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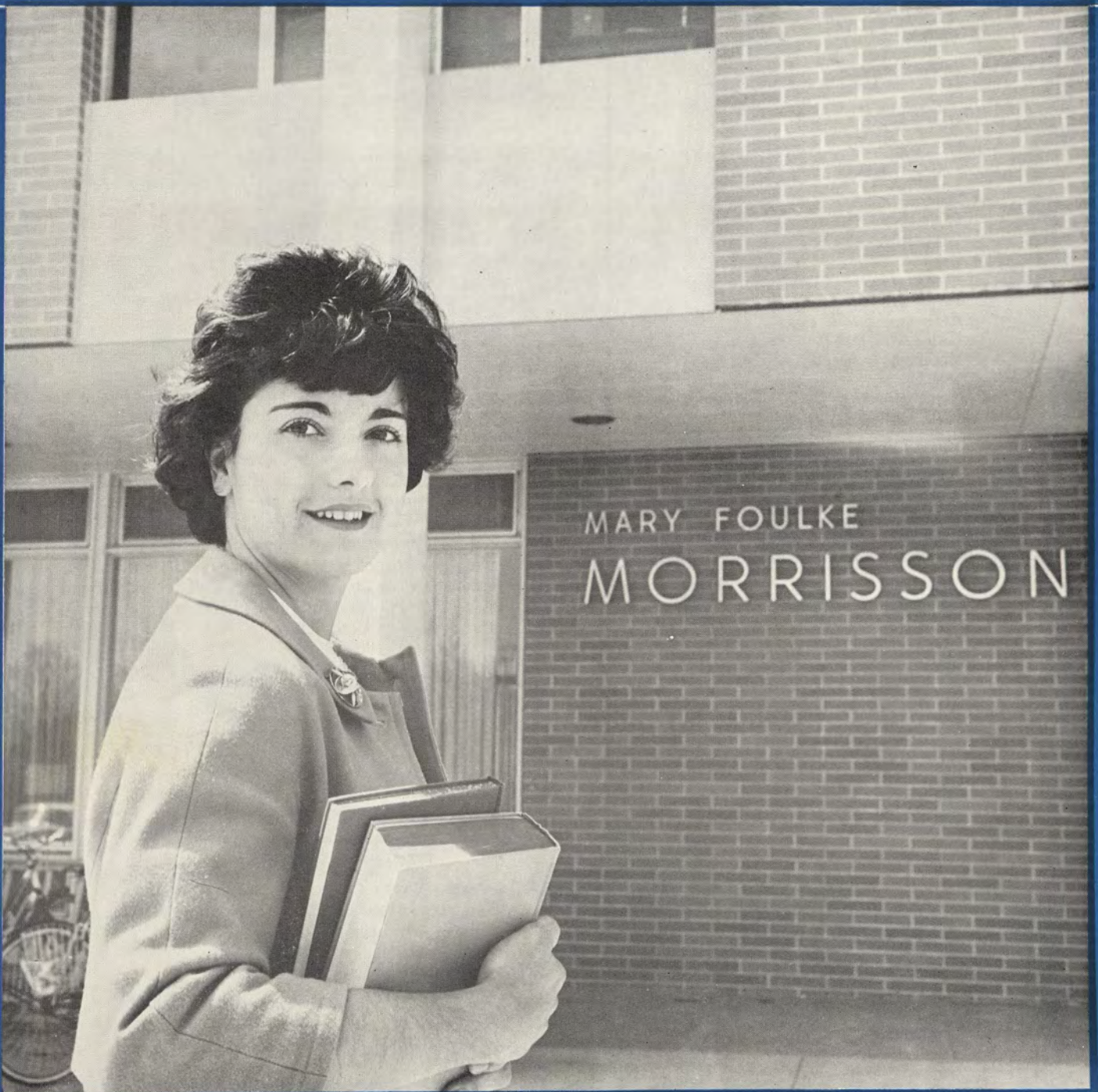
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CONNECTICUT COLLEGE

Alumnae News



May
1962

The next ten years: what will they hold for the College, the Alumna?



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'25, Connecticut College

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ON THE COVER: In March the College's Development Committee (see page 9) met to discuss how the College can best serve the interests of those students who will graduate over the next decade. Our student on the cover, Patricia Ingala '62, was a forceful, imaginative speaker at the meeting. Miss Ingala's academic accomplishments alone are enough to merit her appearance on our cover. This spring she received a Woodrow Wilson Fellowship, one of 1,058 awarded to promising students who plan to go into college teaching. An Italian major, she will do graduate work at Johns Hopkins. The background for the photo is Mary Foulke Morrisson House, a dormitory in the new North Dormitory Complex.

CAMPUS CALENDAR

JUNE

- | | |
|-------|-----------------|
| 10 | Commencement |
| 14-15 | ALUMNAE COLLEGE |
| 15-17 | REUNION |

CORINNE MANNING BLACK '47, *Editor*
182 Western Way, Princeton, N. J.

MARION VIBERT CLARK '24, *Class Notes Editor*
MARJORIE LAWRENCE WEIDIG '45, *Business Manager*
ROLDAL NORTHUP CAMERON '51
RUBY ZAGOREN SILVERSTEIN '43
RHODA MELTZER GILINSKY '49



Charles Shain

Charles Shain Named Next President of the College

"I FEEL a great honor in being asked to assume the leadership of Connecticut College," stated Dr. Charles E. Shain, the next President of the College, at the time of his appointment. Dr. Shain, who will come to the College from Carleton College, went on to say, "Those of us who are devoted to American liberal arts education at residential colleges like Connecticut College and Carleton believe we serve institutions which are at the very heart of the American educational system."

"The challenge before all American educators today is exciting. The rate of social change in our world, the sharp impact of technical changes, raise many questions of relevance that traditional modes of education must face honestly. I hope that I can help to keep Connecticut College as alive as it always has been to the contributions that liberal education for women must make to America's future."

The successor to President Park, who will become the

next President of Barnard College in November, Dr. Shain is currently professor of English at Carleton, chairman of the Committee on American Studies and chief administrator of Carleton's Anderson Foundation American Studies Program. He received his B.A., M.A. and Ph.D. from Princeton, where he was elected to Phi Beta Kappa and was awarded Woodrow Wilson and Scribner graduate fellowships. He studied at Cambridge University in England for a year as the Mathey Fellow of Princeton, and in 1952-53 returned to England under a Fulbright grant for post-doctoral study at the University of London.

In a recent letter to Charlotte B. Crane '25, Executive Secretary of the Alumnae Association, Dr. Shain wrote as follows: "I hope I shall always be sensitive to the Alumnae Association's claims on me. I shall begin my tour of duty by being very respectful of their enormous value to the College, and I know my respect will grow as I learn more about the Association's activities."



Above. Dean of the College Gertrude E. Noyes and Dean of Freshmen Alice E. Johnson.

Left. Professor Christiansen discussing the plight of present-day science.

The drama of learning in the sixties: what

IN this issue we project ourselves into the future: the future of Connecticut College which is emerging as our Development Committee explores vital issues, aspects of the new role to be played by alumnae and changes in the whole college scene, as portrayed in a special supplement.

role do we play?

BY PALMINA SCARPA WEIGLE '42

ON a cold, blustery Friday representatives of 34 classes, 21 clubs, members of the Executive Board of the Alumnae Association, former Trustees and former Presidents of the Association began to register in the Sykes Alumnae Center for the 18th Annual Alumnae Council. Some of us had attended other Council weekends, others were here for the first time, but for all of us it was to be a weekend of learning from each other and members of the College administration and faculty as well as a time for acquaintances renewed and friendships fostered. The theme chosen for this March weekend — The Drama of Learning in the Sixties: What Role Do We Play?

After dinner on Friday evening, Sarah Pithouse Becker '27, President of the Alumnae Association, introduced as our first speaker the star of our performance, "one who has played a leading role at Connecticut College and who soon would go on tour," President Park, who spoke on The Role of Connecticut College. This role, Miss Park told us, was being played in a drama that was neither a comedy nor a tragedy but rather a mystery play with a stage so vast in scope that we might call it a Shakespearean mystery play. The action takes place in a world where the inhabitants are more and more keenly aware that at any moment it could all come to an end. It is a world that no longer has the earth as its center of activity, for through science man is reaching for outer space.

The Avid and the Apathetic

In her delineation of the characters of the College drama, Miss Park divided the students into two main categories: the avid students who thirst for experiences of all types in the belief that experience of any kind is valuable and the apathetic students who cling to mediocrity in the hope that avoiding extremes in activity will gain for them the security they desire. The first group will be the ones who will play the major roles in the drama. Other main characters are the teachers who are all specialists in one area, one part of the whole, but a part so specialized that with the changing patterns of living, this area may at some time become unnecessary, outmoded or replaced.

The action of the drama is learning for the purpose of a better understanding of the world around us and for a greater strengthening of the inner self. In her presentation of the role of Connecticut College as a liberal arts college, Miss Park called science the most vital subject because it is the strongest tool for an understanding of the world as we probe the unknown. When properly done, it will promote the understanding, yet keep the wonderment and allay the fears. The second most important subject is history which gives us courage because it teaches us that man has in the past, like the baby, "been dropped many times but he doesn't break."

Continuing Education for Alumnae

Against this background, Miss Park envisioned women beginning a new chapter of usefulness to society wherein the sensitivity that is native to them would be given greater play. In concluding she cautioned the eighty or so alumnae seated in Jane Addams dining room that no one in his youth can learn enough to last a lifetime and that the process of education which is begun in college must be continued throughout life. We felt privileged to hear her speak and were aware of her not just as the retiring President of Connecticut College but as one of the most outstanding educators of today.

At lunch on Saturday in Katharine Blunt House club presidents were seated at one long table, and the class presidents were clustered together at other tables. Priscilla Duxbury Westcott '41, Program Chairman, presented Sarah Becker speaking on *The Role of the Alumna as Volunteer*. She reminded us that the main function of the Alumnae Association is, as our charter states, "to maintain a spirit of fellowship among the alumnae and to help to maintain the progressive development of Connecticut College." We are all volunteers in our various offices but we must do our work in a professional manner with what she called "obedience to the unenforceable." It is the responsibility of each individual to discharge her own duties to the best of her capabilities.

Two afternoon discussion groups were conducted at Crozier-Williams. In the student lounge Eleanor Hine Kranz '34 presided as club representatives discussed *The Role of the Club*. An introductory skit was presented by the Connecticut College Club of the Moon on the subject, *How Not to Run a Meeting*. The main contribution of this club seemed to be how to make tea cosies out of pottolders. During the serious discussion that followed, we talked of such topics as ways in which alumnae can help recruit students for Connecticut, the purpose and methods of fund raising, the amount of dues, and the number and kinds of meetings held in various areas of the country.

In the upper lounge Charlotte Frisch Garlock '25 presided as class representatives discussed *The Role of the Class* and heard the presentation of the Connecticut College Development Program. Suggestions were given for reunions and for ways of communicating with class members. As usual, dues and the reunion gifts came in for their share of attention. The reports of those who attended this session indicated that it was as stimulating and worthwhile as the club discussion.

Changes in Science and Languages

The evening session was a panel on *The Changing Role of Higher Education*. The moderator was Dean of the College, Gertrude E. Noyes '25, and the other members were Alice E. Johnson, Dean of Freshmen, Julia W.

Bower, Professor of Mathematics, and Gordon S. Christiansen, Professor of Chemistry. Miss Noyes outlined the changes that have developed in the field of languages, noting particularly the recommendation that every American should know at least one foreign language. In the field of English there is greater emphasis on composition with the result that assistants for correcting papers are being hired in many areas to help the regular teachers and that these regular teachers themselves are being retaught the structure of language.

Professor Christiansen's comments on the changes in the field of science in general and in chemistry in particular were not very encouraging. Since the launching of the Sputnik, scientists have become a national defense resource, and there has been greater awareness of the necessity for science and scientists. The proposal to rework the teaching of science has had the effect of moving the freshmen college science courses down into the high school, but Dr. Christiansen felt that the results of this move were on the whole uninspiring. Students choosing the field of science were influenced too often by the hope of large scholarships and large salaries in professional and industrial work.

The New Math

Miss Bower in her discussion of the teaching of mathematics gave us a much brighter picture. To help revise the curriculum for mathematics, new textbooks were written for use in the seventh and eighth grades. These new books present the structure of algebra in such a way that the student realizes that algebra is really just the rules and explanation of the arithmetic he has already learned. We alumnae present were treated to an algebra lesson working out the rules with our teacher so that we saw the logic behind the arithmetic we knew. It was a fascinating lesson and did a great deal to bring many of us closer to the "new math" we have heard our children discussing.

Our final speaker of the evening, Dean Johnson, spoke of the "atomic awareness" of the avid student who wants individuality instead of conformity, excellence instead of mediocrity and active participation to strengthen her political beliefs, whether she is to the left or to the right. She is more sophisticated than her mother was at her age and has well-organized plans for accelerating everything she can during the time she is in college. We alumnae were impressed by the pre-college records and the in-college achievements of many of the girls who have benefited by the enrichment and advanced placement courses in high school. It was interesting to note the concern of the College with the needs of these girls as they become juniors and seniors, for independent study programs are an increasing necessity for them.

Sunday morning at our final session Miss L. Alice Ramsay '23, Personnel Director, left her sick bed to talk

The Changing Role of Higher Education . . .



Professor Bower demonstrated and described the new mathematics.

to us on the subject, *The Role of the New Graduate*, commenting particularly on the self-centered demands made by many in their quest for employment. She felt that too often graduates were being spoiled by too much money and too many fringe benefits; yet many recruiters for large companies have a high estimation of the calibre, maturity and motivation of the Connecticut College senior.

Those of us who attended this 18th Alumnae Council

were grateful to the College administration and personnel for their cooperation and the splendid facilities we enjoyed during the weekend. We felt it was a privilege to have represented our clubs and classes, especially in view of the insights we gained into the workings of Connecticut College today. We came away with an even stronger conviction that the small liberal arts college is deserving of the active support that its dedicated alumnae can give.

Continuing Education . . . on the campus

ALL ALUMNAE, Class of 1919 through 1962, are warmly invited to attend the second annual Alumnae College, to be held on campus at 8 p. m. on June 15th and the following day starting at 9:30 a. m. The first part of the program will be concerned with the subject, *Utopias: Dreams, Problems, Realities*; participating faculty will be Dean Gertrude E. Noyes, Mr. Peter Seng and Mr. Oliver Brown. On Friday afternoon at 2 p. m. Miss

Marjorie Dilley will talk on *African Politics*. Reading lists for both these subjects appeared on the back cover of the *News* (March, 1962).

This is an unusual opportunity for alumnae, whether attending Reunion or not, to prepare for and explore in some depth these two subjects.

Reunion festivities will begin on Friday evening and will continue until Sunday noon. Classes having official Reunions are '22, '23, '24, '37, '40, '41, '42 and '43. Members of other classes are cordially invited to return with the Class of 1911.

The Trustees' Corner

By MARY FOULKE MORRISON, *Secretary of the Board*

THE February meeting of the Board began by giving to Miss Park the engrossed copy of the minute about her published in your December [1961] issue, and we passed one about Allen Lambdin, who retired after nearly forty years of devoted service to the College.

We heard from Miss Park that the students from Winthrop, Thames, North Cottage and Vinal would move into Lambdin and Hamilton Houses on Feb. 15th. This move was planned by Dean Noyes and Miss Voorhees along the lines of the historic moving of the books in early days. It was successfully carried out on a very stormy day, with the help of battalions of upper classmen, bicycles, sleds, taxis and other motors, and a hilarious time was had by all — ending in a "House Swarming" after-dinner coffee in the three new houses.

We also had the first report from our new Business Manager, Mr. Corbin Lyman, with the cheerful news that the North Dormitory Project was 86% complete. He was reasonably

sure that both it and the Library wings would be within the 1960 budget.

MISS Park further reported that the second semester had been ushered in by two addresses of importance.

The first, "America's Economic Relationship with the World," was by the Chairman of our Board of Trustees, Mr. Frazar Wilde. He, you will remember, was chairman of the Commission of the Committee on Economic Development, dealing with Money and Credit, which completed in 1961 the first thorough survey of U. S. public and private monetary and financial policies and institutions since the Aldrich Commission report of 1908-1911. The subject matter was alarming and complex, but Mr. Wilde has a gift of condensed and lucid speech which made it easy to comprehend and certainly interesting.

The second was by our own Louise Holborn on "American Responsibility for Human and Social Development."

She has been a U. S. specialist under the Department of State; she was asked to write the history of the International Refugee Organization and did so. She has also been a consultant on Refugee Problems for the Department of State, the Brookings Institute and Care.

These two talks gave a very informed analysis of the two greatest problems before the U. S. today.

We got through our regular business as quickly as we could, so as to have time to study the records of and to arrange for appointments with the suggested candidates for the Presidency. We got a lot done along this line, which should bring a decision soon.*

The Trustees' Corner is much abashed over a mistake in the last column [March, 1962]. Dr. Gerard E. Jensen reminds us that the concert series was started at the request of President Marshall a number of years before Mr. Lambdin took over. The committee in charge consisted of Frederick Weld, Orie Sherer and Dr. Jensen. Dr. Jensen served as treasurer and turned over \$2000 to his successor. A good job done and a fine start on long years of beautiful music.

*This column was written in early March. The appointment of Dr. Charles Shain as President was announced on March 21st (see page 3). — Ed.

35 or over?

An unusual opportunity for women with degrees

Wanted: Mature women with degrees who would like careers in college teaching.

Available: \$225,000 to help them get started.

For the next three years the search for able women for college faculties will take place on a demonstration basis in eleven southern states: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia. A grant of

\$225,000 from the Rockefeller Brothers Fund to the College Faculty Program will make it possible to give financial support to qualified women for a transitional year of study.

Any woman college graduate 35 or over who resides in one of the states listed above may apply for an award. In other states, the program office will search for and advise mature college women and keep institutions informed about developments.

The American Association of University Women (AAUW) will find candidates, process their applications, and nominate them for admission to appropriate graduate schools. The award will be made after the candidate has been accepted. All inquiries should be directed to: Mrs. Thomas Kelsall, AAUW Educational Foundation, 2401 Virginia Avenue N. W., Washington 7, D. C.

WELL before many colleges realized the necessity for development and change in higher education, Connecticut College through its Development Committee was assaying the future. The Committee is unique in the sense that all members of the College family are represented: faculty, administration, trustees, alumnae and students. The fruits of its labors as well as its exciting projections into the future are described below — in an article which is must reading for all alumnae.

WHAT ARE THE MAIN ISSUES?

The Development Committee at Connecticut College faces these problems

By CHARLOTTE BECKWITH CRANE '25
and CHARLOTTE FRISCH GARLOCK '25

"WHAT are the main issues?

Is there a disparity between the goal and scope of our time and our educational product?" These questions were posed by President Rosemary Park at a meeting of the Development Committee in the form of a Symposium held on campus October 5, 1960. Gathered here were representatives of the whole College family: trustees, faculty, administration, alumnae and students. Prodded by invited guests, Dr. Harold Taylor, former President of Sarah Lawrence College, and Dr. John Latimer, Assistant Dean of Georgetown University, the discussion ranged from the justification for maintaining a private woman's college in the light of the trend towards coeducation, to the need for reform in the programs of study in liberal arts colleges in the face of the revolution in the secondary school curriculum. The highlights of the all-day session were brought to a student assembly in the late afternoon.

The Development Committee was formed in the fall of 1959 after the dissolution of the College and Alumnae Relations Committee. It consisted at first of an equal number of trustee

and alumnae representatives, to which have since been added faculty, administration and students. This group was charged with considering general and specific questions, always looking ahead to the future of the College and its changing needs in a changing world.

It is true that most colleges now are involved in this same coping with immediate problems and searching for solutions to those problems to be faced in the next ten or twenty years. We do feel, however, that the Development Committee at Connecticut College is unique in the sense that it has provided a meeting ground for all

elements of the College community with intercommunication among the component parts.

HOW does this affect alumnae? To begin with, a subcommittee studied the relationship of the Alumnae Association to the College in the area of fund raising once the 50th Anniversary Fund Drive was over. Out of this came the recommendation, subsequently adopted by both the Board of Trustees and the Executive Board of the Alumnae Association, whereby the Annual Giving Program of the Association would be merged with that of the College for a trial period of three years, and lo, the Connecticut College Plan for the Sixties was under way. The mechanics of the alumnae aspect of the program is to be carried out by yet another committee with alumnae representation cooperating with the Director of Development.

The early sessions were concerned with two angles of college-alumnae relations, namely, "How can the Alumnae Association best serve the College?" and "What can the College do for the Alumnae Association?"

Charlotte Frisch Garlock '25 was chairman of the College Development Committee for its first two years, from 1959 to 1961, and she remains a member of this important group. Both she and Charlotte Beckwith Crane '25 have served as president of the Class of 1925 and president of the CC Club of Westchester County. Mrs. Crane, a former president of the Alumnae Association, is at present Executive Secretary of the Association; Mrs. Garlock is chairman of Alumnae Fund.

Out of this thinking came another recommendation, that a program of "Alumnae Aides" to the Admissions Office be established. Now one and one-half years later, after a thoughtful study of the project, Dr. Cobbledick, Director of Admissions, has drawn up a plan for accreditation and training of Alumnae Aides. Pilot projects will soon be functioning.

This committee also gave its approval and encouragement to that part of Reunion Weekend known as Alumnae College. It has watched with interest certain club programs similar to a forum with generous faculty participation, which hopefully may be extended to a wider area.

A later discussion centered around a questionnaire circulated among the Senior Class concerning the curriculum. This meeting was in the form of a panel discussion by faculty and students.

At this juncture in the history of the Committee, there occurred perhaps what had been the goal from its inception — the composite thinking of the five elements of our College community: trustees, faculty, administration, students and alumnae. Student opinion indicated hope for a curricular change reducing the number of courses. The faculty had been considering this change for two years and were ready in the spring of 1961 to announce the decision to change the number of required courses from five to four per semester. Concomitantly, there would be more emphasis on independent study and the encouragement of more honors work. The alumnae members of the Development Committee felt because of their participation in the discussion that they should and would support this decision.

At the March 21st meeting of this Committee the main topic became the consideration of Teaching Patterns at the College in the next ten to fifteen years and the projection of a ten-year college budget. In preparation for the

Committee's deliberations in this challenging area, source material was evaluated.¹

FACULTY from several disciplines projected their thinking about what education at Connecticut might be in the future. The Committee followed with interest the evolution of their ideas from the world of specialization to a world where there is a unity of knowledge with nothing less than excellence as its criterion. Because of the explosion of knowledge in the past decade and the difficulty in encompassing this knowledge the emphasis will be on principles and understanding. The student must be helped to see the problem with the role of the teacher as challenger, discussant and counselor. Even though there is at present a seeming lack of absolutes, the need for a strong moral sense and personal involvement should make the educational process more meaningful than ever.

Dean Noyes, in attempting to project into the future, suggested that the College will do more to provide for the especially able students who demonstrate the possibilities of the College and who carry on its standards. She stated, "It seems to me there are two types of work that every student should have had by the end of her college career. One is individual study, which gives her a chance to find out what she can do on her own, to discover ways of working and to attain confidence in herself. The other is seminars, in which she has to communicate the results of her findings to other people. Such a scheme gives good preparation for graduate work, but it also is valuable in personal development and in preparing for any career or job."

She went on to say that it was her expectation that acceleration would in-

crease in the next few years. "I would suggest a plan by which the bachelor's degree and the master's degree can be conferred together on some students at the end of four and one-half years or in a few cases at the end of four years.

"Among other possible developments the student might broaden her viewpoint by a crossing of departmental lines in certain major fields. There will probably be an extension of the graduate program with accompanying financial aid. The possibility of an academic Summer School on campus is still untouched."

THE student of today realizes that she has an intellectual responsibility. It is assumed that she uses her power as a thinker in order to arrive at her own values. In comparing the student of today with the student of the early years of the College, Dean Noyes said, "There was a more or less unified set of values which was perhaps imposed indirectly by the College and its leaders in the early days, whereas we now try to get across such standards through intellectual channels. We recognize the right of every student to form her own sense of values, and we hope that these values will be of the quality which is representative of this institution."

The sessions of this committee have proved to be a kind of education for its alumnae members, an education in the sense of an awareness of the problems which concern a college administration today, an appreciation of the worth of our outstanding faculty, an understanding of the student point of view and a realization of the value to the College of a well-directed alumnae program. The "issues" may never be completely defined. But here we have intercommunication one with the other, in the college family, as a result of the formation of the Development Committee. This is exciting business.

¹ Christopher Jencks, "The Next Thirty Years in the Colleges," *Harper's*, October, 1961. Sidney G. Tickton, *Needed: A Ten Year College Budget*, The Fund for the Advancement of Education.



Who will go to college—and where?
What will they find?
Who will teach them?
Will they graduate?
What will college have done for them?
Who will pay—and how?

the COLLEGE of TOMORROW

“WILL MY CHILDREN GET INTO COLLEGE?”
The question haunts most parents. Here is the answer:

Yes...

- ▶ If they graduate from high school or preparatory school with something better than a “scrape-by” record.
- ▶ If they apply to the college or university that is right for them—aiming their sights (and their application forms) neither too high nor too low, but with an individuality and precision made possible by sound guidance both in school and in their home.
- ▶ If America’s colleges and universities can find the resources to carry out their plans to meet the huge demand for higher education that is certain to exist in this country for years to come.

The *if*’s surrounding your children and the college of tomorrow are matters of concern to everyone involved—to parents, to children, to alumni and alumnae (whatever their parental status), and to the nation’s educators. But resolving them is by no means being left to chance.

- ▶ The colleges know what they must do, if they are to

meet the needs of your children and others of your children’s generation. Their planning is well beyond the hand-wringing stage.

- ▶ The colleges know the likely cost of putting their plans into effect. They know this cost, both in money and in manpower, will be staggering. But most of them are already embarked upon finding the means of meeting it.
- ▶ Governments—local, state, and federal—are also deeply involved in educational planning and financing. Some parts of the country are far ahead of others. But no region is without its planners and its doers in this field.
- ▶ Public demand—not only for *expanded facilities* for higher education, but for *ever-better quality* in higher education—today is more insistent, more informed than ever before. With this growth of public sophistication about higher education, it is now clear to most intelligent parents that they themselves must take a leading role in guiding their children’s educational careers—and in making certain that the college of tomorrow will be ready, and good, for them.

This special report is in the form of a guide to parents. But we suspect that every reader, parent or not, will find the story of higher education’s future remarkably exciting.

Where will your children go to college?

LAST FALL, more than one million students enrolled in the freshman classes of U.S. colleges and universities. They came from wealthy families, middle-income families, poor families; from all races, here and abroad; from virtually every religious faith.

Over the next ten years, the number of students will grow enormously. Around 1964 the long-predicted "tidal wave" of young people, born in the postwar era and steadily moving upward through the nation's school systems ever since, will engulf the college campuses. By 1970 the population between the ages of 18 and 21—now around 10.2 million—will have grown to 14.6 million. College enrollment, now less than 4 million, will be at least 6.4 million, and perhaps far more.

The character of the student bodies will also have changed. More than half of the full-time students in the country's four-year colleges are already coming from lower-middle and low income groups. With expanding scholarship, loan, and self-help programs, this trend will continue strong. Non-white college students—who in the past decade have more than doubled in number and now compose about 7 per cent of the total enrollment—will continue to increase. (Non-whites formed 11.4 per cent of the U.S. population in the 1960 census.) The number of married students will grow. The average age of students will continue its recent rise.

The sheer force of this great wave of students is enough to take one's breath away. Against this force, what chance has American higher education to stand strong, to maintain standards, to improve quality, to keep sight of the individual student?

And, as part of the gigantic population swell, what chances have your children?

TO BOTH QUESTIONS, there are some encouraging answers. At the same time, the intelligent parent will not ignore some danger signals.

FINDING ROOM FOR EVERYBODY

NOT EVERY COLLEGE or university in the country is able to expand its student capacity. A number have concluded that, for one persuasive reason or another, they must maintain their present enrollments. They are not blind to the need of American higher education, in the aggregate, to accommodate more students in the years ahead; indeed,

they are keenly aware of it. But for reasons of finance, of faculty limitations, of space, of philosophy, of function, of geographic location—or of a combination of these and other restrictions—they cannot grow.

Many other institutions, public and private, are expanding their enrollment capacities and will continue to do so:

Private institutions: Currently, colleges and universities under independent auspices enroll around 1,500,000 students—some 40 per cent of the U.S. college population. In the future, many privately supported institutions will grow, but slowly in comparison with publicly supported institutions. Thus the total number of students at private institutions will rise, but their percentage of the total college population will become smaller.

Public institutions: State and locally supported colleges and universities are expanding their capacity steadily. In the years ahead they will carry by far the heaviest share of America's growing student population.

Despite their growth, many of them are already feeling the strain of the burden. Many state institutions, once committed to accepting any resident with a high-school diploma, are now imposing entrance requirements upon applicants. Others, required by law or long tradition not to turn away any high-school graduate who applies, resort in desperation to a high flunk-out rate in the freshman year in order to whittle down their student bodies to manageable size. In other states, coordinated systems of higher education are being devised to accommodate



students of differing aptitudes, high-school academic records, and career goals.

Two-year colleges: Growing at a faster rate than any other segment of U.S. higher education is a group comprising both public and independently supported institutions: the two-year, or "junior," colleges. Approximately 600 now exist in the United States, and experts estimate that an average of at least 20 per year will be established in the coming decade. More than 400 of the two-year institutions are community colleges, located within commuting distance of their students.

These colleges provide three main services: education for students who will later transfer to four-year colleges or universities (studies show they often do as well as those who go directly from high school to a four-year institution, and sometimes better), terminal training for vocations (more and more important as jobs require higher technical skills), and adult education and community cultural activities.

Evidence of their importance: One out of every four students beginning higher education today does so in a two-year college. By 1975, the ratio is likely to be one in two.

Branch campuses: To meet local demands for educational institutions, some state universities have opened branches in population centers distant from their main campuses. The trend is likely to continue. On occasion, however, the "branch campus" concept may conflict with the "community college" concept. In Ohio, for example, proponents of community two-year colleges are currently arguing that locally controlled community institutions are the best answer to the state's college-enrollment problems. But Ohio State University, Ohio University, and Miami University, which operate off-campus centers and whose leaders advocate the establishment of more, say that taxpayers get better value at lower cost from a university-run branch-campus system.

Coordinated systems: To meet both present and future demands for higher education, a number of states are attempting to coordinate their existing colleges and universities and to lay long-range plans for developing new ones.

California, a leader in such efforts, has a "master plan" involving not only the three main types of publicly supported institutions—the state university, state colleges, and locally sponsored two-year colleges. Private institutions voluntarily take part in the master planning, also.

With at least 661,000 students expected in their colleges and universities by 1975, Californians have worked out a plan under which every high-school graduate will be eligible to attend a junior college; the top one-third will be eligible for admission to a state college; and the top one-eighth will be eligible to go directly from high school to the University of California. The plan is flexible: students who prove themselves in a junior college, for



ILLUSTRATIONS BY PEGGY SOUCHECK

example, may transfer to the university. If past experience is a guide, many will—with notable academic success.

THUS IT IS LIKELY that somewhere in America's nearly 2,000 colleges and universities there will be room for your children.

How will you—and they—find it?

On the same day in late May of last year, 33,559 letters went out to young people who had applied for admission to the 1961 freshman class in one or more of the eight schools that compose the Ivy League. Of these letters, 20,248 were rejection notices.

Not all of the 20,248 had been misguided in applying. Admissions officers testify that the quality of the 1961 applicants was higher than ever before, that the competition was therefore intense, and that many applicants who might have been welcomed in other years had to be turned away in '61.

Even so, as in years past, a number of the applicants had been the victims of bad advice—from parents, teachers, and friends. Had they applied to other institutions, equally or better suited to their aptitudes and abilities, they would have been accepted gladly, avoiding the bitter disappointment, and the occasional tragedy, of a turndown.

The Ivy League experience can be, and is, repeated in dozens of other colleges and universities every spring. Yet, while some institutions are rejecting more applications than they can accept, others (perhaps better qualified to meet the rejected students' needs) still have openings in their freshman classes on registration day.

Educators, both in the colleges and in the secondary schools, are aware of the problems in "marrying" the right students to the right colleges. An intensive effort is under way to relieve them. In the future, you may expect:

► Better guidance by high-school counselors, based on

improved testing methods and on improved understanding of individual colleges and their offerings.

► Better definitions, by individual colleges and universities, of their philosophies of admission, their criteria for choosing students, their strengths in meeting the needs of certain types of student and their weakness in meeting the needs of others.

► Less parental pressure on their offspring to attend: the college or university that mother or father attended; the college or university that "everybody else's children" are attending; the college or university that enjoys the greatest sports-page prestige, the greatest financial-page prestige, or the greatest society-page prestige in town.

► More awareness that children are different from one another, that colleges are different from one another, and

that a happy match of children and institutions is within the reach of any parent (and student) who takes the pains to pursue it intelligently.

► Exploration—but probably, in the near future, no widespread adoption—of a central clearing-house for college applications, with students stating their choices of colleges in preferential order and colleges similarly listing their choices of students. The "clearing-house" would thereupon match students and institutions according to their preferences.

Despite the likely growth of these practices, applying to college may well continue to be part-chaos, part-panic, part-snobishness for years to come. But with the aid of enlightened parents and educators, it will be less so, tomorrow, than it is today.

What will they find in college?

THE COLLEGE OF TOMORROW—the one your children will find when they get in—is likely to differ from the college you knew in *your* days as a student.

The students themselves will be different.

Curricula will be different.

Extracurricular activities will be different, in many respects, from what they were in your day.

The college year, as well as the college day, may be different.

Modes of study will be different.

With one or two conspicuous exceptions, the changes will be for the better. But for better or for worse, changes there will be.

THE NEW BREED OF STUDENTS

IT WILL COME AS NEWS to no parents that their children are different from themselves.

Academically, they are proving to be more serious than many of their predecessor generations. Too serious, some say. They enter college with an eye already set on the vocation they hope to pursue when they get out; college, to many, is simply the means to that end.

Many students plan to marry as soon as they can afford to, and some even before they can afford to. They want families, homes, a fair amount of leisure, good jobs, security. They dream not of a far-distant future; today's students are impatient to translate their dreams into reality, *soon*.

Like most generalizations, these should be qualified. There will be students who are quite far from the average, and this is as it should be. But with international tensions, recurrent war threats, military-service obligations, and talk of utter destruction of the race, the tendency is for the young to want to cram their lives full of living—with no unnecessary delays, please.

At the moment, there is little likelihood that the urge to pace one's life quickly and seriously will soon pass. This is the tempo the adult world has set for its young, and they will march doubletime to it.

Economic backgrounds of students will continue to grow more diverse. In recent years, thanks to scholarships, student loans, and the spectacular growth of public educational institutions, higher education has become less and less the exclusive province of the sons and daughters of the well-to-do. The spread of scholarship and loan programs geared to family income levels will intensify this trend, not only in low-tuition public colleges and universities but in high-tuition private institutions.

Students from foreign countries will flock to the U.S. for college education, barring a totally deteriorated international situation. Last year 53,107 foreign students, from 143 countries and political areas, were enrolled in 1,666 American colleges and universities—almost a 10 per cent increase over the year before. Growing numbers of African and Asian students accounted for the rise; the growth is virtually certain to continue. The presence of

such students on U.S. campuses—50 per cent of them are undergraduates—has already contributed to a greater international awareness on the part of American students. The influence is bound to grow.

Foreign study by U.S. students is increasing. In 1959-60, the most recent year reported, 15,306 were enrolled in 63 foreign countries, a 12 per cent increase in a period of 12 months. Students traveling abroad during summer vacations add impressive numbers to this total.

WHAT THEY'LL STUDY

STUDIES ARE in the course of change, and the changes will affect your children. A new toughness in academic standards will reflect the great amount of knowledge that must be imparted in the college years.

In the sciences, changes are particularly obvious. Every decade, writes Thomas Stelson of Carnegie Tech, 25 per cent of the curriculum must be abandoned, due to obsolescence. J. Robert Oppenheimer puts it another way: nearly everything now known in science, he says, "was not in any book when most of us went to school."

There will be differences in the **social sciences and humanities**, as well. Language instruction, now getting new emphasis, is an example. The use of language laboratories, with tape recordings and other mechanical devices, is already popular and will spread. Schools once preoccupied almost entirely with science and technology (e.g., colleges of engineering, leading medical schools) have now integrated social and humanistic studies into their curricula, and the trend will spread to other institutions.

International emphasis also will grow. The big push will be related to nations and regions outside the Western World. For the first time on a large scale, the involvement

of U.S. higher education will be truly global. This non-Western orientation, says one college president (who is seconded by many others) is "the new frontier in American higher education." For undergraduates, comparative studies in both the social sciences and the humanities are likely to be stressed. The hoped-for result: better understanding of the human experience in all cultures.

Mechanics of teaching will improve. "Teaching machines" will be used more and more, as educators assess their value and versatility (see *Who will teach them?* on the following pages). Closed-circuit television will carry a lecturer's voice and closeup views of his demonstrations to hundreds of students simultaneously. TV and microfilm will grow in usefulness as library tools, enabling institutions to duplicate, in small space, the resources of distant libraries and specialized rare-book collections. Tape recordings will put music and drama, performed by masters, on every campus. Computers, already becoming almost commonplace, will be used for more and more study and research purposes.

This availability of resources unheard-of in their parents' day will enable undergraduates to embark on extensive programs of independent study. Under careful faculty guidance, independent study will equip students with research ability, problem-solving techniques, and bibliographic savvy which should be of immense value to them throughout their lives. Many of yesterday's college graduates still don't know how to work creatively in unfamiliar intellectual territory: to pinpoint a problem, formulate intelligent questions, use a library, map a research project. There will be far fewer gaps of this sort in the training of tomorrow's students.

Great new stress on quality will be found at all institutions. Impending explosive growth of the college population has put the spotlight, for years, on handling large numbers of students; this has worried educators who feared that *quality* might be lost in a national preoccupation with *quantity*. Big institutions, particularly those with "growth situations," are now putting emphasis on maintaining high academic standards—and even raising them—while handling high enrollments, too. Honors programs, opportunities for undergraduate research, insistence on creditable scholastic achievement are symptomatic of the concern for academic excellence.

It's important to realize that this emphasis on quality will be found not only in four-year colleges and universities, but in two-year institutions, also. "Each [type of institution] shall strive for excellence in its sphere," is how the California master plan for higher education puts it; the same idea is pervading higher education at all levels throughout the nation.

WHERE'S THE FUN?

EXTRACURRICULAR ACTIVITY has been undergoing subtle changes at colleges and universities for years and is likely



to continue doing so. Student apathy toward some activities—political clubs, for example—is lessening. Toward other activities—the light, the frothy—apathy appears to be growing. There is less interest in spectator sports, more interest in participant sports that will be playable for most of a lifetime. Student newspapers, observes the dean of students at a college on the Eastern seaboard, no longer rant about band uniforms, closing hours for fraternity parties, and the need for bigger pep rallies. Sororities are disappearing from the campuses of women's colleges. "Fun festivals" are granted less time and importance by students; at one big midwestern university, for example, the events of May Week—formerly a five-day wingding involving floats, honorary-fraternity initiations, faculty-student baseball, and crowning of the May Queen—are now crammed into one half-day. In spite of the well-publicized antics of a relatively few roof-raisers (e.g., student rioters at several summer resorts last Labor Day, student revelers at Florida resorts during spring-vacation periods), a new seriousness is the keynote of most student activities.

"The faculty and administration are more resistant to these changes than the students are," jokes the president of a women's college in Pittsburgh. "The typical student congress wants to abolish the junior prom; the dean is the

one who feels nostalgic about it: 'That's the one event Mrs. Jones and I looked forward to each year.'"

A QUEST FOR ETHICAL VALUES

EDUCATION, more and more educators are saying, "should be much more than the mere retention of subject matter."

Here are three indications of how the thoughts of many educators are running:

"If [the student] enters college and pursues either an intellectual smörgåsbord, intellectual Teutonism, or the cash register," says a midwestern educator, "his education will have advanced very little, if at all. The odds are quite good that he will simply have exchanged one form of barbarism for another . . . Certainly there is no incompatibility between being well-informed and being stupid; such a condition makes the student a danger to himself and society."

Says another observer: "I prophesy that a more serious intention and mood will progressively characterize the campus . . . This means, most of all, commitment to the use of one's learning in fruitful, creative, and noble ways."

"The responsibility of the educated man," says the provost of a state university in New England, "is that he make articulate to himself and to others what he is willing to bet his life on."

Who will teach them?

KNOW THE QUALITY of the teaching that your children can look forward to, and you will know much about the effectiveness of the education they will receive. Teaching, tomorrow as in the past, is the heart of higher education.

It is no secret, by now, that college teaching has been on a plateau of crisis in the U.S. for some years. Much of the problem is traceable to money. Salaries paid to college teachers lagged far behind those paid elsewhere in jobs requiring similarly high talents. While real incomes, as well as dollar incomes, climbed for most other groups of Americans, the real incomes of college professors not merely stood still but dropped noticeably.

The financial pinch became so bad, for some teachers, that despite obvious devotion to their careers and obvious preference for this profession above all others, they had to leave for other jobs. Many bright young people, the sort who ordinarily would be attracted to teaching careers, took one look at the salary scales and decided to make their mark in another field.

Has the situation improved?

Will it be better when your children go to college?

Yes. At the moment, faculty salaries and fringe benefits (on the average) are rising. Since the rise started from an extremely disadvantageous level, however, no one is getting rich in the process. Indeed, on almost every campus the *real* income in every rank of the faculty is still considerably less than it once was. Nor have faculty salary scales, generally, caught up with the national scales in competitive areas such as business and government.

But the trend is encouraging. If it continues, the financial plight of teachers—and the serious threat to education which it has posed—should be substantially diminished by 1970.

None of this will happen automatically, of course. For evidence, check the appropriations for higher education made at your state legislature's most recent session. If yours was like a number of recent legislatures, it "economized"—and professorial salaries suffered. The support which has enabled many colleges to correct the most glaring salary deficiencies *must continue* until the problem is fully solved. After that, it is essential to make sure that



the quality of our college teaching—a truly crucial element in fashioning the minds and attitudes of your children—is not jeopardized again by a failure to pay its practitioners adequately.

THERE ARE OTHER ANGLES to the question of attracting and retaining a good faculty besides money.

► The better the student body—the more challenging, the more lively its members—the more attractive is the job of teaching it. “Nothing is more certain to make teaching a dreadful task than the feeling that you are dealing with people who have no interest in what you are talking about,” says an experienced professor at a small college in the Northwest.

“An appalling number of the students I have known were bright, tested high on their College Boards, and still lacked flair and drive and persistence,” says another professor. “I have concluded that much of the difference between them and the students who are ‘alive’ must be traceable to their homes, their fathers, their mothers. Parents who themselves take the trouble to be interesting—and interested—seem to send us children who are interesting and interested.”

► The better the library and laboratory facilities, the more likely is a college to be able to recruit and keep a good faculty. Even small colleges, devoted strictly to undergraduate studies, are finding ways to provide their faculty members with opportunities to do independent reading and research. They find it pays in many ways: the faculty teaches better, is more alert to changes in the subject matter, is less likely to leave for other fields.

► The better the public-opinion climate toward teachers in a community, the more likely is a faculty to be strong. Professors may grumble among themselves about all the invitations they receive to speak to women’s clubs and

alumni groups (“When am I supposed to find the time to check my lecture notes?”), but they take heart from the high regard for their profession which such invitations from the community represent.

► Part-time consultant jobs are an attraction to good faculty members. (Conversely, one of the principal checkpoints for many industries seeking new plant sites is, What faculty talent is nearby?) Such jobs provide teachers both with additional income and with enormously useful opportunities to base their classroom teachings on practical, current experience.

BUT COLLEGES AND UNIVERSITIES must do more than hold on to their present good teachers and replace those who retire or resign. Over the next few years many institutions must add to their teaching staffs at a prodigious rate, in order to handle the vastly larger numbers of students who are already forming lines in the admissions office.

The ability to be a college teacher is not a skill that can be acquired overnight, or in a year or two. A Ph.D. degree takes at least four years to get, after one has earned his bachelor’s degree. More often it takes six or seven years, and sometimes 10 to 15.

In every ten-year period since the turn of the century, as Bernard Berelson of Columbia University has pointed out, the production of doctorates in the U.S. has doubled. But only about 60 per cent of Ph.D.’s today go into academic life, compared with about 80 per cent at the turn of the century. And only 20 per cent wind up teaching undergraduates in liberal arts colleges.

Holders of lower degrees, therefore, will occupy many teaching positions on tomorrow’s college faculties.

This is not necessarily bad. A teacher’s ability is not always defined by the number of degrees he is entitled to

write after his name. Indeed, said the graduate dean of one great university several years ago, it is high time that "universities have the courage . . . to select men very largely on the quality of work they have done and soft-pedal this matter of degrees."

IN SUMMARY, salaries for teachers will be better, larger numbers of able young people will be attracted into the field (but their preparation will take time), and fewer able people will be lured away. In expanding their faculties, some colleges and universities will accept more holders of bachelor's and master's degrees than they have been accustomed to, but this may force them to focus attention on ability rather than to rely as unquestioningly as in the past on the magic of a doctor's degree.

Meanwhile, other developments provide grounds for cautious optimism about the effectiveness of the teaching your children will receive.

THE TV SCREEN

TELEVISION, not long ago found only in the lounges of dormitories and student unions, is now an accepted teaching tool on many campuses. Its use will grow. "To report on the use of television in teaching," says Arthur S. Adams, past president of the American Council on Education, "is like trying to catch a galloping horse."

For teaching closeup work in dentistry, surgery, and laboratory sciences, closed-circuit TV is unexcelled. The number of students who can gaze into a patient's gaping mouth while a teacher demonstrates how to fill a cavity is limited; when their place is taken by a TV camera and the students cluster around TV screens, scores can watch—and see more, too.

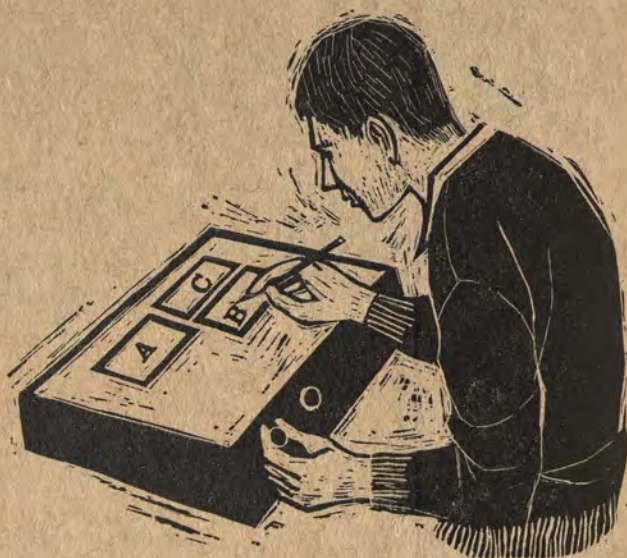
Television, at large schools, has the additional virtue of extending the effectiveness of a single teacher. Instead of giving the same lecture (replete with the same jokes) three times to students filling the campus's largest hall, a professor can now give it once—and be seen in as many auditoriums and classrooms as are needed to accommodate all registrants in his course. Both the professor and the jokes are fresher, as a result.

How effective is TV? Some carefully controlled studies show that students taught from the fluorescent screen do as well in some types of course (*e.g.*, lectures) as those sitting in the teacher's presence, and sometimes better. But TV standardizes instruction to a degree that is not always desirable. And, reports Henry H. Cassirer of UNESCO, who has analyzed television teaching in the U.S., Canada, Great Britain, France, Italy, Russia, and Japan, students do not want to lose contact with their teachers. They want to be able to ask questions as instruction progresses. Mr. Cassirer found effective, on the other hand, the combination of a central TV lecturer with classroom instructors who prepare students for the lecture and then discuss it with them afterward.

TEACHING MACHINES

HOLDING GREAT PROMISE for the improvement of instruction at all levels of schooling, including college, are programs of learning presented through mechanical self-teaching devices, popularly called "teaching machines."

The most widely used machine, invented by Professor Frederick Skinner of Harvard, is a box-like device with



three windows in its top. When the student turns a crank, an item of information, along with a question about it, appears in the lefthand window (A). The student writes his answer to the question on a paper strip exposed in another window (B). The student turns the crank again—and the correct answer appears at window A.

Simultaneously, this action moves the student's answer under a transparent shield covering window C, so that the student can see, but not change, what he has written. If the answer is correct, the student turns another crank, causing the tape to be notched; the machine will by-pass this item when the student goes through the series of questions again. Questions are arranged so that each item builds on previous information the machine has given.

Such self-teaching devices have these advantages:

- ▶ Each student can proceed at his own pace, whereas classroom lectures must be paced to the "average" student—too fast for some, too slow for others. "With a machine," comments a University of Rochester psychologist, "the brighter student could go ahead at a very fast pace."
- ▶ The machine makes examinations and testing a rewarding and learning experience, rather than a punishment. If his answer is correct, the student is rewarded with that knowledge instantly; this reinforces his memory of the right information. If the answer is incorrect, the machine provides the correct answer immediately. In large classes, no teacher can provide such frequent—and individual—rewards and immediate corrections.
- ▶ The machine smooths the ups and downs in the learn-

ing process by removing some external sources of anxieties, such as fear of falling behind.

► If a student is having difficulty with a subject, the teacher can check back over his machine tapes and find the exact point at which the student began to go wrong. Correction of the difficulty can be made with precision, not gropingly as is usually necessary in machineless classes.

Not only do the machines give promise of accelerating the learning process; they introduce an individuality to

learning which has previously been unknown. "Where television holds the danger of standardized instruction," said John W. Gardner, president of the Carnegie Corporation of New York, in a report to then-President Eisenhower, "the self-teaching device can individualize instruction in ways not now possible—and the student is always an active participant." Teaching machines are being tested, and used, on a number of college campuses and seem certain to figure prominently in the teaching of your children.

Will they graduate?

S AID AN ADMINISTRATOR at a university in the South not long ago (he was the director of admissions, no less, and he spoke not entirely in jest):

"I'm happy I went to college back when I did, instead of now. Today, the admissions office probably wouldn't let me in. If they did, I doubt that I'd last more than a semester or two."

Getting into college is a problem, nowadays. Staying there, once in, can be even more difficult.

Here are some of the principal reasons why many students fail to finish:

Academic failure: For one reason or another—not always connected with a lack of aptitude or potential scholastic ability—many students fail to make the grade. Low entrance requirements, permitting students to enter college without sufficient aptitude or previous preparation, also play a big part. In schools where only a high-school diploma is required for admission, drop-outs and failures during the first two years average (nationally) between 60 and 70 per cent. Normally selective admissions procedures usually cut this rate down to between 20 and 40 per cent. Where admissions are based on keen competition, the attrition rate is 10 per cent or less.

FUTURE OUTLOOK: High schools are tightening their academic standards, insisting upon greater effort by students, and teaching the techniques of note-taking, effective studying, and library use. Such measures will inevitably better the chances of students when they reach college. Better testing and counseling programs should help, by guiding less-able students away from institutions where they'll be beyond their depth and into institutions better suited to their abilities and needs. Growing popular acceptance of the two-year college concept will also help, as will the adoption of increasingly selective admissions procedures by four-year colleges and universities.

Parents can help by encouraging activities designed to find the right academic spot for their children; by recog-

nizing their children's strengths and limitations; by creating an atmosphere in which children will be encouraged to read, to study, to develop curiosity, to accept new ideas.

Poor motivation: Students drop out of college "not only because they lack ability but because they do not have the motivation for serious study," say persons who have studied the attrition problem. This aspect of students' failure to finish college is attracting attention from educators and administrators both in colleges and in secondary schools.

FUTURE OUTLOOK: Extensive research is under way to determine whether motivation can be measured. The "Personal Values Inventory," developed by scholars at Colgate University, is one promising yardstick, providing information about a student's long-range persistence, personal self-control, and deliberateness (as opposed to rashness). Many colleges and universities are participating in the study, in an effort to establish the efficacy of the tests. Thus far, report the Colgate researchers, "the tests have successfully differentiated between over- and under-achievers in every college included in the sample."

Parents can help by their own attitudes toward scholastic achievement and by encouraging their children to



develop independence from adults. "This, coupled with the reflected image that a person acquires from his parents—an image relating to persistence and other traits and values—may have much to do with his orientation toward academic success," the Colgate investigators say.

Money: Most parents think they know the cost of sending a child to college. But, a recent survey shows, relatively few of them actually do. The average parent, the survey disclosed, underestimates college costs by roughly 40 per cent. In such a situation, parental savings for college purposes often run out quickly—and, unless the student can fill the gap with scholarship aid, a loan, or earnings from part-time employment, he drops out.

FUTURE OUTLOOK: A surprisingly high proportion of financial dropouts are children of middle-income, not low-income, families. If parents would inform themselves fully about current college costs—and reinform themselves periodically, since prices tend to go up—a substantial part of this problem could be solved in the future by realistic family savings programs.

Other probabilities: growing federal and state (as well as private) scholarship programs; growing private and governmental loan programs.

Jobs: Some students, anxious to strike out on their own, are lured from college by jobs requiring little skill but offering attractive starting salaries. Many such students may have hesitated about going to college in the first place and drop out at the first opportunity.

FUTURE OUTLOOK: The lure of jobs will always tempt some students, but awareness of the value of completing college—for lifelong financial gain, if for no other reason—is increasing.

Emotional problems: Some students find themselves unable to adjust to college life and drop out as a result. Often such problems begin when a student chooses a college that's "wrong" for him. It may accord him too much or too little freedom; its pace may be too swift for him, resulting in frustration, or too slow, resulting in boredom; it may be "too social" or "not social enough."

FUTURE OUTLOOK: With expanding and more skillful guidance counseling and psychological testing, more students can expect to be steered to the "right" college environment. This won't entirely eliminate the emotional-maladjustment problem, but it should ease it substantially.

Marriage: Many students marry while still in college but fully expect to continue their education. A number do go on (sometimes wives withdraw from college to earn money to pay their husbands' educational expenses). Others have children before graduating and must drop out of college in order to support their family.

FUTURE OUTLOOK: The trend toward early marriage shows no signs of abating. Large numbers of parents openly or tacitly encourage children to go steady and to marry at an early age. More and more colleges are provid-



ing living quarters for married undergraduate students. Some even have day-care facilities for students' young children. Attitudes and customs in their "peer groups" will continue to influence young people on the question of marrying early; in some groups, it's frowned upon; in others, it's the thing to do.

COLLEGES AND UNIVERSITIES are deeply interested in finding solutions to the attrition problem in all its aspects. Today, at many institutions, enrollment resembles a pyramid: the freshman class, at the bottom, is big; the sophomore class is smaller, the junior class still smaller, and the senior class a mere fraction of the freshman group. Such pyramids are wasteful, expensive, inefficient. They represent hundreds, sometimes thousands, of personal tragedies: young people who didn't make it.

The goal of the colleges is to change the pyramid into a straight-sided figure, with as many people graduating as enter the freshman class. In the college of tomorrow, the sides will not yet have attained the perfect vertical, but—as a result of improved placement, admissions, and academic practices—they should slope considerably less than they do now.

What will college have done for them?

IF YOUR CHILDREN are like about 33 per cent of today's college graduates, they will not end their formal education when they get their bachelor's degrees. On they'll go—to graduate school, to a professional school, or to an advanced technological institution.

There are good reasons for their continuing:

► In four years, nowadays, one can only begin to scratch the surface of the body of knowledge in his specialty. To teach, or to hold down a high-ranking job in industry or government, graduate study is becoming more and more useful and necessary.

► Automation, in addition to eliminating jobs in unskilled categories, will have an increasingly strong effect on persons holding jobs in middle management and middle technology. Competition for survival will be intense. Many students will decide that one way of competing advantageously is to take as much formal education beyond the baccalaureate as they can get.

► One way in which women can compete successfully with men for high-level positions is to be equipped with a graduate degree when they enter the job market.

► Students heading for school-teaching careers will increasingly be urged to concentrate on substantive studies in their undergraduate years and to take methodology courses in a postgraduate schooling period. The same will be true in many other fields.

► Shortages are developing in some professions, *e.g.*, medicine. Intensive efforts will be made to woo more top undergraduates into professional schools, and opportunities in short-supplied professions will become increasingly attractive.

► "Skills," predicts a Presidential committee, "may become obsolete in our fast-moving industrial society. Sound education provides a basis for adjustment to constant and abrupt change—a base on which new skills may be built." The moral will not be lost on tomorrow's students.

In addition to having such practical motives, tomorrow's students will be influenced by a growing tendency to expose them to graduate-level work while they are still undergraduates. Independent study will give them a taste of the intellectual satisfaction to be derived from learning on their own. Graduate-style seminars, with their stimulating give-and-take of fact and opinion, will exert a strong

appeal. As a result, for able students the distinction between undergraduate and graduate work will become blurred and meaningless. Instead of arbitrary insistence upon learning in two-year or four-year units, there will be more attention paid to the length of time a student requires—and desires—to immerse himself in the specialty that interests him.

AND EVEN with graduate or professional study, education is not likely to end for your children.

Administrators in the field of adult education—or, more accurately, "continuing education"—expect that within a decade the number of students under their wing will exceed the number of undergraduates in American colleges and universities.

"Continuing education," says Paul A. McGhee, dean of New York University's Division of General Education (where annually some 17,000 persons enroll in around 1,200 non-credit courses) "is primarily the education of the already educated." The more education you have, the more you are likely to want. Since more and more people will go to college, it follows that more and more people will seek knowledge throughout their lives.

We are, say adult-education leaders, departing from the old notion that one works to live. In this day of automation and urbanization, a new concept is emerging: "time," not "work," is the paramount factor in people's lives. Leisure takes on a new meaning: along with golf, boating,



and partying, it now includes study. And he who forsakes gardening for studying is less and less likely to be regarded as the neighborhood oddball.

Certain to vanish are the last vestiges of the stigma that has long attached to "night school." Although the concept of night school as a place for educating only the illiterate has changed, many who have studied at night—either for credit or for fun and intellectual stimulation—have felt out of step, somehow. But such views are obsolescent and soon will be obsolete.

Thus far, American colleges and universities—with notable exceptions—have not led the way in providing continuing education for their alumni. Most alumni have been forced to rely on local boards of education and other civic and social groups to provide lectures, classes, discussion groups. These have been inadequate, and institutions of higher education can be expected to assume unprecedented roles in the continuing-education field.

Alumni and alumnae are certain to demand that they take such leadership. Wrote Clarence B. Randall in *The New York Times Magazine*: "At institution after institution there has come into being an organized and articulate group of devoted graduates who earnestly believe . . . that the college still has much to offer them."

When colleges and universities respond on a large scale to the growing demand for continuing education, the variety of courses is likely to be enormous. Already, in institutions where continuing education is an accepted role, the range is from space technology to existentialism to funeral direction. (When the University of California offered non-credit courses in the first-named subject to engineers and physicists, the combined enrollment reached 4,643.) "From the world of astronauts, to the highest of ivory towers, to six feet under," is how one wag has described the phenomenon

SOME OTHER LIKELY FEATURES of your children, after they are graduated from tomorrow's colleges:

► They'll have considerably more political sophistication than did the average person who marched up to get a diploma in their parents' day. Political parties now have active student groups on many campuses and publish material beamed specifically at undergraduates. Student-government organizations are developing sophisticated procedures. Nonpartisan as well as partisan groups, operating on a national scale, are fanning student interest in current political affairs.

► They'll have an international orientation that many of their parents lacked when they left the campuses. The presence of more foreign students in their classes, the emphasis on courses dealing with global affairs, the front pages of their daily newspapers will all contribute to this change. They will find their international outlook useful: a recent government report predicts that "25 years from now, one college graduate in four will find at least part of

his career abroad in such places as Rio de Janeiro, Dakar, Beirut, Leopoldville, Sydney, Melbourne, or Toronto."

► They'll have an awareness of unanswered questions, to an extent that their parents probably did not have. Principles that once were regarded (and taught) as incontrovertible fact are now regarded (and taught) as subject to constant alteration, thanks to the frequent toppling of long-held ideas in today's explosive sciences and technologies. Says one observer: "My student generation, if it looked at the world, didn't know it was 'loaded'. Today's student has no such ignorance."

► They'll possess a broad-based liberal education, but in their jobs many of them are likely to specialize more narrowly than did their elders. "It is a rare bird today who knows all about contemporary physics and all about modern mathematics," said one of the world's most distinguished scientists not long ago, "and if he exists, I



haven't found him. Because of the rapid growth of science it has become impossible for one man to master any large part of it; therefore, we have the necessity of specialization."

► Your daughters are likely to be impatient with the prospect of devoting their lives solely to unskilled labor as housewives. Not only will more of tomorrow's women graduates embark upon careers when they receive their diplomas, but more of them will keep up their contacts with vocational interests even during their period of child-rearing. And even before the children are grown, more of them will return to the working force, either as paid employees or as highly skilled volunteers.

DEPENDING UPON THEIR OWN OUTLOOK, parents of tomorrow's graduates will find some of the prospects good, some of them deplorable. In essence, however, the likely trends of tomorrow are only continuations of trends that are clearly established today, and moving inexorably.

Who will pay—and how?

WILL YOU BE ABLE to afford a college education for your children? The tuition? The travel expense? The room rent? The board?

In addition:

Will you be able to pay considerably more than is written on the price-tags for these items?

The stark truth is that you—or somebody—must pay, if your children are to go to college and get an education as good as the education you received.

HERE is where colleges and universities get their money:

From taxes paid to governments at all levels: city, state, and federal. Governments *now* appropriate an estimated \$2.9 billion in support of higher education every year. *By 1970* government support will have grown to roughly \$4 billion.

From private gifts and grants. These *now* provide nearly \$1 billion annually. *By 1970* they must provide about \$2.019 billion. Here is where this money is likely to come from:

Alumni	\$ 505,000,000 (25%)
Non-alumni individuals	505,000,000 (25%)
Business corporations	505,000,000 (25%)
Foundations	262,000,000 (13%)
Religious denominations	242,000,000 (12%)
Total voluntary support, 1970..	\$2,019,000,000

From endowment earnings. These *now* provide around \$210 million a year. *By 1970* endowment will produce around \$333 million a year.

From tuition and fees. These *now* provide around \$1.2 billion (about 21 per cent of college and university funds). *By 1970* they must produce about \$2.1 billion (about 23.5 per cent of all funds).

From other sources. Miscellaneous income *now* provides around \$410 million annually. *By 1970* the figure is expected to be around \$585 million.

These estimates, made by the independent Council for Financial Aid to Education*, are based on the "best available" estimates of the expected growth in enrollment in America's colleges and universities: from slightly less than 4 million this year to about 6.4 million in the

academic year 1969-70. The total income that the colleges and universities will require in 1970 to handle this enrollment will be on the order of \$9 billion—compared with the \$5.6 billion that they received and spent in 1959-60.

WHO PAYS?

VIRTUALLY EVERY SOURCE of funds, of course—however it is labeled—boils down to you. Some of the money, you pay directly: tuition, fees, gifts to the colleges and universities that you support. Other funds pass, in a sense, through channels—your church, the several levels of government to which you pay taxes, the business corporations with which you deal or in which you own stock. But, in the last analysis, individual persons are the source of them all.

Hence, if you wished to reduce your support of higher education, you could do so. Conversely (as is presumably the case with most enlightened parents and with most college alumni and alumnae), if you wished to increase it, you could do that, also—with your vote and your check-book. As is clearly evident in the figures above, it is essential that you substantially increase both your direct and your indirect support of higher education between now and 1970, if tomorrow's colleges and universities are to give your children the education that you would wish for them.

THE MONEY YOU'LL NEED

SINCE IT REQUIRES long-range planning and long-range voluntary saving, for most families the most difficult part of financing their children's education is paying the direct costs: tuition, fees, room, board, travel expenses.

These costs vary widely from institution to institution. At government-subsidized colleges and universities, for



*To whose research staff the editors are indebted for most of the financial projections cited in this section of their report. CFAE statisticians, using and comparing three methods of projection, built their estimates on available hard figures and carefully reasoned assumptions about the future.

example, tuition fees for state residents may be nonexistent or quite low. At community colleges, located within commuting distance of their students' homes, room and board expenses may consist only of what parents are already paying for housing and food. At independent (non-governmental) colleges and universities, the costs may be considerably higher.

In 1960-61, here is what the *average* male student spent at the *average* institution of higher education, including junior colleges, in each of the two categories (public and private):

	Public Institutions	Private Institutions
Tuition.....	\$179	\$ 676
Board	383	404
Room	187	216
Total	\$749	\$1,296

These, of course, are "hard-core" costs only, representing only part of the expense. The *average* annual bill for an unmarried student is around \$1,550. This conservative figure, provided by the Survey Research Center at the University of Michigan for the U.S. Office of Education, does not include such items as clothing. And, as we have attempted to stress by italicizing the word "*average*" wherever it appears, the bill can be considerably higher, as well as somewhat lower. At a private college for women (which is likely to get relatively little money from other sources and must therefore depend heavily upon tuition income) the hard-core costs alone may now run as high as \$2,600 per year.

Every parent must remember that costs will inevitably rise, not fall, in the years ahead. In 1970, according to one estimate, the cost of four years at the *average* state university will be \$5,800; at the *average* private college, \$11,684.

HOW TO AFFORD IT?

SUCH SUMS represent a healthy part of most families' resources. Hard-core costs alone equal, at public institutions, about 13 per cent of the average American family's annual income; at private institutions, about 23 per cent of average annual income.

How do families afford it? How can *you* afford it?

Here is how the typical family pays the current average bill of \$1,550 per year:

Parents contribute	\$950
Scholarships defray	130
The student earns	360
Other sources yield	110

Nearly half of all parents begin saving money for their children's college education well before their children are ready to enroll. Fourteen per cent report that they borrow money to help meet college costs. Some 27 per cent take on extra work, to earn more money. One in five mothers does additional work in order to help out.

Financing the education of one's children is obviously,

for many families, a scramble—a piecing-together of many sources of funds.

Is such scrambling necessary? The question can be answered only on a family-by-family basis. But these generalizations do seem valid:

► Many parents *think* they are putting aside enough money to pay most of the costs of sending their children to college. But most parents seriously underestimate what these costs will be. The only solution: Keep posted, by checking college costs periodically. What was true of college costs yesterday (and even of the figures in this report, as nearly current as they are) is not necessarily true of college costs today. It will be even less true of college costs tomorrow.

► If they knew what college costs really were, and what they are likely to be in the years when their children are likely to enroll, many parents *could* save enough money. They would start saving earlier and more persistently. They would gear their family budgets to the need. They would revise their savings programs from time to time, as they obtained new information about cost changes.

► Many parents count on scholarships to pay their children's way. For upper-middle-income families, this reliance can be disastrous. By far the greatest number of scholarships are now awarded on the basis of financial need, largely determined by level of family income. (Colleges and other scholarship sources are seriously concerned about the fact, indicated by several studies, that at least 100,000 of the country's high-school graduates each year are unable to attend college, primarily for financial reasons.) Upper-middle-income families are among those most seriously affected by the sudden realization that they have failed to save enough for their children's education.

► Loan programs make sense. Since going to college sometimes costs as much as buying a house (which most families finance through long-term borrowing), long-term





repayment of college costs, by students or their parents, strikes many people as highly logical.

Loans can be obtained from government and from private bankers. Just last spring, the most ambitious private loan program yet developed was put into operation: United Student Aid Funds, Inc., is the backer, with headquarters at 420 Lexington Avenue, New York 17, N.Y. It is raising sufficient capital to underwrite a reserve fund to endorse \$500 million worth of long-term, low-interest bank loans to students. Affiliated state committees, established by citizen groups, will act as the direct contact agencies for students.

In the 1957-58 academic year, loans for educational purposes totaled only \$115 million. Last year they totaled an estimated \$430 million. By comparison, scholarships from all sources last year amounted to only \$160 million.

IS THE COST TOO HIGH?

HIGH AS THEY SEEM, tuition rates are bargains, in this sense: They do not begin to pay the cost of providing a college education.

On the national average, colleges and universities must receive between three and four additional dollars for every one dollar that they collect from students, in order to provide their services. At public institutions, the ratio of non-tuition money to tuition money is greater than the average: the states typically spend more than \$700 for every student enrolled.

Even the gross cost of higher education is low, when put in perspective. In terms of America's total production of goods and services, the proportion of the gross national product spent for higher education is only 1.3 per cent, according to government statistics.

To put salaries and physical plant on a sound footing, colleges must spend more money, in relation to the gross national product, than they have been spending in the past. Before they can spend it, they must get it. From what sources?

Using the current and the 1970 figures that were cited earlier, tuition will probably have to carry, on the average, about 2 per cent more of the share of total educational costs than it now carries. Governmental support, although increasing by about a billion dollars, will actually carry about 7 per cent less of the total cost than it now does. Endowment income's share will remain about the same as at present. Revenues in the category of "other sources" can be expected to decline by about .8 per cent, in terms of their share of the total load. Private gifts and grants—from alumni, non-alumni individuals, businesses and unions, philanthropic foundations, and religious denominations—must carry about 6 per cent more of the total cost in 1970, if higher education is not to founder.

Alumnae and alumni, to whom colleges and universities must look for an estimated 25 per cent (\$505 million) of such gifts: please note.

CAN COLLEGES BE MORE EFFICIENT?

INDUSTRIAL COST ACCOUNTANTS—and, not infrequently, other business men—sometimes tear their hair over the "inefficiencies" they see in higher education. Physical facilities—classrooms, for example—are in use for only part of the 24-hour day, and sometimes they stand idle for three months in summertime. Teachers "work"—i.e., actually stand in the front of their classes—for only a fraction of industry's 40-hour week. (The hours devoted to preparation and research, without which a teacher would soon become a purveyor of dangerously outdated misinformation, don't show on formal teaching schedules and are thus sometimes overlooked by persons making a judgment in terms of business efficiency.) Some courses are given for only a handful of students. (What a waste of space and personnel, some cost analysts say.)

A few of these "inefficiencies" are capable of being curbed, at least partially. The use of physical facilities is being increased at some institutions through the provision of night lectures and lab courses. Summer schools and year-round schedules are raising the rate of plant utilization. But not all schools are so situated that they can avail themselves of even these economies.

The president of the Rochester (N.Y.) Chamber of Commerce observed not long ago:

"The heart of the matter is simply this: To a great extent, the very thing which is often referred to as the 'inefficient' or 'unbusinesslike' phase of a liberal arts college's operation is really but an accurate reflection of its true essential nature . . . [American business and industry] have to understand that much of liberal education which is urgently worth saving cannot be justified on a dollars-and-cents basis."

In short, although educators have as much of an obligation as anyone else to use money wisely, you just can't run a college like a railroad. Your children would be cheated, if anybody tried.

In sum:

WHEN YOUR CHILDREN go to college, what will college be like? Their college will, in short, be ready for them. Its teaching staff will be competent and complete. Its courses will be good and, as you would wish them to be, demanding of the best talents that your children possess. Its physical facilities will surpass those you knew in your college years. The opportunities it will offer your children will be limitless.

If.

That is the important word.

Between now and 1970 (a date that the editors arbitrarily selected for most of their projections, although the date for your children may come sooner or it may come later), much must be done to build the strength of America's colleges and universities. For, between now and 1970, they will be carrying an increasingly heavy load in behalf of the nation.

They will need more money—considerably more than is now available to them—and they will need to obtain much of it from you.

They will need, as always, the understanding by thoughtful portions of the citizenry (particularly their own alumni and alumnae) of the subtleties, the sensitiveness, the fine balances of freedom and responsibility without which the mechanism of higher education cannot function.

They will need, if they are to be of highest service to your children, the best aid which you are capable of giving as a parent: the preparation of your children to value things of the mind, to know the joy of meeting and overcoming obstacles, and to develop their own personal independence.

Your children are members of the most promising American generation. (Every new generation, properly, is so regarded.) To help them realize their promise is a job to which the colleges and universities are dedicated. It is their supreme function. It is the job to which you, as parent, are also dedicated. It is *your* supreme function.

With your efforts and the efforts of the college of tomorrow, your children's future can be brilliant. If.



"The College of Tomorrow"

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CLASS NOTES

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1919

CORRESPONDENT: Mrs. Enos B. Comstock (Juline Warner), 176 Highwood Ave., Leonia, N. J.

Retirement has lured both *Mary Robinson* and *Harriet Rogers Van Wagner* to Whidbey Island, Puget Sound, Washington — Mary to Freeland and Harriet to Langley. Both write of the beauty of sky and landscape and of enjoying the panorama of boats, birds and natural scenery. Mary hopes to see the World's Fair in April and May, then perhaps "leave for the vacuum that some of the hordes will create when they trek to the west coast." Harriet is hoping that College friends will come her way when they visit nearby Seattle. Her son Frank, a staff engineer in electronics, was transferred from the IBM plant in Poughkeepsie to San Jose, Calif., near enough for a summer visit. *Marion Kofsky Harris* and husband Frank, after a winter in her old Hartford home with her brother George, are returning to Washington, D. C., where winters are less severe. *Madeline Rowe Blue* works part time at the East Liverpool, Ohio library, where, when school is out and the teen-agers pour in, Madeline reports: "All that is missing is Dick Clark."

In February *Alison Hastings Thomson*, in Melbourne Beach, Florida, enjoyed a visit from *Winona Young*, who with her sister-in-law was in West Palm Beach setting up a new house which her nephew has just bought for his family. Her brother, Frank Young, died at Christmas time. *Helen Gough* is so far recovered that she can drive her car again. Alison adds that her daughter Alison and family are now in Madison, Conn. looking forward to a summer on the Sound and that her granddaughter Alison is becoming interested in poetry. *Dorothy Peck* went to visit *Helen Gough* while in Clearwater the last of March.

Jean Savin Hawley and her retired husband have bought another house in Amherst, Mass., having found that the apartment which they used for five years was too small for all the family reunions. Son Gene, now teaching in Portsmouth, N. H. with his wife, son and daughter is near for frequent visits. Her daughter Barbara, whose husband owns radio station WQDY, has six children and lives in Calais, Me. Daughter Janice with one daughter still lives in Hialeah, Fla. The Hawleys spend their summers in their old house in Georgetown, Me. *Cora Neillan Henrici* of New London has recently heard from *Dorothy Lufkin* and *Mildred Wells Colby*. Mr. Henrici is now retired from the Electric Boat Co. They have two children: Edward and Barbara Henrici Ackerman, and six grandchildren.

1921

CORRESPONDENT: Mrs. Ruth Bassett (Ruth McCollum) 8 Lupine Rd., Danvers, Mass.

In Memoriam

MARJORIE STONE DONALDSON '32

We were pleased to hear from Dr. Helen Todd, our friendly College physician during the early years, who has always taken great interest in the College and the graduates. For many years she had a home in Quaker Hill and on occasion helped the present physician in the infirmary. Dr. Todd writes: "My sister and I sold our house last March and moved to our native city of Meriden, becoming residents of the Bradley Home, said to be one of the best in the country . . . We are thankful to be here as we were not physically able to care for home and could not get good help. There are quite a few CC girls in this section and they have invited me to their meetings which I have thoroughly enjoyed. I've transferred AAUW membership and have been cordially welcomed. We have also brought our letters to the First Congregational Church which we like."

1924

CORRESPONDENT: Mrs. David North (Helen Douglass) Box 1718, New Haven, Conn.

Instead of taking a Florida vacation this year, *Marie Jester Watrous* is taking off for Europe, sailing on Mar. 29 and being gone until about May 20. A friend from Boston and she are to tour seven countries. *Virginia Hays Fisher* is still very involved ("too much so") in garden club activities. Last spring she and Irving went to the West Coast for a visit and then on to Hawaii, where she attended the Annual Meeting of the Garden Club of America, which she enjoyed tremendously. She has "joined the group of fatuous grandparents" with an 18-month-old granddaughter. Her son George and his wife, both geologists, live near Washington. George hopes to achieve his Ph.D. from Johns Hopkins this year. *Olivia Johnson*, with a small but congenial staff, is still enjoying being librarian of the Wilton Library, which serves a lively and interesting community. Olivia is a "moderately active" member of the League of Women Voters. *Dotha White*, head of the New Britain Library, is also president this year of the Conn. Library Association and is said to have "presided with ease and grace over a regional library meeting this fall in Stamford." To escape the cold of Connecticut, *Glo Hollister Anable* is spending several weeks in Antigua where she is "birding, shelling, photographing, and sailing with friends who have a small but lively ketch." She and Tony expect to

return to Long Ridge about the middle of March. In March *Betty Holmes Baldwin* and her husband are going to California by train and plan to stop off in Utah to see Hal and *Bobbie Kent Kepner*. They also plan to have a weekend with *Catts Holmes* and attend a conference in Los Angeles. Hal and *Dot Brockett Terry* of Houston are to be in Connecticut in May and en route plan to visit their daughter Martha and son-in-law William Whitehead, who is to give a graduate recital at the Curtis Institute of Music, where he has been studying for two years with Alexander McCurdy. While in Bethlehem, Pa., the Terrys are going to attend the Bach Festival of Music, in which Martha will have a part. Dot's oldest daughter Betty and her family from Austin, Texas are also to be visiting in Connecticut in the summer at her grandfather's home which was built with his 1849 California gold. Using his experiences and the tales from his '49 letters as the basis of her thesis, Betty earned her Master's degree last year.

From *Marion Armstrong*: "I have no husband to complain about, no children who are in the news, no grandchildren to brag about. I'm employed; education is my job and I manage to keep busy. In the guidance field, there is no spare time. I manage to belong to service groups, community welfare organizations, and feel that I am a useful member of society, but have done nothing spectacular or newsworthy."

Our deepest sympathy is extended to *Elinor Hunken Torpey* and her daughter Janet '56 on the loss of husband and father John, who died very suddenly on Feb. 27.

Our deepest sympathy is extended to *Josephine Burnham Ferguson*, who lost her husband in September. Jo is now making her home in Silver Spring, Md.

1925

CORRESPONDENT: Mrs. Edmund J. Bernard (Mary Auwood), Tres Palmas 9, 312 So. Orange Ave., Scottsdale, Ariz.

Evelyn Avery Lawson has a new granddaughter born last August. *Theima Burnham* went to Hawaii last summer, visiting four of those delightful islands. She is still with the Connecticut Bank and Trust Co. in Hartford. Recently she moved from her large apartment into one half as big and loves it. She is making plans to go to Italy, Spain and Portugal towards the end of April. *Emily Warner* moved to Watertown, N. Y. in August, where she is Executive Director of the YWCA. She is enjoying her work and the community very much and is one of four CC alumnae in Watertown. Emily was hoping to be able to return to College for Alumnae Council early in March, travelling by car with Lyda Chatfield Sudduth '27.

Sarah Crawford Maschal writes: "1961 was a wonderful year for us — cruising on a 45' schooner with friends . . . Then in mid-August to [Europe] . . . Paris for a

few days only, then Switzerland for a month . . . A week in Germany with our daughter Sara Jane and her family, the Rhine journey, Luxembourg, a week in Holland and then home on the Rotterdam. Two months in all."

1927

CORRESPONDENT: Mrs. L. B. Gatchell (Connie Noble), 6 The Fairway, Upper Montclair, N. J.

Helen Tatum (Muth) Winslow, mother of our Class Baby, is living in Sparta, N. J. near her farm which she visits daily. The Baby, Celestia Denniston Muth, named for our classmate, *Celeste Denniston Hoffman*, is now Mrs. Lathrop Mitchell. She helps at the Lansdowne Friends School, which her son David attends; daughter Gail has already moved on to Junior High.

Alice Cronbach Uchitelle's daughter, recently married to a Harvard Medical School student, is teaching in Newton, Mass. Of her three sons, one is a lawyer in St. Louis, one an editor in Chicago, and one a reporter with the Associated Press. *Mary Wilcox Cross* has moved to Nashotah House, Wis., an Episcopal Theological Seminary, where her husband is a member of the faculty. Their son Paul, married last June, lives in Miami. Mary wrote *Bob Tracy Coogan*: "Paul and Beth hope to go to South America as missionaries next year." Daughter Judy is a nurse at University Hospital, Madison, Wis.; Anne is at Hollins College, Va. *Faff Williams Wood* says: "My best news is the arrival of a grandson, William Wood Gardiner." She took care of little Lee while Betsy was in the hospital, and then she flew to Rochester to spend a week with Eleanor and her family.

Mildred Dunham Smith serves on committees of church and garden club. She has a 2-year-old grandchild and a son who has just graduated from Yale. Both Mildred and *Laura Drake Langmuir* have added memories of Europe to those they made in College days.

Sue Chittenden Cunningham and Ted flew to Japan in April. She said: "About 107 Senior Analysts were aboard the chartered plane. I was a delegate to business conferences there and in Hong Kong." In preparation, Sue took two advanced courses in Money at NYU and kept fit by bowling; she won the award. In February Sue talked to an Investment Club in Scarsdale on the Stock Market and impressed her audience with "Fashions" displayed by her Stock Charts. Son Jack is a freshman at Union. *Annie Clark Hill* is busy on the library board and loves her work. Her son is the same age as Sue's and doing well at college. Her daughter Connie is the mother of a 2-year-old.

Ruth Hitchcock Walcott boasts about a grandchild, too. She works at the YWCA in various capacities, mostly hostessing. *Natalie Benson Manley*, grandmother of six, is a volunteer at the hospital where she arranges flowers, pushes bookcarts, and delivers get-well cards to patients. *Frances Fletcher (Learned) Brydon*, as you can see, has a new husband; also a lovely home with a picture window that frames Pacific waves. *Kitty Sembrada Conise* has built herself a small but attractive house

in Albuquerque, N. M. and is happily occupied with interior decoration. *Peg Rich Ruley* and Bill built a house in Boca Raton, Fla. They play golf and tennis every week. Recently Peg passed her Real Estate Board test and she is now showing houses to prospective buyers. Son Bill is a sophomore at the University of Florida. *Winnie Maynard Wright* and Gordon bought a home only two streets away from the Raleys; they enjoy an occasional foursome of bridge. On weekends they go "beaching" or fishing. Winnie is a part-time secretary with a local company. The Wrights' son, Cornell '56, is working for an accountant and plans to take his State CPA exams soon. His sister is a junior at Florida State University.

Lois Bridge Ellis visited her daughter and three grandchildren in Palo Alto this spring. Her son Dick is active on the Board of Education in Connecticut. He has four sons. *Frannie Jones Stremmlau* says she is "general factotum" in Wethersfield Library. Her Sally is at Southern Seminary Junior College in Buena Vista, not at CC as previously announced. Her son is a freshman at Watkinson School, Hartford. *Connie Delagrange Roux* has moved back to Stonington, Conn. and teaches in Westerly, R. I., only 6 miles away. She and *Frances Joseph* see each other on Sundays in church. Frances wrote: "Our column is delightful. It's such fun to get reports from classmates we have not seen in years. Readers, write." *Marguerite Olmstead Williams*, in the Fairfield, Conn. school system, has a daughter Laura in high school.

The CC Club of N. J., Essex County, is launching a project to benefit our Alma Mater. Competitive "Table Fashions" displayed by many shops and organizations will elicit great publicity for our College, too. Behind the scenes, I'm acting writer-photographer. Also I'm on the Mayor's Planning Committee, heading a townwide photo-contest to provide new postcards for Montclair. June completes my 2-year term of office as Travel Director in the Woman's Club, also as Chairman of Publications at church.

Our sympathy goes to *Dorothy (Red) Harris Clark* on the loss of her husband.

1928

CORRESPONDENT: Leila Stewart, 517 Adams St. SE, Huntsville, Ala.

"Kinky" *Quebman's* son Jack is a sophomore at Hobart College in Geneva, N. Y., and her daughter Carol and family are living in Lexington, Mass. All were home for Christmas. Kinky writes that *Betty Gordon Van Law's* daughter Judy, a CC graduate, is now teaching 3rd grade in Great Neck, L. I. Cynthia, the older daughter, her husband and baby live in Haltey, Quebec, and the Van Laws planned to go there for Christmas. *Edna Somers* has just returned from a 6-week trip to Europe on business for her firm, Jordan Marsh of Boston. She reports it most enjoyable, since for once it was free of strain and the usual responsibilities such as cameramen and models for a subsequent TV show. Her itinerary included Spain, Italy, France, England, and Portugal. She returned to her usual heavy

schedule for spring but sounded relaxed and ready to go. She has a truly busy but interesting life.

We owe a vote of thanks to *Dot Ayers Buckley* for compiling the list of 1928 and their addresses which she sent to each of us with the copy of *Honey Lou Rogers'* poem which she read at our last reunion. Dot has been appointed chairman of 1928 Class Fund Agents through June, 1962.

Your correspondent's activities have been few lately, but after Christmas I undertook some remodeling of my abode, enclosed a long porch to add another room which is a joy. I did recently manage to meet with a group organizing a Women's Republican Club in Huntsville. Before our group became organized, Alabama and Alaska had the questionable distinction of being the only states without Federated Women's Republican Clubs.

Grace Bigelow Churchill writes of a hurried trip to Houston due to the illness of her daughter after the birth of a second child, and of a second trip with her husband, their usual annual visit, in January. Grace enclosed a clipping telling of the death of John Thompson Porter, husband of *Florine Dimmock Porter*, on Jan. 1. We extend our deep sympathy to Florine.

1929

CORRESPONDENT: Mrs. A. D. Murch (Beth Houston), 720 Luckystone Ave., St. Louis 22, Mo.

The coverage this time is from the New England zone. At the time of our reunion, *Carolyn Terry Baker* and her husband were in Bermuda. Bob is vice-president of manufacturing for Anaconda-American Brass Co. in Waterbury. One son, Terry, is now with IBM in Omaha, Neb. Don, the other son, having graduated in 1961 from Dartmouth, is now taking a graduate course in Civil Engineering. Since Terry's husband does considerable traveling, she has an opportunity to get in some exceptional trips. As the result of one such trek to Mexico City and Acapulco last year, the Bakers are studying Spanish one night a week this winter. While in Maine last July, Terry talked to *Dorothy Thayer White* by phone. Both Bob and Terry attended the 50th Anniversary Celebration. *Gladys Spears Albrecht's* husband Lewis is a tool designer. One son, Ronald, a graduate of Univ. of Vermont, is a 1st Lt. in the Air Force living with his family for three years in England. Daughter Marilyn works for Aetna Insurance of Hartford, is married, and lives in Unionville, Conn. Eugene is a sophomore at his brother's university. Gladys has had diversified experiences as a teacher in a one-room school house, as a clerk in the famous Country Store of Weston, Vt., and as secretary for the Springfield Bi-Centennial Celebration. She and Lewis enjoyed a wonderful vacation last summer in Nova Scotia. *Frances McElfresh Perry* was expecting a visit in March from *Kay Capen Cook*. "Fish" and her husband were leaving the end of March for a two months' vacation in Greece and Italy with stopovers in Istanbul and Vienna.

Janet Boomer Barnard attended a recent dinner for Miss Park at which she saw *Frances Hubbard*. Jan hears occasionally

from *Mary Slayter Solenberger*, who has a very scientifically-minded son. At the time of writing, Jan was involved in the CC Spring Tea for some seventy prospective students. Her older daughter Anne is hoping to enter Connecticut this fall. Tim, Jan's second son, may end up in one of the colleges in Connecticut. When Jan takes son Bruce back to school at Litchfield, she visits with *Pat Hine Myers*, who now belongs to the "S.O.G.'s — Silly Old Grandmothers." Pat's daughter Gail, ex CC, is the new mother. Linda, the second daughter, is working for IBM in NYC. Pat, Fish and Zeke met *Becky Rau* for lunch in Northampton last summer. *Frances Hall Staples* and her surgeon husband had a wonderful three-week vacation during the winter at Naples, Fla. *Polly Seavey Lee* spent some time with them. Polly's daughter will be married in June after her graduation from Smith. Fran was grandmother for the 6th time recently — number 7 due in June. Her only daughter, Ann, is a sophomore at Connecticut and loves it.

Corrections for your directory: *Madelin Bartlett* is at home in West Hartford taking care of her father. *E. Elizabeth "Zeke" Speirs* has an M.A. in Education, not Mathematics. *Eleanor Hogan Cronin's* husband is a teacher and Eleanor substitutes.

The class extends its sympathy to *Faith Grant Langreth* on the loss of her husband, George, on Feb. 24 after a brief illness.

1931

CO-CORRESPONDENTS: Mrs. Herbert C. Schoof (Dorothy Cluthe), 2730 Picardy Place, Charlotte 9, N. C.

Mrs. Arthur G. Lange (Rosemary Brewer), Somerville Road, Basking Ridge, N. J.

C. B. Rice is Class Agent Chairman of the new fund raising program. *Dot Rose Griswold* is Regional Agent for District #1, *Rosemary Brewer Lange* for District #2, and *Jane King Buss* for District #3. There are nineteen Class Agents to help our class of 155 go over the top.

Ruth Griswold Ferguson is president of the Women's Auxiliary of the Graduate Hospital in Philadelphia and also chairman of the Charity Ball for the same institution. A news clipping of her at the Ball is glamorous and is now in the Scrap Book.

Jane Moore Warner writes: "Have been so pleased with all the news of '31ers." Mac, her eldest son, is a senior at Colgate and in the midst of job interviews as well as filling out Navy applications. Andy is a freshman at the same school. "Allison is living in Newark State School where she has many friends cerebral palsied like herself. It gives her the necessary companionship, and she is near enough so that we get down to see her frequently and have her home for all holidays." Karl Warner is with Eastman Kodak Co. but spends his spare time with the State Cerebral Palsy Assn. and Boy Scouts. Jane is on the Y board and active on 4 committees. They have happily skied in Europe three times, '57, '59 and '61. They go on chartered flights and each time had a week in Weisbaden with Jane's brother who works

for the Air Force. Summers usually find them camping, but this year they have bought a 32' ketch. With two other couples they will cruise Lake Ontario and the St. Lawrence.

Dot and Herb Schoof have just returned from Boca Grande, Fla., a delightful tropical island in the Gulf of Mexico. Here they sunned, swam and fished under really blue skies for a week, a real treat in February.

1932

CORRESPONDENT: Mrs. James G. Masland (Susan W. Comfort), 42 Summit Ave., Chestnut Hill, Philadelphia 18, Pa.

Marion Nichols Arnold writes: "After renting a very pretty furnished house in Malone, N. Y., we are happy to be back in our own home in Skaneateles, from which we had not even moved our furniture." Son Robert graduates this June as an electronic technician from Alfred State Tech, and twin sister Cookie started a one-year practical nursing course this April at Grasslands Hospital near White Plains, N. Y. *Mary Maxson Pearson* and husband Emmet are planning to restore the Clayville Tavern (1834) near Pleasant Plains, Ill. It is an original stage-coach Inn where Lincoln and Douglas are said to have stopped. Mary asks: "Know anyone who has 1834 kitchen equipment or other articles of household interest?" Daughter Mary Lenore is at Southern Illinois Univ., Thomas at Tulane and Ann at Ferry Hall, Lake Forest, Ill.

Jean Richards Schramm has been living in a Washington Square apartment in NYC for two years, but the family "escapes" to Vermont in summer. Her two oldest boys are married, providing Jean's first grandchild; third son Don graduates this June from Dartmouth and has applied for the Peace Corps. Daughter Molly is at Syracuse University and 12-year-old Deb lives at home.

Debby Roud Cutler has daughter Connie at Wheaton and little Bess a 7th grader. *Martha Sater Walker* left May 1 for three weeks in Vienna, Switzerland and London on an Art Gallery chartered plane. She and sister Katharine had three months in Europe in 1961, ending up with their nephew's wedding in a 16th-century Swedish church. Martha says she's still freelance interior decorating and also painting a little.

Mary Elizabeth Wyeth Osher writes: "Norm is a rare prince. We had a stellar trip last September — England, Scandinavia and France. We met each other's friends and shared favorite landmarks. Our first weekend was spent in Cornwall at Antony House where Princess Margaret had recently been a guest in 'my room.' We spent three incredible days with Kirsten Flagstad, a long-time friend of Norm's. She sang just for us one evening. Our last weekend was spent in the Chateau de la Mott with friends in the Loire Valley. My feet have not yet touched the ground." Son Benjie is in California doing his military service and Pamela is occupied in NYC with freelance TV and radio consulting. She'll accompany the Oshers to Europe this summer where the Inter-

national Museums' meeting at The Hague is their objective. Mary Elizabeth says that *Connie Bennett Crail* has bought a new house in Pasadena.

From Stuttgart, Germany comes a letter from *Harriet Smith Harris*, where Brigadier General Harris is presently stationed. Their eldest daughter, CC '60, works in Frankfurt, and their younger daughter is an enthusiastic undergraduate at Randolph Macon. The Harrises hope to be in Germany another year.

Marjorie Stone Donaldson of 511 21st St., Richmond, Ind. died of a stroke on April 9. We extend our sympathy to her husband, her mother and her sons, Michael and Peter.

1933

CORRESPONDENT: Mrs. William R. Comber (Helen Peasley), 1720 York Drive, S. E., Grand Rapids 6, Mich.

Ruth Ferree Wessels is finding her part-time job as a social worker at the Hartford Rehabilitation Center both absorbing and exhausting. She is also a board member for the West Hartford Senior Center of which she was a founder. Ruth's daughter Jane is a freshman at the Univ. of Michigan, as is *Winnie de Forest Coffin's* son Fred. Next summer Ruth is planning to take their 16-year-old Sally to California. Ruth saw the Swan twins this past fall and has never seen two people change less with the years. Ginny and Karl stayed overnight with them after leaving their children at Tabor Academy and Rogers Hall and before returning to Colombia, S. A. Janet spent a weekend with Ruth in November before returning home to Ft. Lauderdale. Ruth was in Toronto last fall and tried every Donald Martin in the phone book but failed to locate *Marge Seymour Martin*.

Red White Cornish, having graduated from Cubs, Brownies and Sunday School teaching, now concentrates on library work. She takes care of the school library one day a week and is a trustee of the municipal library. For her own enjoyment she swims twice a week in a beautiful pool made from a converted greenhouse. Her eldest son Danny is in France for one more year of army duty but was home on a month's leave at Christmas.

1935

CO-CORRESPONDENTS: Mrs. H. Neal Karr (Petey Boomer), 125 Prospect St., Summit, N. J.

Mrs. John B. Forrest (Betty Lou Bozell), 198 Larchmont Ave., Larchmont, N. Y.

MARRIED: *Martha Funkbouser Adamson* to Fred W. Berner on Mar. 20, '61. What a year Martha had in 1961. She travelled with her brother and his wife around the world by air, meeting her mother who travelled by boat at innumerable places en route. Four days after arriving home she was married to a bachelor whom she'd met the year before in a golf foursome, and they spent a month honeymooning in the Bahamas. Martha has three children: two married daughters and a son. A third grandchild arrived in '61. She had been a widow since '48.

Anne Hale Lamprecht is struggling "to get through 7th grade science projects with David 12 and 3rd grade math with Susan 9." Her husband is working full time on a Master's degree in music and Anne is busy with housekeeping and volunteer work. Virginia Diehl Moorhead is in her second year of teaching a class of 19 mentally retarded children. Her husband has a private airport right on the farm with hangar space for 9 planes and a need for more. Bette Gerhart Richards' husband has completed 28 years with Hoffman LaRoche Inc. and is now head of Sales Operations. Her son Parke III is a junior at Princeton, "with a budding interest in the ministry." Judy is a freshman in high school "majoring in band and boys, but still able to make the honor roll as an extra-curricular activity." Bette keeps busy as chairman of volunteers for Red Cross and head of the Fund Drive. She also headed the drive for the Family Service Bureau to a successful high of the agency's 49-year history.

Marty Hickam Fink moved to Mississippi last May, but her new location is only an hour from Mobile. Her husband has a couple of gasoline stations in the area which he is leasing so they may have a few weeks' holiday on the West Coast of Florida in February. "Ru, our older, is at Great Lakes, starting a hitch in the Navy." Albert is at Indiana University, and Marty is considering looking for a part-time job as she has too much time on her hands. Irene Larson Gearing has been teaching kindergarten in Bristol for four years and taking courses in the graduate school at Central Conn. State College. "A fifth year of study is almost completed. Ann is a very busy high school junior and John a lively 2nd grader." Irene keeps busy in the usual ways with chauffeuring high on the list. Virginia King Carver reports a year of celebrations: her parents were honored on their 50th wedding anniversary; her town of Maplewood, N. J. marked its 100th; and the church where Ginny is secretary "conducted a notable year-long celebration of its 150th."

Ruth Lambert Bromberg is "still consulting psychologist for various social agencies and schools, also non-medical research fellow at Chicago Institute for Psychoanalysis." She's active in church and community organizations in Lake Forest. Oldest daughter Susan is a sophomore at Vassar; Peter 18 and Jane 15 are at prep schools in Connecticut; Keith 10 is still at home. Ruth is planning a visit to CC in June when she picks up her children. She represented CC at last year's inauguration of Lake Forest College's new president. Beth Sawyer is "still teaching chemistry in Hartford. Like all high school teachers, we're embroiled in the advanced placement program. In the fall I was sent to the Youth Conference on the Atom (with my top student) in Chicago." Maude Rademan Hickey is elated over the coming marriage of her son Terry to a delightful girl from Greenwich. Terry was graduated from Amherst in '59; Brian is a junior at Dartmouth; and Lynne a junior in prep school, hoping for CC a year from September.

Marjorie Wolfe Gagnon has "only one

chick' at home this year. Her oldest has graduated from college and is working as a personnel assistant at Stern's in New York. Taren, a senior at Beaver, decides on a new career each month. Johnny is at Brown and Jeff due for prep school next year. Marge is president of the Wellesley Newcomers Club and husband John "is apparently in such fine shape that he is going to give up golf and return to tennis."

Margaret Creighton Green (known now as Peg instead of Jerry) and Earl have built a new home in Bar Harbor on the site of the old Joseph Pulitzer house, with a view of Frenchman's Bay and within easy earshot of a foghorn and whistling buoy. She works full time at the Jackson Laboratory in charge of a large number of stocks of mice carrying various genetic mutants, also does some research in developmental genetics. (As official "hostess" to the directors, trustees, wives, and children who descend on her every summer for several days for the annual meetings she outdoes herself.)

Bobbie Hervey flew to Mexico City last Easter for a three-week holiday and plans to spend some time this spring at Holiday Isles in Florida. Ginny King stopped with her overnight when she went to pick up her daughter at camp. Bobbie had lunch with Ruth Worthington Henderson and Jim when they were East last summer. Our sympathy to Bobbie on the death of her mother. Corinne Dewey Walsh's family drove to Tampa, flew to Yucatan and saw the Maya temples and ruins. At home, Corinne has been chairman of the swimming club and on the Board of Directors for two years. Her interests are bowling, bridge, furniture-antique refinishing and Woman's Club; she has two sons in 3rd grade and kindergarten. Daughter Diana will receive her B.S. in nursing at BU in June and has joined the Navy. Son Don is with the Dept. of Internal Revenue in Indiana. Teddy Bear Longo also has a child at BU, a son in his first year of law school. Her daughter lives in Massachusetts and has made Teddy a grandmother twice. Her husband is head golf pro at a country club in Spring Valley, N. Y. They spent three months in California last winter and expect to have a few weeks in Florida this winter. Teddy manages to get some riding in every day, has taken up ceramics and is doing handpainting which is "a surprise to all including me, as I never held a paint brush in my life." Poor health has limited Becky Nims Troland's activities considerably. She has had to be content with part-time teaching, summer teaching in the local high school program and being in charge of English classes for foreign born. She is a member of the Great Books group in AAUW. Son John is a freshman at Mitchell College, younger son Tim an 8th grader with scientific bent.

Barbara Stott Tolman and Hank often see Kay and Dan Curtiss at Yale football games. They had a wonderful evening last winter with Phine and Jim Lumb. Their daughter Nancy is a sophomore at Chatham College in Pittsburgh and Jody is a junior at MacDuffie School for Girls in Springfield, Mass. Gatha Zimmerman Schmid and Edson enjoyed their Fire Island beach

house for the summer. Gatha worked as a volunteer social worker for the Red Cross in November and December. Daughter Susie is a sophomore at CC; son Chuck is in 4th year of E.E. at Cornell, is freshman dorm counselor, Red Key Honor Society member, member of Cornell Crew and the owner of a '29 Model T. Jimmie Francis Toy's son John is now a "scholar" at Jesus College, Cambridge, and as such has various privileges such as saying grace in Latin before dinner. Nancy Walker Collins is chairman of the Cincinnati CC Alumnae Chapter and working to make it more active. They had a send-off luncheon for undergrads and new freshmen this fall.

Lois Smith MacGiehan's husband Neal is still hard at work as president of Royal Homes, Inc., prefabs. She is glad to be a full-time housewife once more after five years of part-time work. She has two daughters: Judy 16 and Ruth 9. Polly Spooner Hays has been busy with church work and Girl Scouting, was a member of the Great Lakes Regional Committee last year. Their daughter Emily 19 is a sophomore at CC, Barbara a high school freshman. Their son John 21, a senior at Wabash College, had a fascinating junior year at the University of Edinburgh in Scotland, where he rowed on the crew, sang in St. Cuthbert's Choir and travelled through Europe, North Africa and Iceland. Kay Cartwright Backus attended the campus activities celebrating the 50th anniversary. Ginny Golden and Jerry Coon were at convocation. The consensus of opinion was that it was "most impressive."

Ceil Silverman Grodner, not having enough to do taking care of her dentist husband and five children, has built up and is running a 200-member baby-sitting service that is the talk of Mt. Vernon, N. Y. and was written up in a three-column newspaper spread. In her "spare" time Ceil is Ways and Means Chairman of the Emanuel Women's Auxiliary, member of Hadasah and on the high school PTA board. Lynn Weaver Porterfield's latest excitement is having a new Lightning built. "John has put an addition on the extra garage to properly house the boat and because of it, I now lay claim to being able to shingle." Marty Warren Rankin and family cruised on Long Island and Fisher's Island Sounds last summer. Spent two weeks aboard in August, mostly in Mystic, Stonington and Watch Hill. Mary is serving this year as secretary of CC Alumnae Association Executive Board. Vera Warbasse Spooner took to their new sail boat for two months last summer. They left Ann Arbor between jobs, made 46 different ports of call, and during the trip located a new job and a home in Cleveland. Their daughter Carol 18 is at the Univ. of Wisconsin; Eric 16 is on the high school swimming team; Val 12 in in junior high. Vera is working hard on the LWV and was on the Michigan State Board. Audrey LaCourse Parson's family have just built their second cottage in the Bahamas, with a small secluded beach and a fabulous shallow reef. They all have gone in for skin diving, spear gunning, etc. and find Massachusetts a bit quiet after such a life. Daughter Noelle is at Mt. Holyoke and son Jay 11 plays trombone in the school band. M. T. Wat-

son O'Neill and family are in Albuquerque still and we hear M. T. is a crackerjack botanist, having received her M. A. in it. Daughter Marcia is a sophomore at the Univ. of New Mexico, majoring in Russian and Government; Bill Jr. is a senior in high school; Steve in 4th grade.

Pudge Sawtelle Ebrlich's daughter Sally is a sophomore at CC, expects to be in Spain with the Experiment in International Living this summer and to continue her art courses at Colorado College in the fall. Pudge, in addition to regular classes in music and dance for the younger children at Shady Hill, is giving a graduate course to students from 20 different colleges, using the young classes as guinea pigs.

Ham Harburger Stiern is working more than full time in a travel agency and finds the work fascinating but nerve-wracking. She and her daughter Bonnie had a trip through Spain and Portugal after Bonnie's summer school in France ended. Ham took sixteen 16-year-old girls to Bermuda last spring and hopes to repeat the performance this year. Her Debbie is teaching art in junior high. Ham is still active in the Experiment in International Living, various charity drives, high school. She had lunch with Amy Outerbridge Glendonon while in Bermuda. *Ruth Worthington Henderson* sounds more enthusiastic about Minnesota than the Chamber of Commerce could be. They take wonderful trips in all directions — to northern Minnesota, Ontario, northern shore of Lake Superior, with everything from the wilds reached only by canoe to the luxurious Beaver Bay Club. They are busy with a huge fund raising campaign for Blake School. They were East last summer for six weeks of "conferencing" and resting at Squam Lake in New Hampshire. *Barbara Rohmayer Otis* and Al are settling in the neighborhood in Richland, Mich. right on the shores of Gull Lake.

Alice Dyal Kugler's son Bill was graduated from Lehigh last June and is studying for his Master's. Her daughter is a senior at Beaver College and Bob Jr. is a freshman at Rutgers. She herself is home and feeling better after a long hospital stay. *Yvonne E. Benac* is the first woman to head a city department on a permanent basis in Norwich, Conn. She is City Clerk, Town Clerk and Registrar of Vital Statistics. A newspaper clipping contained a stunning picture of her.

1936

CORRESPONDENT: Mrs. Vincent N. Hammersten (Shirley Durr), 150 Benvenue St., Wellesley 81, Mass.

Marion Bileley Meecham's husband dined with the Steyaarts (*Betsy Beals*) recently, 22 years having elapsed since they last saw one another. He is the new District Manager of the Rochester area for the New York Life Insurance Co. Betsy is busy with Girl Scouts and is a member of the School Board. Her daughter Susan has become a rabid ski enthusiast. Son Jim is enjoying his first year at Kenyon College. *Betty Bindloss Johnson* is still living in Arlington, Va. She is busy with her son Willard and the local Garden Club. Her husband returned recently from Africa, where he was a U. S. representative and where he went on a safari. *Peg Burgess Hoy* lives in

Swansea, Mass. and does substitute teaching and private tutoring now that her two boys are away at school — one at Bridgton, the other at Mt. Hermon.

Ruth Glenn Degling is taking psychology courses at Bucknell. Bob, her older boy, graduates this March from Penn. State. He is married and has one son, John Glenn. The younger boy graduated first in his class, taking all honors and prizes as well as the athletic ones in football, wrestling and baseball. He is now in his first year at Penn. State. *Sally Kimball Bender* and I had quite a chat at the March meeting of the Boston Alumnae. She had spent a weekend with *Karen Rigney Newton* in Lanesboro, Mass. *Jay Brewer Goodrich* and her husband joined them for dinner one evening. *Sally* and *Edith Thornton* visited with *Margaret Waterman Miller* while she was here in a Boston hospital. I ran into *Sheila Caffrey Braucher* last fall on Mother's Day at Dana Hall. Her daughter Julie is a senior there and my daughter Linnea is a junior. My husband and I are off to Norfolk, Conn. for our last curling bonspiel of the season.

1937

CORRESPONDENT: Mrs. Addison L. Sanford (Frances Wallis), 20 Lincoln Road, Wayland, Mass.

Marian Adams has enjoyed teaching for the past three years at Mary Institute, a private country day school in St. Louis County. *Margie Aymar Clark*, still retired from medical practice, is chairman of the Science Dept. in Saddle River Country Day School, where her daughter Peg is a senior. Mary is in 7th grade and Ed in 3rd. Margie has taken up weaving as a new hobby but says she really keeps much too busy.

Teaching and travelling (Hawaii last summer and Florida this winter) keep *Dot Baldwin* very busy. She is also working with two little theater groups, is active in the Woman's Club, and is on the committee for the Adult School of Montclair, N. J. *Beulah Bearse West* has a 15-year-old son Brad in Cardigan Mountain School and Ricky 12 in 6th grade in Darien. Beulah is chairman of the Red Cross Motor Corps, secretary of the Darien Dance Group, and is active in several bridge clubs.

Mary Berkman Shleffar has three daughters: Paula, a member of the class of 1964 at CC; Frances, a junior in high school; and Susan, who graduates from grammar school this June. *Helen Bendix MacKintosh's* main interest is the Community Church. She is particularly active in a group whose concern is the East Harlem Protestant Parish. This continues her deep interest in philosophy, and she says she is still "in debt to Dr. Morris' fine teaching." Helen has a son in his last year at Wilbraham Academy and a daughter who is a sophomore in the Garden City High School.

Mary Bennett Hires hopes to get back to reunion and reports that her days are full with civic and family activities. She has a 4th grader and a 17-year-old "driver" to keep her busy. Like many of us she is anxiously awaiting spring and chance to garden. *Liza Bissell Carroll* reports "absolutely no news" but hopes to combine

a trip to New England with reunion. "An education treadmill" is the way *Norma Bloom Hauseman* describes her life. With six children in six different schools, she feels she could write a thesis on educational philosophy. Norma plans to attend the N. Y. theater benefit for CC with *Tippy Hobson* and *Dottie Wadhams*. *Joan Blair Carter* is active on various boards — mostly hospital. Her youngest enters prep school next year.

1938

CORRESPONDENT: Mrs. William B. Dolan (M. C. Jenks), 755 Great Plain Ave., Needham 92, Mass.

Now you can look them up in *Marquis' Who's Who of American Women*. Two of our classmates are in the 1961-62 edition: *Liz Fielding*, recently appointed Public Relations Director of the Federation of Republican Women; and *Barbara Lawrence*, Articles Editor of *Redbook* magazine.

Dinny Sundt Brownlee is still giving of herself in helping new people become acquainted with their town and other newcomers to the community via her Welcome Wagon services. Her oldest son John 21 finishes four years service in the Marines this summer and plans to go to summer school in preparation for college in the fall. Her daughter Judy 20 is a senior at Endicott Jr. College; Robert 18 is a freshman at WPI; and the youngest son Bill 16 is a junior at Lenox School and has been chosen to go to Japan this summer with his school to take part in a work camp as a member of KEEP. Dinny and her husband Allen are both very active in the educational and financial development of their church.

On the grandmother list we are happy to announce *Betty Talbot Smith* with a 15-month old grandson, Jeffrey Kahle, son of daughter Melinda and Julian Kahle Jr. Betty's oldest son David is a sophomore at Yale, and Harry III is a sophomore at Loomis. Both boys accompanied their mother on a spring vacation to Bermuda. Betty has been treasurer of the Board of Managers of the Children's Hospital of Buffalo, working weekly in the cardiac and dermatology clinics. Now she has taken on the presidency of the Visiting Nurse Assoc. of Buffalo.

Carol Moore Kepler said they never did finish all the planned remodelling jobs on their house but are "living happily in the half-baked results." They have three horses in the back yard where their daughter Ann, a high school senior, gives riding lessons. Carol's oldest boy, Donald Jr., is a junior at Hamilton College, Steven is a freshman in high school and Christopher is in 2nd grade. Carol is Program Services Chairman for the Girl Scout Council in her district, she teaches Sunday School, is active in the new high school PTA, and sells World Book in her spare (?) time.

In January Ken and *Bea Enequist Strifert* spent two weeks in Ft. Lauderdale while Ken was recuperating from an operation. Bea's oldest daughter is developing an interest and talent in water color technique, but her son prefers the louder technique of drums, piano and bowling. *Selma Silverman Swatsburg* had a wonderful trip to Hawaii last year and at this writing is on

a trip to Williamsburg and points south to get away from illness and this New England weather.

The golfers in the class will be thrilled to learn that on Aug. 7, '61 at the Cavalier Yacht and Country Club *Augusta Straus Goodman* made a 218 yard hole-in-one with a 2½ wood on the 5th hole. Her oldest son is a sophomore at Dartmouth, and her daughter is now awaiting college application returns. Gus has graduated from Cub Scouts with her son David, who is in 6th grade, and has taken on a Girl Scout troop with her 5th grade daughter Beverly. She has been chairman of the recreation survey committee of the United Community Fund. And where has *Fran Wilson* been? She's been in Egypt riding a camel out to see the Pyramids and the Sphinx.

With real winter weather blanketing most of the country, *Winnie Nies Northcott* wrote that now her plants are bedded down and the storm shutters are in place; she hopes the snow will equal last year's 17" depth. Her children are fine: Hal loves rotating classes in junior high and Heather about drove them crazy practicing the same tune over and over for her piano recital. *Dot Bartlett* is not completely snowbound up in Vermont because people like *Janette Austin Steane* and family manage to stop in for a visit en route to the ski slopes in the area. *Winnie Frank Havell's* oldest son, Bruce, maintained a high scholastic average in his sophomore year at Princeton. Her high school son, Fred, is more interested in cross country and his thriving summer lawn-care business, while daughter Nancy is much more concerned with dances, party dress and lipstick at the 7th grade level. *Jane Hutchinson Canfield* abandoned the chilly climate to spend the Christmas holidays in the Bahamas. During the fall she had an exciting time taking her son John and his horse to some of the big shows. He won in Harrisburg and Chicago.

Add flying to the accomplishments in the family of *Nance Darling Hwoschinsky*. Her daughter received her private license in December and the rest of the family hope to have theirs soon. They are still enthusiastic about winter skating and skiing. Among her family and friends, Nance said it is always interesting to see which language will be most popular in the singing of Christmas carols. *Jane Deitz*, daughter of Ted and *Marj Mintz Deitz*, is rounding out her education at the Univ. of Michigan. While in Ann Arbor they had a brief visit with *Audrey Krause Maron* and five of her seven children. Last summer *Carman Palmer von Bremen* spent most of her time recuperating from an operation. She is now back at the work she loves as dietician for the public school cafeterias in Livingston, N. J.

Among address changes is *Helen Swan Stanley* and family from Vienna, Va. to Brooklyn, N. Y. Dave took a leave of absence from his federal job to do a study for the Brookling Institution on Professional Personnel Problems in the NYC government. Helen is working part time at a settlement house and full time settling her own family in their two-story brownstone. Her son is in his sophomore year

at Princeton doing some college radio announcing, some guitar playing and a lot of tough courses. The girls are enrolled at Packer Collegiate Institute and adjusting gradually to city living. *Evelyn Falter Sisk's* three daughters keep her on the go: her oldest Carol in college; Nancy in high school and little Debbie in kindergarten. Some time ago she saw *Lee Walser Jones* in Washington, D. C. Last summer *Peggy Sixx Kingsbury* and Webb stopped in for lunch with *Esther Gabler Robinson*. Esther and Heaward had a wonderful trip to Europe last year. They went by plane to have more time to visit France, Switzerland, Spain and Portugal. While in NYC, *Fran Willson Russell* saw "How to Succeed in Business" and the following night sat next to Rudy Vallee at the Stork Club! Her children are fine: Carole's a Brownie, Randy a Cub Scout, and Dave, Jr. is holding a high average at Farragut.

Our 25th in '63!

1939

CORRESPONDENT: Mrs. H. Peale Haldt, Jr. (Barbara Myers), 36 Aldridge Road, Chappaqua, N. Y.

Ginny Taber McCamey's husband is now a wildlife biologist of the Appalachian Research Center, a branch of the Natural Resources Institute of the Univ. of Maryland. He will work in the four western counties of the state, and they have purchased a forty-year-old house in Frostburg. Her daughter Eleanor was married on July 29 to Charles Fuller Mitchell of East Hartford, Conn. The wedding took place at their former home in Storrs, Conn. *Middy Weirlich Gieg* is now living in Wilton, Conn. This is the 16th transfer for the Giegs. They have a son at Yale. A second son was on board the Brigantine "Albatross" which had that tragic accident at sea. Glad to report that Chuck survived the ordeal safely. The Giegs have two other children at home, Sally and Todd.

Rose Lazarus Shinbach's two sons are keeping her busy. Peter is at Avon Old Farms in Avon, Conn. and Eddie at Columbus Academy. She and *Helen Heitz* are working with the CC Club in Columbus. *Jan Jones Diehl* is now living in Skaneateles, N. Y. and after two years of working part time, has returned to the role of housewife until her daughter goes to college. Jan reports that *Nancy Willis Spain* has moved to the same town. Nancy is a grandmother as well as mother of five. Her husband left the U. S. Navy last year.

Marjorie Johnston Rawls writes: "One son, age 16, is now a IV Former at Woodberry Forest School in Orange, Va. My husband and I own and operate Rawls Camera Shop in Portsmouth, Va. We have been in the retail camera business since April of 1958. After struggling for twelve years in the frozen food business, we called it quits and started this. Fun, but very, very confining. When time allows I play 'at' golf and bridge and I read. Retail working hours put an end to former volunteer service jobs and most outside activities." *Madelaine King Congdon* is hoping to have a visit at her farm around Easter from the 5 Diehls (*Jan Jones*) and sometime this spring from the 4 Swetts

(*Jean Franz*). "Pinky" had a lovely time in Duluth last July seeing old friends and in-laws and quite a junket last fall around Connecticut and New York State when she went up to the 50th Anniversary Celebration.

1940

CORRESPONDENTS Mrs. John Umpleby (Alice Darby Wilson), 108 East 82 St., New York 28, N. Y.

The class of '40 had the most representatives at the Alumnae Council meeting at College on Mar. 2 and 3. Those attending were *Evie McGill Aldrich*, class president; *Petty Warner Doerr*; *Lib Barron Dingman*; *Connie Buckley Cookson*; *Dorothy Clinger Vaughn*, who has a daughter in the junior class, and *Nat Maas*. They loved seeing the campus with its many improvements, went to classes and met the new professors. They stayed at the Mohican Hotel, which has had many changes, and talked far, far into the night. Evie will write all of you shortly.

1942

CORRESPONDENT: Mrs. Paul R. Peak (Jane Worley), 2825 Otis Drive, Alameda, Calif.

Rilla Loomis Loving sent news of her family before she and Bill started to Florida for a February vacation. There are four Loving offspring: Susie 18, Linda 17, Bill 14, and Raymond 5. All are ice skating enthusiasts, members of the Columbus (Ohio) Figure Skating Club. Bill Sr., Rilla and Linda "patch" (practice figures) at 6:30 two mornings a week! Susie spent a summer attending an ice skating program at Michigan State University and decided it was the college for her; she is now a freshman there. Rilla and the girls vacationed in Mexico last summer and this year Susie and Linda are going to Europe. Rilla hopes to get to reunion despite the confusion of getting the girls off on their trip and Bill Jr. off to camp. Husband Bill is a house builder and has his own construction organization. Neighbors of Rilla's are John and *Mary Newmyer Hayward* and, since fall, Chris and *Eloise Stumm Brush* and their five children. Chris is head of the Columbus office of the Northwestern Life Ins. Co. Their oldest daughter hopes to enter CC next fall.

A social worker at Juvenile Court in San Francisco is *Barbara Smith*. A sociology major at CC, she earned her M.A. in social work at Boston University. Barbara moved to the West Coast in 1948. She is one of 60 probation officers at Juvenile Court, her duties being investigation of neglected children. She shares a house with a fellow worker at the Court. Camping via station wagon in the wonderful California state park system is Barbara's hobby. She is active in several professional organizations. In March she appeared on a TV program about the Court; she was shown interviewing the mother of several neglected children.

Also living in northern California is *Virginia Stone Dixon*. She and Blaine have three daughters: Nancy 16, Molly 14 and Peggy 11. Blaine is a chemical engineer at Columbia Steel; he and Ginny met dur-

ing the war when they were both in the Navy. With three girls, it is not surprising that Ginny has devoted her time (eight years, to be exact) to the Girl Scouts. This summer the Dixons are going to introduce the girls to the East Coast. Flying to Florida, where Ginny's parents live now, they will tour the Atlantic Seaboard to New England. One of their "musts" is a visit to the Connecticut campus, but they will not be there in time for reunion. Ginny hears from *Ruth Hankins*, who summers in Cleveland, winters in Scottsdale, Ariz., is active in Junior League, and goes to New York often to see the shows.

From Rutland, Vt., comes news of *Marjorie Mitchell Rose*. Her husband Dick has an unusual vocation; he is a consultant in forestry. He has his own business, The Sable Mt. Corp., which manages both his own holdings, about 6,000 acres of woods and other woodlands. Their son Rick is a junior at Sterling School in Craftsbury Common, Vt., close to the Canadian border, where there is plenty of opportunity for skiing, a hobby in which he has developed a high degree of skill. Last summer Rick went to Valencia, Spain with a school group. His sister Tina is in 8th grade. Her particular forte is ballet. She studied last summer with Marina Svetlova, former prima ballerina with the Ballet Russe de Monte Carlo, and expects to do so again this year. Marjorie and Dick vacationed in California and Arizona a year ago — flew out and drove back. On the return trip they visited *Bets Swartz McCartney* in Minnesota (Bets and Dick Rose are cousins). Bets has an "elegant new modern home, three children, and a nice husband." Marjorie's hobby is hospital work — Gray Ladies and Well Baby Clinic.

Bethy Griffin Bailey has lived in Denver for 15 years and is a confirmed Westerner. She has three children: Linda 15, Robert 11, and Donna 3.

Have you made your plans for *Reunion*, June 15-17? Please send your dues to *Edna Fuchs Allen* (Mrs. Paul H.) in Scarsdale, N. Y. *Fanny Hyde Forde* is our reunion chairman and has plans well in hand. Hope to see you all there.

1943

CORRESPONDENT: Mrs. Raymond I. Post (Betty Shank), 26 Highland Road, Westport, Conn.

BORN: to Hugh and Jane-Anne Grimley Norsworthy a fourth child, second daughter, Susan Jane, in May '61. Jane's husband answered my note to Jane, who was in Clearwater, Fla. visiting Hugh's mother at the time. Jane and Hugh live in Montreal, Canada. Hugh wrote: "The big news is Susan Jane's arrival last May, a baby much loved by all the family. Gordon, our eldest, is just two years from college entrance. Carol is now 12, happily established in school and is becoming an accomplished skier. Tommy has just passed his 9th birthday and is quite a hockey player. Every summer we journey down to Boothbay Harbour, Me. where we always manage to get together with our friends, *Mary Louise Williams Haskell* (Jane's roommate) and her husband Brad. The Haskells live in West Simsbury, Conn."

Teal Middleton Brown in Great Neck, N. J. is busy "with all the normal corollaries to raising a family, which involves a serious study of psychology other than that found in the college curriculum." She has had lunch with *Jean Kohlberger Carter*, who is still "the same wonderful bouncy person as in college days." *Mary Lou Shoemaker Turner* told of a trip south to Mexico at Christmas time: "No cooking, no cleaning — just heaven. . . I'm looking and hoping for a windfall so I can journey from Portland, Oregon to New London in June for reunion."

In NYC on Feb. 14, the day of the big blizzard, at Sardi's Restaurant, after perilous trips, there assembled for a miniature reunion: *Evelyn Silvers Daly* from Wilmington, Del., *Barbara Hogate Ferrin* from Scarsdale, N. Y., and *Bunny Livingston Campbell* and I from Connecticut. The head waiter paged us with a long distance phone call from *Barbara Andrus Collins*, who was still marooned in the drifts of Philadelphia. She had missed her train after spending 1½ hours just getting to the subway. *Eleanor Horsey Blattmann*, who recently moved to Princeton, N. J., was unable to join us due to sitter problems. Our luncheon was most gay and was followed by a delightful afternoon at "Camelot."

Isabel Vaughan James was in New York in January for a Bar Association meeting with her husband, and arranged to have lunch with *Barbara Ferrin*. Barbara was recuperating from pneumonia which she had acquired while at Lake Placid for the holidays. She is headed for the Bahamas in April. *Fliv Daly* has seen *Kathryn Hadley Inskip* in Wilmington. Tah and I used to be IBM system service girls together back in Chicago days. *Bunny Campbell* and I spent a pleasant afternoon recently at New Haven seeing a premiere of Art Carney's comedy, "Take Her, She's Mine," patterned most familiarly after life in an Eastern gal's college. Bunny and Staff left for a Florida vacation in March with hopes of a sailing trip to Honduras.

The Posts' news at this point is a Shell transfer back to the West Coast — this time to Seattle, Wash., just in the midst of the World's Fair. Ray leaves in April to take over as Division Sales Manager and I hope to follow at the end of the school year with the three boys. I do plan to make our June reunion as one of my farewells to the East. Will see you all there.

1944

CO-CORRESPONDENTS: Mrs. Neil D. Josephon (Elise Abrahams), 83 Forest St., New Britain, Conn.

Mrs. Orin C. Witter (Marion Kane), 38 Brookline Drive, West Hartford, Conn.

A demi-reunion at *Libby Travis Sollenberger's* in February reunited New Yorkers *Sally Church* and *Phyl Cunningham* with a few New England friends. Besides hosts *Lib* and *Gus*, *Ann Holland Riege* and *Dave*, *Ruth Howe Hale* and *Tite*, *Edie Miller Montgomery* and *Tom*, and *Ellie Abrahams Josephson* and *Neil* were on hand for a gay evening of old CC songs and much fun. The Sollenbergers are on

their way to international fame, as Gus is to be naval attache in Copenhagen. *Millie Holland*, having accomplished wonders in postgraduate study, plans to teach in September. *Sally Church* has a glamorous new job with Standard Oil, and *Phyl Cunningham* was anticipating the joys of a winter cruise.

From Rye, N. Y., writes *Elaine Kappel Siris*: "Things go well with us. We continue to do quite a bit of travelling. In January Burt's business takes us to Hong Kong and Japan, with a side trip to Thailand. Since we have never been to the Far East, you can imagine how excited we are. Peter is in his last year of high school and busily applying to college. Our fingers are stiff from keeping them crossed." *Dorothy Hale Hoekstra* reports: "I am on a continuous merry-go-round what with the four children and Dick being amusement and travel editor for the paper. Have been to Mexico City, Acapulco, Nassau, and twice to Jamaica since September—plus out every night covering new acts in town and restaurants. Rick, our eldest, is graduating in June and we are in the college hassle. Ann 15 is still completely engrossed in her horse. Bob and Scott, 11 and 8, are go-cart happy. We went up to Connecticut for two weeks last summer, and I was amazed to see how many more lovely buildings had been added to CC." *Doris Campbell Safford*, having been living in Manchester, Conn. for three years, writes: "Our daughter Leslie is now 10, our son Charlie 8. Scouting seems to be the thing this year with one Girl Scout, one Cub Scout and one Girl Scout leader in the family. PTA and some part-time work in radio help keep my life busy and interesting. Skiing, skating, tennis and swimming and a good party keep the Saffords happy."

Arkie Kennard Dear is busy with Jr. League work in Yonkers. She is a member of the Musical Therapy Group, which sings for the handicapped, convalescent and orphans, and also serves on Placement and the Education Committee. Chairman of her church's carol choir, she has her own choir at home, consisting of Marjorie 8, Barbara 7, Betsy 5 and David 2. She writes: "Visited home, Kansas City, Mo., in September when my sister was married." Getting ready to move back to Philadelphia is *Charlotte Hillas Vollendorf*, who says that her boys, Hank 14, Steve 11 and Mark 9 "hate to leave Atlanta, their home for seven years. We move back to family and old friends and the boys will make new friends in school. Young Hank's life revolves around football, so all we need find is a high school with a good football team. Will miss seeing *Jay Witte Brooks* and her girls when we leave." *Mac Cox Walker* and her family were "sunning it again over the holidays in Florida." *Jane Bellack Wray* has an adopted daughter, *Mary Louise* 2½ and writes that her husband "still runs the family inn in Burnsville, N. C., which is a summer resort hotel mainly noted for its good family style meals."

From *Dottie Raymond Mead*: "Life sounds much like the usual suburban merry-go-round via PTA, CC alumnae and Cub Scouts. Our only real news a move to a larger house, same neighborhood."

Ann (Millie) Holland Riege, like *Ellie Abrahams Josephson*, is back at school studying for her Master's. She expects to start teaching in the fall. Writes *Frannie Hutchins Armstrong*, also from West Hartford: "When one's 17-year-old son is filling college applications and taking SAT's, one realizes that a few gray hairs (covered with golden streaks that everyone knows about, including the hairdresser) are really in order. Chris is a senior at Andover this year, and Mary 14 (and responsible for most of the gray) is in 9th grade at Oxford day school (no boys). We are moving to the country (Farmington) in the spring — just trees, no neighbors. Attorney Armstrong plies his trade at Travelers." *Pai Bennett Hoffman* from Lafayette, Ind., reports: "All is serene on this far-flung post of empire; still living in the country with several large dogs. Sorry not to get to reunion to compare notes with all of you."

"Have three problems," says *Jeanne Butler Rice* of Bennington, Vt., "9-year-old Emily, 13-year-old E. Wilbur III, and 15-year Cynthia, now at Dana Hall and headed for Connecticut." *Mary Jean Moran Hart* is taking part in an experimental project at the Univ. of Dayton, working as an assistant paper corrector for freshman English classes. She finds it stimulating, and writes: "I haven't used my mind so much in years." *Suzee Harbert Boice* of Orlando, Fla. was sorry to miss reunion. Suzee's daughter Smoky 16 is enjoying school in Washington and looks exactly the way I remember her mother 18 years ago. Our sympathy goes to *Jane Dill Witt*, whose mother died in November.

Tragic news from *Jane Howarth Hibbard* of Grosse Pointe. Her husband was killed in a highway accident last March [1961]. She has three children: John 12, Ann 9 and Sarah 5, and most recently was working as a distributor for Nutri-Bio. Our deep sympathy goes to her.

1945

CO-CORRESPONDENTS: Mrs. Allen Kirkpatrick (Sue Silvester), 5019 Sedgwick St., Washington, D. C.

Mrs. William E. Leavitt (Eleanor Strohm) 5206 Portsmouth Rd., Washington 16, D. C.

Ginny Bowman Corkran has moved to Darien, Conn. and hopes it will be permanent. *Betty Seissen Dablgren* is living in Seaford, L. I. *Ann Hester Smith* writes that "four children and an art director husband keep me busy." She sees Jane Storms Wenneis and Sally Church. *Mary Ellen Curme Cooper* reports four children: Biff (Charles III) 12, Duncan 9½, Amy 6 and Mac (Malcolm) 3½. Charles is with a metal stamping company and Curmie is delighted not to have to move constantly. She is taking Education courses to be certified to teach when Mac is in school. From *Bunny Riesner Levene* comes news of a jaunt to Jamaica where the weather wasn't all balmy but at least it didn't snow. *Lynne Heinrich Miner* has four children: two boys 13 and 10, two girls 11 and 2½. They are moving to Eugene, Ore., where Frank is with a Sprinkler Irrigation business. *Nancy Mayers Blitzer* just returned

from a wonderful vacation in Puerto Rico. Busy with PTA, she has one boy in junior high and one in kindergarten.

Ruth Blanchard Walker and family are ski enthusiasts and were planning a trip to Bromley. Paddle tournaments are a weekend diversion, and in between she does Provisional Placement for the Junior League. This summer they plan to be at Squam Lake with *Mardi Miller Bloomfield* and her family. *Kaki Gander Rutter* is back in Flushing. Daughter Ann is 15, a junior in high school; Jane 12; Johnny 10 and Carolyn 3. They are college hunting for Ann. Kaki hopes to go to Queens College next year for education courses. Meantime she is busy with PTA, Youth Theater, etc. *Elsie MacMillan Connell* is in Westchester. Jim is working with IBM in Peekskill. Extra-curricular activities are scouts, PTA, LWV and gardening. *Nat Barlow* is still teaching nursery school at Wellesley as an assistant and doing graduate work at Wheelock. Her days are really full studying while the children are in school and doing housework when they are home, besides church and civic work in her spare time. A trip to Washington provided a reunion with 45ers in town. Nat and Norm had dinner with *Betty Harlow Bangs* and J. K. and are looking forward to a visit from *Billie Peck Bennett* and Ed. Nat has seen *Patty Turchon Norton*.

Louise (Mugsy) Schwartz Cota had a two-month tour of Europe last year. She is president of the Women's Exchange in Milwaukee and does the usual Junior League work after serving on the board for four years. Barbara 10 is a delight. They are off to Aspen for a spring vacation. Sports-wise Mugsy skis, curls, and golfs according to the time of the year. Dan is president of Patch Paint, a division of Valspar. *Shirley Mellor Haight* and *Teed Myers Ruwitch* drove up from the North Shore of Chicago for lunch. Teed makes fabulous sweaters, individually designed, and had a trip to Europe recently with her husband. *Mimi White Weber*, husband and two daughters are back in the States after a tour of duty in Madrid.

Mariechen Wilder Smith has been in real estate for five years after doing publicity work for ten years in New York. Family-wise, the children are Douglas 11 and Mariechen Anne or Mandy 4. They keep her hopping with Boy Scouts, nursery school, dancing school, etc. The Smiths bought a 25' power cruiser last spring, are involved in Power Squadron courses in the winter, and the rest of the time are on the water as much as possible. George has just been elected vice president of his firm, Cross and Brown Co., in NYC. He is a real estate broker in the commercial field, so, as their friends say, "We get the clients coming and going." They have lived in Darien for seven years after nine years of apartment living. Mariechen writes that *Marge Lawrence Weidig* lives down the road. *Caryl Maesel Kaercher* lives in Westfield, N. J., but she and Marie do manage to get together. A year ago she saw *Nancy Judson Brown* and the rest of the time they keep in touch via the mail. When *Jinx Pierson Halleck* breezed into New York from Bowling Green, Ohio, Mariechen and Nan Mayers Blitzer had lunch with her.

The Butler Bulletin brings word of the

past year in the lives of *Connie Arnoldy Butler* and family in the Philippines. Travel was the most dominant thing, but they managed to build a swimming pool and Japanese guest house. Building seems to have hazards we don't find in the States. Even fifteen years after the war, the pool excavation brought forth two hand grenades and one 3" mortar shell — all live. Connie is catching up with things now that a three-year term as a trustee of the American School is over. She is looking forward, with the rest of the family, to visiting the new copra plantation the family has bought.

1946

CORRESPONDENT: Mrs. William T. Ashton (Jane Fullerton), Elm Knoll Farm, RD 4, Ballston Spa, N. Y.

BORN: to Larry and *Daisy Wilson Wheeler* a fourth child, second son, Robert, on May 22, '61. The Wheelers had an eventful year. They moved into a new home in April, and Bob was born after Day had recovered from hepatitis. The other children are Dick 12, Kathy 10 and Mary 7. Larry has changed companies and works as vice president of New International Paper Folding Box Division in Cincinnati. They see *Fran Wagner Elder* every so often. Frannie writes they are all gliding along — the usual Junior League, PTA, cub scout routine. Frannie still has a 3-year-old at home and is remodelling a 100-year-old house. She and Jim spend a month in Michigan almost every summer and hope to get off to a legal convention in San Francisco next August.

Joan Weissman Burness has address lists left from reunion and will be glad to send them on request. *Barbara Orr Salter* has moved back to Connecticut after fifteen years. Husband Herb is with American Airlines, and the count is still one husband, three boys, one dog and a few gray hairs. A short note from *Shirley Wilson Keller* says she is emerging from a state of collapse after co-chairing a Junior League Follies — "seems as though that is all I've done the last three months."

From Swarthmore, *Jane Seaver Coddington* sends news that her children are 15, 13, 11 and 9 — two boys and two girls. Her husband is in the reading business, and Jane is teaching the first grade in public school after several years in a private, progressive school with small classes — "quite a challenge but satisfying." She is also working on her M.A. and state certification. *Bryna Samuels Lasner*, her husband Eddie and two boys, Mark 10 and Steve 3, live in Connecticut, where Eddie combines industrial real estate with hotel management. Sammy handles the publicity for the hotel and various community organizations when not chasing kids — says she prefers the latter.

"My old pals might be amused to hear that after all these years I'm finally taking bridge lessons. As my head reels with the rules of Mr. Goren, I sure wish I'd learned at CC with everybody else," writes *Ellie St. John Arnold*. *Betty Tait McFarland* says her children are growing bigger, more interesting, more complicated, more expensive every day. Bob is 14, Anne 12 and Tommy 10½. Tair has mastered the twist

and now is coping with skis, "in a desperate effort to grow old gracefully and keep in touch with (and track of) the young." *Pat Smith Brown* is busy bringing up her 1½ year old son Jonathan after working in biochemical research for 15 years. Her husband Paul is at Harvard investigating the biochemistry of vision. *Kit Stokes Normark* writes that all of Seattle is becoming involved with the World's Fair this summer. Kit retired from nursing two years ago and, with her husband Don, a free-lance photographer and sometime student, lives in the University District. *Mimi Steinberg Edlin* is serving her second year as president of the St. Louis Conn. College Club, and is delighted with the scholastic impression we are making. Mimi and Joe, with their three daughters, 13, 11 and 9, live in suburban Ladue and lead a very active and interesting life. *Alice Willgoos Ferguson* and John just returned from a week of skiing in Aspen. Susie 13 and Sandy 10 keep Widge on the chauffeur merry-go-round with scouts, dancing, piano and dentist appointments. Both girls are good skiers and all like living in Colorado.

Debby Rabinowitz Wetzler and Ben live in mid-Manhattan and love the constant change and excitement. The boys, Jim 14, Mark 12 and Scott 6, go to country day school. Both Debby and Ben took an active part in the Kennedy campaign. Ben is secretary of the Democratic State Committee in New York. He is a stock broker by profession. *Bernie Teitgen Stowe* has lived in Milwaukee with her children, Holly 9 and Jeffrey 12, since moving from Connecticut in 1955. She received her M.A. in social work at the University of Wisconsin in 1960 and has been working as a psychiatric social worker at the county psychiatric hospital. *Rosalie Tudisca Conlon*'s children are Serena 7½, Ray Jr. 6½, Michael 3. Husband Ray is project engineer for Seamless Rubber Co. in New Haven. Both are active in Morningside activities and active in Milford Bridge Tournaments. When the need arises, Rosalie does substitute teaching.

Sue White Frank and family came to visit us for a weekend in February for some skiing. We had plenty of snow and lots of fun. Sue's children are Gretchen 13, Carl 12 and Jonathan 10. Armin is with GE in Cleveland, and Sue keeps busy with Junior League, Conn. College Club, the usual children's activities and in the summer lots of tennis.

Elsie Williams Kebaya is just back after a glorious week cruising on the "Italia." She has become very interested in teaching Sunday School and has just become a deacon in the Presbyterian Church. Whit is 9½ and Lisa 7. Ery is still travelling as much as ever, and Elsie had a marvelous trip last October to visit him in Japan, "a beautiful country that I hope to see much more of one day."

1947

CORRESPONDENT: Mrs. R. Leonard Kemler (Joan Rosen), 65 Norwood Road, West Hartford, Conn.

BORN: to Edward S. and Patsy Goldman Corwin a third child, first daughter, Betsy, on Nov. 22 in Maplewood, N. J. Tommy

and Larry are 9 and 6. The jubilant parents still can't quite believe that Betsy is a girl. Patsy was involved "in all the usual activities, PTA, LWV, etc. Now I guess I will be back with the diaper set for a while."

Marie Hickey Wallace writes: "I had hoped to see 47ers at reunion but somehow never did make it at the last moment." Son Mike is in kindergarten and redhead John is 3½. "They keep things humming." The Wallaces live in Litchfield, Conn., where husband Edward practices veterinary medicine. Marie sees a few familiar faces at a small CC group in the county. *Margaret Smith Jones*, who lives in Rye, N. Y. and has four youngsters, spent a few days with Marie and Ed and they "had a grand time catching up on six years." *Norma Wittelschofer Mintz* writes from Newtonville, Mass.: "I was sorry to miss reunion, but we open our house at the Cape early in May and try to get down for as many weekends as possible. Summer is pretty much devoted to sailing which both daughters, Patty 10 and Amy 4, adore as much as their father. During the year my biography reads pretty much like that of any other suburban CC alumna, serving on boards of PTA, LWV, community chest agency, etc." What is enviably different about Patsie's suburbia is that she is close enough to Radcliffe to take a "wonderful seminar on 20th Century China."

Katherine Wile Bassett lives in Portland, Ore., where husband John is a surgeon. The Bassetts have three children: John 7, Andy 6 and Katie 5. Kitty hears from *Jean Whitmore* (Laguna Beach, Calif.) and hoped to see her on a trip to Palm Springs this winter. "I keep busy with PTA, Art Museum, Med. Aux. and the 'Band-aids,' an auxiliary to my husband's all-doctor specialist jazz band called the 'Dixie Does.' Let the class know I think of them often, though the years have not improved my correspondence." "Often think of but never see anyone from College," writes *Judy Mandell Danforth*. She and John have lived in Westwood, Mass., outside of Boston, for the past twelve years. Their boys, Danny 13 in 7th grade at Roxbury Latin and Steve 10 in 4th grade, are active in Cubs and Little League. John is a VP at High-Voltage Engineering Corp., which makes high speed proton and neutron accelerators for research — "in these days a very booming business." Judy is involved with PTA, church work, a lot of tennis and "for the last three years a job that is grand fun — librarian three mornings a week in one of our elementary schools. I thoroughly enjoy the children, books, people I work with and, of course, the hours coincide with the boys' comings and goings."

Recently on the front page of the Hartford evening newspaper there appeared a lovely picture of *Joan Joseloff Kohn*, flanked by several male colleagues of the Board of Trustees of the Art School of the Univ. of Hartford. Joan is secretary thereof and treasurer of the Oxford School and an investment club. Nine times in the past ten years Joan has won her golf club (Tumblebrook) championship, she has been in the quarter finals of the Conn. Women's State Golf Assn. playoffs and

was low for Connecticut in the tri-state (Connecticut, Massachusetts, Rhode Island) competition. Husband Bernhard is VP of Cullman, Bros., Inc. and director of the General Cigar Corp. Buzzy, their 15-year-old son, is attending Kingswood and Kathy 13 is at Oxford. Joan plans to go back to school next year, her first goal to improve her French.

Marjorie Koster Beinfeld's husband Malcolm practices general surgery in Westport, Conn. They have three daughters: Harriet 15, Lynn 13 and Elizabeth 7, and a son Bruce 10. Most of Marjorie's time is spent running her house and taking care of her family, but she manages to fit in small jobs on three PTA's.

1949

CORRESPONDENT: Mrs. Harold K. Douthitt Jr. (Mary Stecher), 2930 Valley Lane, Sandusky, Ohio.

BORN: to Wes and Joan (Undy) Underwood Walls a second son, Scott Underwood, on Feb. 13; to Thomas and Jeanne LeZarde Ryan a third child, first daughter, Mary Ursula, on Jan. 1; (Jeanne has had a run of bad luck since the birth of her last baby and is currently staying at Uncas-on-Thames TB Sanatorium. While she is taking this involuntary rest, her aunt is helping Tom take care of the family: Tommy Jr. 6, Billy 4 and the new baby).

Judy Kuhn Johnson has been kept quite busy with a three-year-old daughter Dana at home, and since their elementary school burned down in the summer of '60, the boys Drew 7 and Scott 8 are on half shifts. Fortunately their oldest daughter Lynn 11 is not affected by this catastrophe. Judy has just been reappointed secretary of the Planning and Zoning boards for the second year. Judy says the whole family can hardly wait until summer when they can retreat to their summer home in Beach Haven, N. J. *Connie Raymond Plunkett* is hoping for her Master's degree in secondary education this spring after 5 years of commuting to evening courses at the Univ. of Delaware. Just for practice (her specialty is high school math) she has been teaching in a Friends' kindergarten. *Naomi Gaberman Vogel* has been substitute teaching, grades 1 through 6, and is hoping to go on to get more credits toward her Master's (she has 6 now). She has much more free time now that Larry is in 4th grade and Lisa in 1st. *Barbara Warren Cordell* and Jim moved to Auburn, Ind. last July, as Jim was transferred and is now sales manager of the same company. Brad is in 1st grade, Stuart in kindergarten, and Janet 3 is "helping" at home. The whole family plans to spend a month on Lake Erie next summer.

The Class Notes of Classes 1950 through 1961 are not included because of lack of space. They will appear in the next issue.



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