice note from Joyce Glosman accompanied her check for Alumnae Council meeting expenses. They are out of this world with joy over having a son at last. Their two girls, Nancy, 6½, and Carol, 3, both love David dearly and marvel over his every accomplishment. Alumnae Council was, as usual, interesting and most instructive.

Lynn August Herb and Marilyn Lace Barr sell their home in Willow Grove, Pa. (to a CC '56 gal and hubby) and moved with their two girls and one dog to California. They Fitzgeralds' new round and had a wonderful time sight-seeing and visiting. They spent several days with Laura Allen Singleton ex '49 and her family, which includes three red-headed boys. Nana, their dog, no California so Herb can get his Master's in Business Administration at Stanford Univ. He is still in the Navy but for the next two years will be a full-time student. Connie is 6 and in the 1st grade. Barry, 3½, can hardly wait to go to school and "read books like Ginny and Daddy do."

Lynn Niehecker Corl says Marjorie Goldsmith Hofstetner and family are back in Cincinnati. They have four boys now. Lynn and Bill have Peter, 7, and Cindy, 4, who is almost as tall as her brother. Bill is head of the fertilizer division of the Darling & Co., stationed in Chicago. They have been in Boston for some time. He is a new 80-year-old and his two years in NYC and Lynn keeps busy with Sunday School and other church activities.

Barb Norton Flemington sent information about most of her crowd. Cal and Jean lace Taylor have Thanksgiving vacation at their beautiful new home in Deerfield, Ill. and were especially thankful to miss all those tornadoes in St. Louis, their old stamping ground. Tim and Lucky Stiler Victory had their fourth child, a girl, last November and her and soon after came to NYC on business, where they saw Vic and Judy Kahn Johnson, Frank and Mabel Brown Fisher and little Debby, who turned 1 in February, had moved into their new home in Bethesda, Md. Charlie and Poo Ailion Biggs have a new sailboat, moored at Ma- son's Island. They were in NYC too and saw Jim and Jane Brown Baker. Ed and Joan Binklow Sylvestre lived at a house, with dental offices in one part for Ed, and escades of redecorated rooms for Dutch to spread around their wedding presents. All and Margie Stryer are in El Paso. They have a fourth child, a girl. They have been in the old Stuyvesant buildings which they bought from Margie's parents. Their Robbie is 6, Cary, 4, and Peter, 2½. Nat and Barrie Himmel Springer have a second son, willie, to join Tom and Kate. Jim Flemington is teaching three Latin and two English courses at Classical High in Springfield, Mass. Both he and Barb are sweating it out with the Seniors on their college acceptances.

Babe Aver Hershit's eldest girl is in kindergarten, her son goes in the fall, and the littlest one, a girl, is a year old this May. She has been collecting for the 50th Anniversary Fund. Bob and Janet Reggottick Berkett are in El Paso. Bob has joined Regottick's father in his business. He likes it very much and has kept up his intellectual pursuits by giving guest lectures at the college literary society. Jan is teaching an freshmen comp. course. He is a good college. She likes a day both in housework and the local labor is cheap. All of them love the climate; nobody misses the snow with all the regalia that must be put on. Jan is 6, is the spitting image of her mama; Ellen, 3, looks like a little imp.
Jan is thinking of getting back into the acting game this summer when the college has a summer drama festival. She sees a lot of Betty Raho Williams Wakefield, whose hubby is out of the Army and in business with his father-in-law too. They both visited a local belle who was entering CBN and needed to tell her it was not a finishing school, that one really had to work hard there, but she went away and has now transferred to some other place. Jan and Betty Ruth are doing their bit as a far-flung alumni club.

The first March issue of Look has an article on Teddy Deens Gigoux and his wife, and their baby girl. My Julie is over the moon, and we are waiting for Don to get them.

1950

CORRESPONDENT: Mrs. David Crowell (Alice Hess) ’50, 402 Pembroke Road, Bala-Cynwyd, Penn.

MARRIED: Jerry Frost Mclntosbes ex ’50 to Allan Dehls on July 26, ’58, Thelma (Dewitt) ’50 to Dr. Everett Mezger in Danville, Pa. on Jan. 24, ’59.

BORN: to David and Barbara Blaustein Horsin a second son, Michael Joseph, on Feb. 15, ’59.

ADOPTED: by Dick and Kay Stocking Allen a second son, Walter Hartsley, in February.

Jerry Frost Dehls has enough news for two columns. As of July 26 she increased her family from three to seven—including Jim, 5/2, Sue, 5/2, Betsy, 5, Carolyn, 3, and Lois, 2. The parakeet and golden retriever provide even more family background music in Mountainside, N. J.

Jim and Anne Ruscillo Griffin are in New Orleans for two years’ shore duty. Arlie Bliss Ramaker has made the move from Connecticut to Florida where Bob is working for The Wall Street Journal as their Southeast Bureau staff reporter in Jacksonville.

The Virgin Islands played host to a February reunion. Vacationing together were Clare Peacock Hilgorn and husband, Allen, and Bob. Barbour Parry and Jim and Julie Jackson Long.

1951

CORRESPONDENT: Mrs. Norman W. Cam eron, Jr. (Doldah Northrup), 48 Deerfield Road, Murray Hill, N. J.

CORRECTION: Ben and Barbara Thompson Stabile had a third child, second daughter, Gale, on Sept. 16 and Henry and Joan Andrews White a third child, second daughter, Marjorie, on Dec. 10. Our apologies for a deletion which gave White’s daughter to Stables.

BORN: to Bob and Maria Ninela Bunak a second child, first daughter, Elizabeth Maria, on Jan. 9; to Jerry and Jerry Dinos Hackett a son, John Christopher, on Jan. 21; to William and Carol Barnett Rany a third child, second daughter, Anneke, on Feb. 16.

Joan Geenser Bailey and Bruce live in Lexington near Bruce’s job with Arthur D. Little, Inc. in Cambridge and they often see fellow townsmen. Jim and Louise Stevens Wheatley. The Baileys have three sons, Bruce, 6/2, and twins, Conrad and Brawn-ell, 5/2. Joan has been busy in community affairs including the superintendent of her church Sunday school. Carol Barnett Rany, who lives in Brookline, spent ’51-’53 at Brown University acquiring an M.A. in Latin and Greek. In August of ’53 she was married to William P. Rany, who is an assistant professor of physics at Harvard.

Besides the new baby, Carol has Jennifer Carey, 4/2, and Christopher William, 2/2.

M. M. Sackling Sheals was thrilled with Bill’s Christmas present to her—a sailfish kit. They hope to put it together soon for use on lakes near Pittsburgh or on vacations to Cape Cod. Till then M. M. and Bill are busy painting and planting about their new home in Foxchapel. This past winter they took advantage of the cold weather to skate and ski often, taking 4 year old Kathy along to try out her ski, too. The Shertses often get together with Erle Whittaker Drury ex ’51 and her husband. After three years in New York City, Mary McNab Dunn and family are now living in Youngstown, Ohio, where Bill is practicing medicine. Mike and Bill’s two boys and girls range between the ages of 5 1/2 and 10 months. Mona Grudin South Affiliated is teaching psychology three nights a week at New Jersey State Teachers’ College, Newark, N. J. The site of Margie Erickson Albertson’s new home.

Impatient for spring, Bill and Marianne Edwards Stimson drove to Charleston, S. C, for a week’s vacation and were enchanted with some of the lovely old mansions and beautiful gardens thereabouts. Paula Metzner Nelson, Bill’s sister, and Joan Andrews White were among the many Florida vacationers. Norma Kiechhous Kinsley writes that after a year of shifts and layoffs Peoria is booming again. Bill continues to like his job. They are working on the basement and doing over the dining room. On the weekend they are filling the upstairs with no trouble at all. Jeannie’s house has been teaching Sunday School in addition to many domestic chores, sewing, knitting, baking, etc. Lauri is quite grown up now and she and her mother took a quick trip East last fall to visit grandparents.

Pat Tausig Marshall and husband, Tony, have bought an apartment in New York for their family. Mrs. Wilcox Johnson and Elayne Friedland Lester and doctor husbands and families are in Washington.

1954

CO-CORRESPONDENTS: Lois Keating, Cove Road, Oyster Bay, L. I., N. Y. Mrs. Arthur Munroe (Suzanne Gaffney), 3017 E. Olympic Blvd., Los Angeles 25, Calif.

BORN: to Bill and Nena Cunningham Dabbling a second son, Richard Priddie, on Feb. 12 in Grosse Point, Mich.; to Jim and Jan Grosjones a second child, first son, James E., on Feb. 15 in Ewingtown, Ill.; to Pat and Alice O’Connell ex ’54 a son, Kevin, on Jan. 2 in Scotia, N. Y.

Missy Marcus Fenzier and Bernard have two girls and are living in Mt. Vernon, N. Y. Joan Aldrich Zell and Bill are due in town in April on their way to Europe and Nuna Heagway will be living in New Jersey later this summer. Barb Gardiner Carlson is now working for the Chase-Manhattan Bank.

Nena Cunningham Dabbling and Bill are enjoying their new home as of a year ago and their two active sons. Elinor is in their busy doing alumni work in her area and is making plans to join us for reunion.

A note from Louise (Klampic) Klamp Tammer ex ’54 reached me from Burlington, N. J. just after I had spent our last ski weekend for the season. She and John returned to the States from Panama right after he was discharged. He is a pediatric resident at the hospital connected with...
Post-Commencement Reunion  
June 12, 13 and 14

**REUNION PROGRAM**

on

**Contemporary Arts**

Friday Evening, June 12, 1959

Participants: Mr. James R. Baird, Associate Professor of English.  
Mr. William A. McCloy, Professor of Art.

Mr. Baird’s Subject: "An Approach to a Reading of Contemporary Poetry: Wallace Stevens and Marianne Moore"

Suggested Reading: *From Baudelaire to Surrealism* by Marcel Raymond.  

*Appreciation: Poetry and Painting* by Leo Stein.  

*Collected Poems* by Wallace Stevens.  

*Collected Poems* by Marianne Moore.

Mr. McCloy’s Subject: "Art Since 1945"

Suggested Reading: *Art Since 1945*, Abrahams publication.

*Abstract Painting: Background and American Phase*  
by Thomas B. Hess.  
Viking, 1951.

Reunion Classes this year are ’34, ’52, ’53, ’54, ’55

Members of other classes are cordially invited to return to campus with the Class of 1911.