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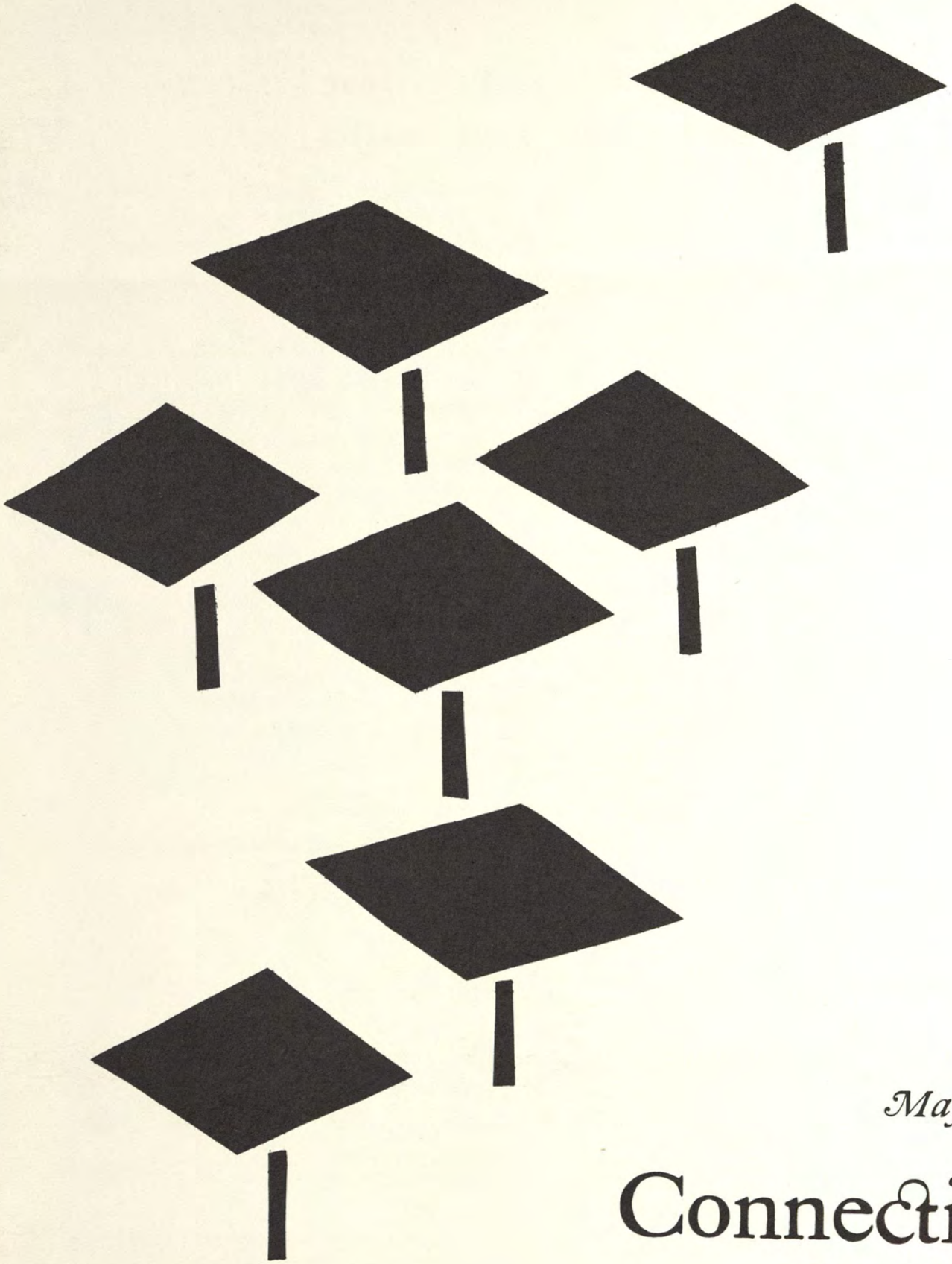

May 1964

Connecticut College

Alumnae News

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Connecticut College Alumnae News

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MAY 1964

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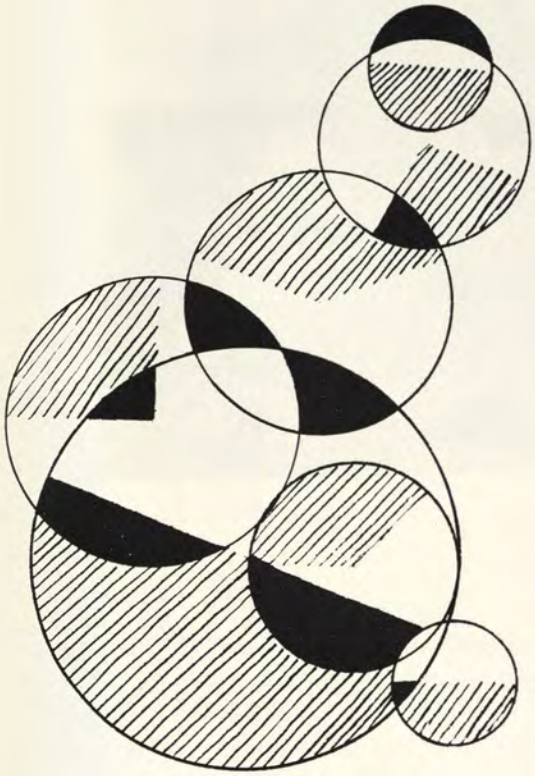
To the Alumnae:

THE supplement on the costs of higher education [beginning after page 22] may startle some alumnae. It should make all of us thoughtful. As a nation we have chosen—or it has been chosen for us—to have a wide-open, pluralistic system of colleges and universities. And these days, as the number of degree candidates grow we say, optimistically, "The more the better." Many European intellectuals take the opposite view and say, "The more the worse." They cannot persuade themselves that education can be "higher" in any respectable meaning of that adjective, if it is offered to so many in such a variety of institutions and degree programs as we provide. But the American view is beginning to be felt in Europe. Britain has been advised by a Parliamentary commission to found 29 new colleges. In Paris, students demonstrate in the streets to urge the expansion of the national university system. Colleges and their varieties of influence are going to bulk larger and larger in America and all parts of the Western world.



Your thoughts about Connecticut College will be influenced by a considered reading of this article. The pattern this College has followed has been a familiar one among American private colleges. To meet increased responsibilities (and rising costs) we have grown by sixty per cent since the war. Between 1946 and 1964 the total fees for a year at Connecticut College have doubled; the proportion of those fees applied to educational costs—as distinguished from maintenance costs—has tripled. Faculty salaries have risen, thanks in part to the generous giving of alumnae. The endowment of the College has substantially increased but not in proportion to the growth of its yearly operating budget.

THE future effectiveness of Connecticut College will primarily depend upon its ability to make ends meet in the turbulent financial future that this article describes. One does not have to be a seer to predict that college costs will continue to rise for students, parents, and all taxpayers. During the next decade alumnae and alumni everywhere will have to take new views of their relations to their colleges. Colleges will need their effective support more than ever before.

CHARLES E. SHAIN
PRESIDENT
CONNECTICUT COLLEGE

HELEN S. REEVE. *Chairman of the Russian Department, Mrs. Reeve joined the CC faculty in 1962. She grew up in Yugoslavia and later in America received her B.S. from Northwestern University and her M.A. from the Russian Institute of Columbia University. She has also studied at the Universities of Zurich and Heidelberg. Her courses include second year Russian as well as a Survey of Russian Literature, taught in English. Next year she will teach a course on Russian Drama. In addition she holds one-hour weekly conferences with three Russian majors who are writing major theses for Independent Study. She is a doctoral candidate at Columbia University and has published scholarly articles and translated Russian stories.*

DENIS MICKIEWICZ *also came to CC in 1962. As a boy he fled from his native Latvia, first into Poland, then to Berlin and finally to Austria before the Soviet advance. In Austria he studied music and philosophy; later he entered Yale, where he is presently a doctoral candidate. He teaches first and third year Russian as well as courses in the Russian language on the Short Story and Pushkin. Next year he will teach courses on Poetry and Tolstoy, also in Russian. His unusual work as founder and Director of the Yale Russian Chorus is described on page eight.*

"Our students in Russian are academically much more sophisticated than they were only two years ago"

The New Look in Russian Studies

By HELEN S. REEVE
CHAIRMAN
RUSSIAN DEPARTMENT

RUSSIAN studies and Russian Departments in colleges and universities have been changing in the last several years. Right after World War II college students were greatly interested in everything Russian, partly out of a sense of friendship for a wartime ally, partly out of recognition of the important role the Soviet Union would play in the post-war world. Russian studies also offered opportunities for careers. A student with a degree in Russian was fairly sure of finding a job with the government or with a foundation, or a free-lance job translating for visiting delegations or writing articles on Russia for magazines. Those who wanted to teach could easily find positions. Undergraduate Russian departments concentrated on teaching the language and offered survey courses in English on Russian literature and culture. Graduate schools accepted students with no knowledge of Russian at all.

Russian studies in general have changed and matured greatly since the early days. Under the cultural exchange between the USA and the USSR, graduate students study for a year at the Universities of Moscow or Leningrad, and post-graduate students do research in Soviet archives. Undergraduates join special intensive summer programs, such as the one at Indiana University, to study and travel in the Soviet Union for six weeks. Our students have recently participated in this program [see page 12]. They returned with more than colored slides of the Kremlin and the Mausoleum. They came back with the ability to chat in Russian and with a feeling that the country was alive, significant, and changing. American students' first-hand knowledge of Russia has forced American colleges to change their Russian offerings.

At Connecticut College the Russian Department and the teaching of Russian have changed considerably in the last two years. Russian is not a new subject at Connecticut College, to be sure. It was originally taught by Mrs. Catherine Wolkonsky, an outstanding and widely-admired teacher and lexicographer. In 1944 she organized a series of language courses and one on Russian literature—an unusually ambitious program for that time, and one that was followed for years to come. More recently, Russian has begun to achieve the status of some of the popular European languages. It is not yet so much in demand as the less difficult French or German, which are normally required of candidates for advanced degrees, nor does it enjoy the appeal of Spanish, which is much easier to learn. But Russian is now studied more for academic reasons and less because of the pressure of international affairs. The number of students enrolled in Russian has dropped, but the quality of students has greatly improved. Our students in Russian are academically much more sophisticated than they were only two years ago. They

SVETLANA KASEM-BEG—*Chairman of the Russian Department until her retirement last June, Mrs. Kasem-Beg continues an active program of teaching in her eighteenth year of service to the College. A native Russian, she received her Diploma of Pedagogical Studies from the Smolny Institute in Petrograd in 1917. Since her official retirement she has been teaching the first and second year Russian classes three days a week as well as teaching in the Language Lab two days a week. Her devotion to her students, her patient, sensitive attention to their work, and her warm heart have made her a beloved and respected teacher.*

are better students, and their number is increasing.

New Methods of Teaching Russian

This year we are teaching beginning Russian by a new oral-aural method devised recently by a staff of language teachers at Yale. We were alloted sufficient funds by the College to buy the necessary elaborate apparatus of various graded workbooks, tapes and records and to engage an additional language laboratory instructor. The students begin by working only with Russian sounds, by listening to recordings and by repeating and replying to their instructor. The classes, which are kept small (less than ten students each), meet daily both in the classroom and in the laboratory. Under this method, rules of grammar, spelling and new vocabulary are introduced slowly. Pronunciation is given primary importance. From the beginning, the student is impelled to "sound Russian."

We hasten to add that this is not the Berlitz method. The aim is to make the student able to speak as well as he or she reads and writes. How successful the method is will be clear only when two or three beginners' groups have reached the advanced classes. And we do not forget that we look forward to the day when, with Russian being taught widely in high schools and in special summer language programs, we can eliminate beginning Russian from our curriculum.

In addition to beginning and intermediate language courses and a course on the history of Russian literature, conducted in English, the Department has added five specialized courses, on such writers as Tolstoy and Pushkin, and on different literary genres, such as the short story, poetry, and drama. Four of these courses are conducted in Russian, using Russian texts, and require students to give reports and write term papers in Russian. Students who sign up for Independent Study devote a semester or a year to a particular literary figure or aspect of Russian literature. Only upperclassmen are admitted to such work, since it is conducted entirely in Russian. The necessarily limited resources of staff and time do not yet allow setting up similar programs in art history, music, the natural or social sciences, but the Department hopes that the College will gradually move toward a modified area program, beginning with a program of inter-departmental cooperation in the Independent Study program. Several students have indicated keen interest in this idea.

We are hampered by the Library's limited holdings in the Russian field. The available funds for acquisitions are

IN A MOSCOW PARK—*Mrs. Reeve strolls with her husband, Franklin Reeve, and their three children during a stay in Russia in 1961. Franklin Reeve, who taught briefly at CC, is Professor of Russian at Wesleyan. This summer the Reeves, an unusual team in the Russian field, will camp in Russia with their children for one month, travelling from Leningrad to Moscow to Kiev. In the fall they will spend a semester at Oxford University, where they will both engage in research. Mrs. Reeve will work on her doctoral dissertation on Nekrasov, the 19th century Russian poet.*

inadequate for satisfying the needs of our newly established courses. Also many important Russian books are for various reasons difficult to acquire. The Department's most pressing need now (and for the next several years) is a great increase in library funds not only for acquisitions but also for periodicals, a number of which the Library now subscribes to and generously makes available to the Russian Club.

The Club has provided students of Russian with some Russian cultural and social events through the academic year. This year it showed a Russian movie, "The Lady with the Dog," sponsored a classical ballet, and invited, together with the Department, an art critic to speak about modern Russian painters. It plans to bring to the College this spring the outstanding modern composer, Vladimir Ussachevsky, to give a lecture on Russian composers. The Club has also arranged informal get-togethers of students from colleges in the area to talk about their trips to Russia and to discusss possible professional plans.

New Faces

The changing needs of the Department and its new role in the College's program are reflected in staff appointments. Mrs. Kasem-Beg has retired, after long and valued service, and Mr. Mickiewicz and Mrs. Reeve have joined the faculty as instructors. Mr. Mickiewicz has toured Russia four times since 1958, and Mrs. Reeve, who has translated some stories and written articles for scholarly journals, spent half of 1961 in Russia with her husband and three children. First-hand knowledge of changes in Russia in the last ten years has enabled the Department to keep students up to date on "the news behind the news."

A few months ago six students and our staff participated, by invitation, in the Inter-Collegiate Conference on Russian Literature, Poetry and Drama held at Dartmouth and attended by delegations from all the leading Eastern men's and women's colleges. This was the first conference of undergraduate students of Russian on a serious intellectual level. Over a hundred students and their teachers filled Hopkins Center to discuss and analyze approaches to contemporary works of art. The event may be taken as a symbol of what we, in the Russian Department of Connecticut College, regard as the new trend in our field, one which we warmly support: a serious, objective and sympathetic concern by our students with the artistic and intellectual achievements of Russia.

"A Wonderful Expression of America"

By ELIZABETH DAMEREL GONGAWARE '26

Denis Mickiewicz sings informally with guitar in Odessa.

IT IS impossible to think of Denis Mickiewicz of the Connecticut College Russian Department without also thinking of the Yale Russian Chorus. In addition to his full-time teaching, Mr. Mickiewicz continues to direct the now-famous Chorus, which he founded as a Yale student in 1954. The verve, energy, and love of music that created this outstanding musical group is characteristic of the man.

The Chorus, which Averell Harriman, former Ambassador to the Soviet Union, once called a "wonderful expression of America," first gave concerts of Russian music in the Soviet Union in 1958. Since then it has made four immensely successful return trips. Informal, impromptu singing also sprang up, and crowds of Russians stayed on after the singing to discuss life and literature in the two countries.

In discussing the first trip of the Chorus, Mr. Mickiewicz said, "The Chorus was a group of men who had been thinking about world problems and who were linguistically and professionally prepared in their subjects. They became a great source of information to the Russian people. Half-truths could be explained. Discussions of literature lasted all through the night. Literature . . . is taken very seriously and literally in Russian. As a result, it is one of the most controversial of all the arts."

In these informal discussions with the Russians there was great demand for critical assessment of Western literature. Mr. Mickiewicz attributes his interest in teaching Russian literature partly to his experiences in Russia.

Founding Russian Choruses may become something of a tradition for him. This year twenty CC students, now known as the CC Russian Chorus, meet with him once a week to sing Russian music.

With Mr. Mickiewicz (far right) the Chorus stands in front of Saint Basil's Cathedral in Moscow. In 1962 on its first European tour the Chorus won first prize for male choruses at the Festival de Chant Choral *in Lille, France.*

Two Unsung Russian Poetesses

"Tsvetayeva and Akmatova are probably the two finest women poets in our century in Europe"

By HELEN S. REEVE
CHAIRMAN
RUSSIAN DEPARTMENT

EVERY December for the last seven years, the "Day of Poetry" has been celebrated in the Soviet Union. Each poet, famous or not, meets his audience, his readers, reads his poems, talks to them about his work, and signs autographs for the younger set. The day-long festival, reflecting a tradition that dates back more than one hundred years, is a sign of the keen interest in serious art. Masses of people gather in auditoriums, libraries, bookstores, poets' living rooms, or public squares to listen to poetry by the hour or for a while on their way to work, to hear even such well-known poets as Yevtushenko, Rozhdestvensky, Akhmatova, Voznesensky.

Moscow and Leningrad each publish an anthology dedicated to the day. Readings are organized throughout each city, the more important poets appearing at the main celebration, lesser poets at district, institute, and factory meetings. The anthologies include a poem by each of the hundred or more contributors. If she were living, Marina Tsvetayeva would be among them. She was a talented, energetic, outspoken writer. Although she said of herself, "I never belonged to any literary or political movement and never will," she was extremely conscious both of her audience and of her own position as a rebel.

Tsvetayeva refused to do anything to promote herself in the literary world. She lived the hard way. Born in Moscow in 1892, she grew up there in a stable, intellectual atmosphere. Her father was professor of philology at Moscow University and founder of the Museum of Fine Arts (now the Pushkin Museum); her mother was a serious and accomplished pianist. Tsvetayeva started writing at the age of six and published her first book of poetry in 1910, while still in school, without the knowledge of her parents. However, it was noticed and reviewed by the prominent poet and critic, Valery Bryusov. Tsvetayeva continued writing and publishing. She deliberately kept clear of all literary movements, such as symbolism, acmeism and futurism, although in her work she in fact responded to literary themes and concepts that were prevalent at the time. Though impatient with the Symbolists, she admired Blok's poems, many of which in the years immediately before World War I and the Revolution were given over to lugubrious premonitions of national catastrophe and personal failure. She herself wrote many poems about death and the grave in her own energetic, immediate way:

You walk along—you're just like me,
Your eyes glued to the ground.
I, too, always watched my feet!
You, passer-by there, stop!

Read this—after having picked a bunch
Of buttercups and poppies—
That Marina was the name I had,
And years: so-and-so many.

Don't think that here there is a grave,
That I'll appear, revengeful...
Myself I used to love to laugh
Too much when a person shouldn't!

And the blood would flush up through my skin
And my curls would wind and knot...
I, too, *was,* see passer-by!
You, passer-by there, stop!

Pick yourself a wild-flower stalk
And the berry that goes with it.
There's nothing bigger or sweeter than
A cemetery strawberry.

But don't just stand around despondent,
Your drooping head hung low.
Think about me for a moment lightly,
Lightly forget me now.

How the ray of light illumines you!
You're bright with specks of gold...
And don't you be at all confused
By my voice from underground.

(1913)

To the war itself she responded in very personal terms, in concise, imagistic language, enumerating the details by which we distinguish the individuality of human life against the vast and pathetic background of the nothingness of death:

Softly, tenderly now because
I'll soon be leaving them all,
I keep thinking and thinking about who'll get
My special wolf-fur stole,

Who'll get the informal, relaxing plaid
And the slender greyhound cane;
To whom will I leave my silver bracelet
Studded with turquoise stones

And all of my notes and all the flowers
Which nobody could ever keep...
The very last rhyme I ever made,
And you, my very last sleep!

(1915)

Typically her verse was beautifully sparse and strong, its effect built more by the neat and exact placing of the words and less by their import or by a system or "-ism."

As if painted vermilion
The ashberry took flame.
The leaves fell away.
And I was born.

Hundreds and hundreds
Of bells set to arguing.
The day was the Sabbath:
St. John the Divine.

And even right now
I'd still like to chew
A bitter bunch
Of the berries in flame.

(1916)

Like the nineteenth-century poet Fet, and like some of the Symbolists (such as Balmont, who wrote an experimental poem called "Verblessness"), she tended to use few verbs, but unlike the others, she wished to suggest the pithiness of colloquial speech. On the other hand, she experimented both with national, historical themes, trying to recreate not a stylized, but a genuine folk-song spirit within the framework of modern versification, and, later, with complicated, ode-like constructions studded with vernacular terms. But even in her largest, most "nationalistic" verse, she kept coming back to images of moments of immediacy, chiefly to moments of unfulfilled love. The following is from the long three-part poem "Stenka Razin" about the seventeenth-century peasant rebel:

And Razin dreams a dream:
The swamp heron seems to be crying.
And Razin dreams a sound:
Just as if silver drops were dripping.

MARINA TSVETAYEVA. *"She was a talented, energetic, outspoken writer. Although she said of herself, 'I never belonged to any literary or political movement and never will,' she was extremely conscious both of her audience and of her own position as a rebel."*

ANNA AKMATOVA. *"The greatest living Russian poet, Anna Akmatova, is one of the half-dozen major twentieth century Russian writers."*

And Razin dreams an abyss
Covered smooth with flowers...
And he thinks he sees a face,
A dark-browed one, forgotten.

(1917)

Not a person given to politics, or to following literary modes, nevertheless Tsvetayeva was careful to define her own position within her profession. She used to tell laughingly about an evening of readings by lady poets: the elegantly dressed women read their precious poems, she reported, and then she herself appeared in a bag-like burlap dress belted with a soldier's belt, a field bag hanging from her shoulder, and read her strong, sharp verse. However, she was not a revolutionary. On the contrary, in 1922 she and her daughter left Russia, following her husband to Paris.

In Paris she soon began to resent emigré Russian society. It is interesting that she never offered a book of the poetry which she brought with her from Russia to any publisher in Paris. She counted on her poetry for an income, but sold less and less to the magazines. After 1928, no Paris book publisher was interested in her. In 1933 she wrote to a friend: "You can't imagine the poverty I live in. I have no means of livelihood except my writing. My husband is sick and can't work. My daughter earns 5 frs a day knitting little hats, and we live on this, all four of us (I have an 8-year-old son). We live, that is, we are simply slowly dying of hunger." Her poems of the Thirties are critical and bitter, not only about the rise of fascism, the seizure of beautiful Czechoslovakia, a country she loved, but also about what she considered the disintegration of human qualities in the people around her:

The Newspaper Readers

An underground snake creeps along,
Creeps along leading a throng.
And everyone goes with his own
Newspaper (with his own
Eczema!). The chewing tic,
The newspaper tooth decay.
The chompers of gum,
The newspaper bums.

Who's the reader? Old man? Athlete?
Soldier boy? No features, no face,
No age at all. A skeleton—no feet,
No face: a newspaper page!
Which all of Paris is decked out with
From forehead to bellybutton. Hey,
Drop it, girlie!
—You'll give birth
To a newspaper reader.

They—"lives with his sister"—
Sway—"killed his father!"—
Back and forth they sway—
Pumping themselves up with hot air.

What's sunset or sunrise
To people like these?
The emptiness enters,
The newspaper reader!

continued on page 16

Student Trip To Russia

By MURIEL HARMAN '64

Muriel Harman '64 was one of a hundred students who went to the Soviet Union last summer with the "Slavic Workshop" of Indiana University. After eight weeks of intensive Russian language study at Indiana, the students travelled about the Soviet Union for five weeks. In groups of thirty, led by guides from Indiana and Soviet guides from the Soviet Tourist Agency, some students went as far as Tiflis in the Caucasus region. "Our group," Miss Harman writes, "travelled from Moscow through the Ukraine, visiting Kiev, Zaparozhye and Kharkov, and finally going to Leningrad."

FOR a student travel to the Soviet Union brings great rewards. It turns the Soviet Union into a real country, inhabited by real human beings who are concerned with everyday life. I had gathered impressions and ideas of the country from textbooks, novels, and theoretical pamphlets. Yet the history of the Soviet Union became very real when I saw the arch in Leningrad through which the revolutionists surged in 1917, and the war ruins of the World War II seige of Leningrad. Reading about the inferiority of Soviet consumer goods had little meaning before visiting Moscow's largest department store, GUM, and seeing poorly-stocked shelves and goods of inferior quality grossly expensive in proportion to their quality. The shortage of consumer goods struck home when I saw old women waiting in line the entire day to buy a few small, unripe tomatoes. How can an American understand a collective farm from textbooks? My idea of a collective farm did not include the filth and poverty or the disorganization and lack of machinery which I observed in the collective farm our group visited in Zaporozhye.

The present condition of religion in the Soviet Union became more of a reality for me while visiting the Zagorsk Monastery outside of Moscow. The Monastery is primarily the resting place of old women and beggars and pilgrims who flock there for food and shelter. The church there is crumbling, but the richness of the iconostasis amazed me. The service was attended by older women and very few men. Yet, contrary to my expectations, there were many small children at the service with their mothers. The mournful singing of these religous people, which resounded over the entire Monastery, seemed to me to mourn the sorrowful position of religion in the Soviet Union.

Russian literature also became vastly more significant. For those who have been to Leningrad and seen the almost supernatural atmosphere of this northern climate where it stays light until eleven in the evening, the atmosphere of Dostoevsky's *White Nights* is richer and deeper. To have seen the bronze statue of Peter the Great or the Admiralty Spire is to have Pushkin's poem, "The Bronze Horseman," come alive with meaning. To walk the back streets of Leningrad with its dark back staircases is to understand the setting in which Raskolnikov lived.

The tense atmosphere in Moscow, the feeling that one's actions and words are constantly under surveillance, the

hesitancy of Soviets there to talk to foreigners and the blank faces on the street contrasted with the freedom of action, the smiling faces, and abundance of fruit and vegetables in the Ukraine are difficult to experience through books. A diet of black bread, vodka and mineral water means little to those who have not lived on this type of food.

The Russian character is also difficult to comprehend through novels. Not all Russians are as impulsive as Raskolnikov. Yet I had never experienced their impulsiveness of character before an episode in Zaparozhne on the shore of the Dnieper River. I remarked to a man on the beach that the water lily he was holding in his hand was beau-

continued on page 19

Gogol's Linguistic Style in "The Overcoat"

Written in Russian and translated for this issue of the *Alumnae News*

By MARCIA GALATI '64

IT is on the plane of linguistic style that Gogol has set the essential interplay of forces which direct his story, "The Overcoat."[1] The physical action of the story is simple; the real plot appears in the style, the speech, that is, in Gogol's manner of expression. While there is little action, there are many words. Artistic narration, direct speech, and indirect speech perform the function normally accorded the turn of events. What devices does Gogol use to make his mass of words come alive?

Primarily, Gogol uses narration, which alternates between what seems to be irrelevant, disconnected incoherence and a logical, lyrical rhetoric.[2] He begins the story with a digression:

> In the department of . . . But I had better not mention in what department. There is nothing in the world more readily moved to wrath than a department . . . (p. 59)

Initially he creates an impression of mumbling. Long words, long phrases, and long sentences create a flow and a muttering:

> It is said that very lately a petition was handed in from a police-captain of what town I don't recollect, and that in this petition he set forth clearly that the institutions of the State were in danger and that its sacred name was being taken in vain; and . . . (p. 59)

The repetition of certain words intensifies the impression of digression, and serves to create a hypnotic effect. For example, this effect is seen in the recurrence of the words, "and so," at the beginning of several consecutive sentences, or in the use of an adverb:

> He was somewhat pock-marked, somewhat red-haired, somewhat blear-eyed . . . (p. 59)

The alliteration in Gogol's narration and in direct speech produces both a hypnotic and a humorous effect. The only instance where this aspect is not destroyed by translation is in the main character's name, Akaky Akakyevich.[3]

Gogol utilizes a series of tones of speech. First seen is the narrator's personal tone, his references to the reader:

> Perhaps it may strike the reader as a rather strange and far-fetched name, but I can assure him that it was not far-fetched at all . . . (p. 60)

After several long narrative paragraphs, Gogol finally introduces direct discourse, spoken by the hero, in which there is clarity, exactness, and strength:

> Leave me alone! Why do you insult me? (p. 61)

These words of Akaky Akakyevich eloquently create a serious tone, and reveal the moral and the tragedy of "The Overcoat." The narrator intensifies this tone by analyzing it:

> And there was something strange in the words and in the voice in which they were uttered. There was a note in it of something that aroused compassion . . . (p. 61)

Gogol then diminishes the effect by introducing irrelevant detail. Soon he lapses into a lyrical, rhetorical tone, which is pompous and serious:

> How much inhumanity there is in man, how much savage brutality lies hidden under refined, cultured politeness . . . (p. 61)

Long sentences, long words, and lofty thoughts help to create this tone. Varied juxtaposition of long and short words, and of formal and coloquial constructions, serves to change the tone rapidly, thereby producing an ever-shifting rhythm. In addition, Gogol uses diminutives which are destroyed by translation, but which are indispensable to his method of changing tones. Equally indispensable is his use of predominantly negative adjectives

[1] English quotations were taken from: Nikolai Gogol, "The Overcoat," trans. Constance Garnett, *A Treasury of Great Russian Short Stories*, ed. Avrahm Yarmolinsly (New York, 1944).
[2] Vladimir Nabokov, *Nikolai Gogol* (Binghamton, 1944). p. 49.

[3] Basic Russian text was: N. Gogol, "Shineyl," *Russkiye Klassiki* (1940), 263-278.

Miss Galati, who is a French major, has won a fellowship for graduate study in Russian from the CC Russian Department. She will work for her M.A. at Wesleyan. Her article was originally a paper for Mr. Mickiewicz's course on the Short Story.

REMARKABLE RESULTS IN THE RUSSIAN LANGUAGE

A brand new Russian language student no longer opens her textbook on the first day to stare in anxious fascination at the unfamiliar Russian alphabet. Now under a new program introduced last year at CC she goes to the Russian Language Laboratory, where she settles into a booth, adjusts her ear phones, prepares the tape recorder before her, picks up a microphone, pushes a button and begins to learn. Into her ears flows spoken Russian—syllables, words, phrases, sentences. She repeats what she hears and her voice is taped for further study. Her teacher, seated at the switchboard (see photo far right), tunes in from time to time to correct or improve her pronunciation. After her lesson she reviews her work on the tape in a study period. She spends at least one hour a day in the lab in addition to her regular classwork.

After a few weeks of this immersion in the spoken language, the student in confronted with the alphabet in class for the first time. She connects the strange symbols with sounds she knows well by this time. Grammar and spelling are introduced inconspicuously and steadily to build a strong foundation. It is these latter disciplines that distinguish this technique of learning from the Berlitz conversation method.

The new method has been remarkably successful. Pronunciation of Russian by this year's beginning class is considered better than that by Russian students in their senior year.

GOGOL continued

and adverbs in describing the hero's actions:

> He stepped into the square, not without an involuntary uneasiness . . . (p. 76)

The infrequency of direct speech enhances its value. The hero's direct speech is not decreased by its halting, often incoherent, seemingly meaningless quality. This manner of speech is useful; Gogol charges it with feeling and new tones in spite of a definite inarticulateness. Pauses and even punctuation marks are important here, both for humor and for characterization:

> Akaky Akakyevich involuntarily uttered, 'Good day, Petrovich?' (p. 66)

The question mark reveals the hero's timid character and the tone Petrovich creates. The hero uses short words and, according to the narrator, he:

> for the most part expressed himself by prepositions, adverbs, and particles which have absolutely no significance whatever . . . If the subject was a very difficult one, it was his habit indeed to leave the sentence quite unfinished . . ., 'It really is, don't you know . . .' nothing at all would follow . . . (p. 66)

Gogol employs silence and speech mannerisms peculiar to his hero, for example, "er," in order to evoke Akaky Akakyevich's character. Inarticulate speech does convey its attempted message. There is, in fact, a superfluity of communication in "The Overcoat," when the hero and his tailor talk of the new overcoat which the former dreams of owning:

> 'Petrovich, please,' said Akaky Akakyevich . . ., not hearing and not trying to hear what Petrovich said, and missing all his effects . . . (p. 68)

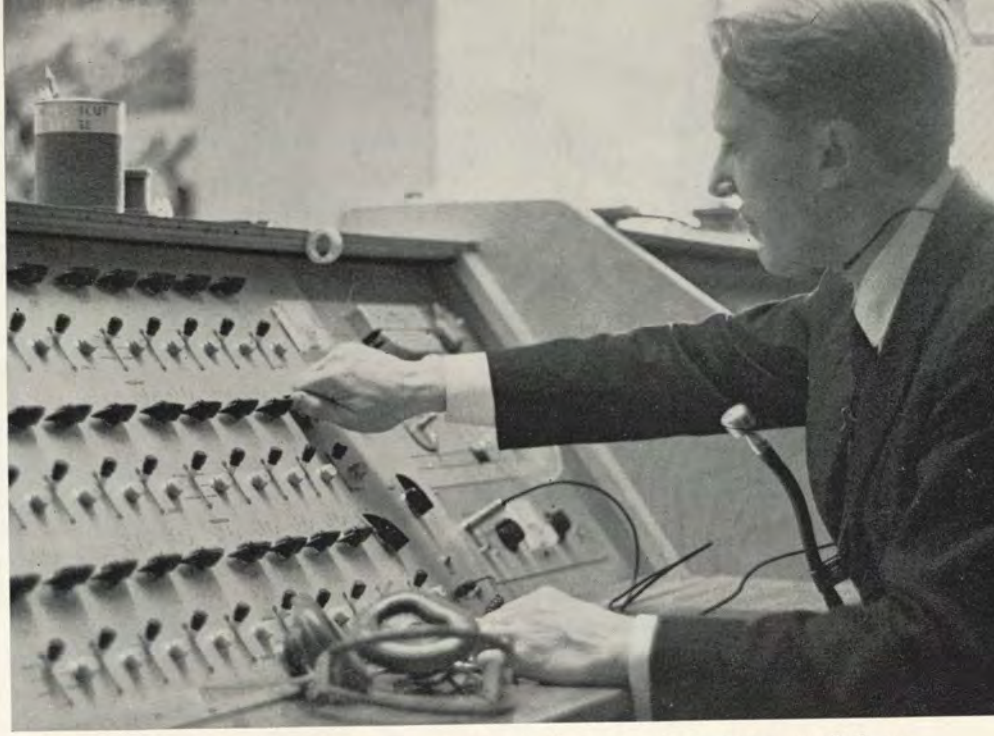
There is so much silent understanding between Akaky Akakyevich and the tailor that words are often redundant. The hero understands the tailor's words, but rebels by feigning inattention.

Correspondingly, there is an interplay of thoughts within inarticulate Akaky Akakyevich himself. The narrator often shows the hero absent-mindedly talking to himself:

> (He) began talking to himself no longer incoherently but reasonably and openly as with a sensible friend . . . (p. 69)

Nevertheless, Gogol, using indirect speech, shows that verbal articulation, whether voluntary or involuntary, is

LABORATORY



TUNING IN—Mr. Mickiewicz turns a knob on the switchboard and tunes in on a student in a language lab booth to supervise and correct her pronunciation. She listens through earphones and speaks into a hand microphone; the lesson, her responses to it, and the teacher's corrections are recorded on the circular tape before her. Mr. Mickiewicz and Mrs. Kasem-Beg, the two language lab teachers, are assisted by Mrs. Irene Sheliga, who helps students outside of regular hours.

difficult and even impossible for Akaky Akakyevich, when he associates with the world outside the realm of himself and his coat:

> On one occasion, when he was copying a document, he almost cried out 'Ow' aloud . . . (p. 71)

Here his restraint is voluntary. When he tries to cry for help, however, he is unsuccessful.

An extremely significant change in tone of Gogol's speech is created when he portrays the story's one outspoken, militant character, the "Person of Consequence," who intimidates the meek Akaky Akakyevich:

> 'What? What? What?' said the Person of Consequence . . . 'Do you know to whom you are speaking? Do you understand who I am? Do you understand that, I ask you? (p. 82)

Gogol explains the effect of the words, and thus increases the significance of speech here:

> The Person of Consequence, pleased that the effect had surpassed his expectations, and enchanted at the idea that his words could even deprive a man of consciousness . . . (p. 83)

This tone, this speech, is a factor in the death of Akaky Akakyevich.

Finally, only when he dies and returns to society as an apparition who confronts his intimidator, is Akakyevich's speech forceful and decisive. He, in fact, echoes the biting words of The Person of Consequence, whom he now intimidates:

> The horror of the Person of Consequence was beyond all bounds when he saw the mouth of the corpse distorted into speech and . . . it uttered the following words: 'Ah, so here you are at last! At last I've caught you by the collar . . .' (p. 87)

Fluently Akaky Akakyevich communicates with his superior, and by this one utterance Gogol has again changed the tone. This single articulation conveys the hero's victory.

Speech, both direct and indirect, indeed plays a dominant role in "The Overcoat." Gogol creates movement through language rather than through ideas. By skillfully utilizing digression, rhetoric, realistic detail, diminutives, repetition, juxtaposition, and punctuation, Gogol rhythmically changes the tone of his work. His complex linguistic style creates a complex story.

TWO UNSUNG RUSSIAN POETESSES

continued from page eleven

Says papers—read: slander.
Says papers—read: stealing.
Every column's a libel,
Every paragraph's thieving.

Oh, what you'll show up with
On Judgment Day!
You who live for the moment,
You newspaper readers!

"Cleared out! Vanished! Gone!"—
A mother's fear is old-hat.
A mother! Gutenberg's press
Is more fearsome than the power of Schwarz!

It's better to go to the church-yard
Than to the pus-filled hospital
Of stinking scab-pickers,
Of newspaper readers!

Who's the one who leaves
Our handsomest sons to rot?
The mixers-up of blood,
The *writers* of the papers!

This, friends—and how much stronger
Than I've put it in these lines—
Is what I think when
With a manuscript in hand

I stand before the figure
(There's no emptier void than that!)—
So, I mean, the *anti-figure*
Of the editor of a paper,
The editor of dirt.

(1935)

Tsvetayeva's poems rely on cadence and rhyme. She interpreted the world through sound. She meant the sounds which she heard to express the emotion (the continual loss) which she felt. "I write exclusively by ear. . . . Creating with words means . . to follow by ear. Everything else is not real art but merely literature." As one critic has said, you can recognize her poems by their intonation. This is, perhaps, why, in the late twenties, she was drawn to Mayakovsky's strident poetry with its swinging meter, its political engagement (so hard for her), and its repeated theme of self-blame. He may have seemed to her the symbol of a new vitality. At any rate her hope for the future began to draw her to the Soviet Union. A literary outcast in Paris, she thought of going home. In "Lines to My Son" (1935) she wrote: "Our conscience isn't yours! . . . Write your own story of your days and loves . . . Our quarrel isn't yours at all! . . ." She returned to Moscow to her own audience, but it was too late. She lived in Moscow for about a year, writing and translating when the war broke out, and she was evacuated when the Germans advanced. Her husband Sergei Efron, former White Army officer, had returned to Russia before her but, so far as is known, had been shot even before her arrival in 1939.

Pasternak has left a long and warmly appreciative memoir of Tsvetayeva in his autobiographical *I Remember.* His praise of her is appropriate, for, like himself, she was one of the leading modern Russian poets but, unlike himself, never widely read until fifteen years after her death. Tsvetayeva and Anna Akhmatova are probably the two finest women poets in our century in Europe.

Akhmatova (a pseudonym for Gorenko) was born near Odessa in 1889. She grew up in the North, though, in the St. Petersburg "suburb" Tsarskoe Selo, the site of Catherine's magnificent palace designed by Rastrelli, with wide and lovely parks, and a village whose royal lycée was especially venerated because Pushkin had studied there. Akhmatova returned to Kiev to finish school and to start studying law, but she soon moved back to Petersburg and took up literature at the University. She started writing verse at the age of eleven; seventy-five on June 23 this year, she is still writing. In 1910, when Symbolism had reached its critical point, some poets turned to Futurism; others, including the young Anna Akhmatova, to Acmeism. Acmeism was a reaction against symbolist preoccupation with melodiousness in verse and with a mystical view of life. Akhmatova, her husband Gumilev, the poet Mandel'shtam, were the leading and most powerful Acmeists. They worked to re-establish in poetry what they considered the lost equilibrium between sound and meaning. They wished to return to poetry the concrete imagery of the visible world. As the following early Akhmatova poem corroborates, she meant images to be specific, concrete in an ordinary but extraordinarily emotional sense: hands, a kiss, the shape of objects, a particular smell or the color of a place.

Indeed, I loved them, those get-togethers at night—
A little round table with ice-coated glasses on it,
The subtle and steaming aroma above the black coffee,
The heavy, wintery heat from the red fire,

The biting laughter of a literary witticism,
And a friend's first glance, helpless and frightening.
(1917)

In 1910 and 1911 Akhmatova visited Paris. In the following years she travelled throughout northern Italy, where she was deeply impressed by Italian painting and architecture. Her first book of poetry, *Evening,* appeared in 1912 filled with poignant expression of loss and loveliness, as in the poem "Bury me, wind, bury me." Her second book, *The Rosary,* which came out in 1914, won great acclaim for its sensitive handling of the theme of love. Akhmatova was recognized as a major poet.

At this time she was married to Nikolai Gumilev, an independent and exotic poet who had helped establish the principles of Acmeism and who was a founder of the Poets' Guild (the Acmeists wanted to be artisans of versification). Husband and wife led the lively, intellectual life of sophisticated bohemians, whose center was the then famous Prowling Dog cabaret. Akhmatova spent summers in the province of Tver, among endless grain fields and rolling hills, working on her third volume of poems, *The White Flock,* which was published in 1917. Shortly thereafter, she and her husband separated. Later, she married an outstanding Assyriologist, Shileyko.

She continued writing and publishing poetry distinguished by its tone of intimacy, its emotional understatement, its directness and striking clarity. The "eternal" quality of its quiet, deeply compassionate themes emerged in "I Went Visiting the Poet" (1914) and "There Is a Legendary Side to People's Closeness" (1915). *The Plantain* came out in 1921; *Anno Domini* in 1922. Political difficulties intervened; in the Thirties she published chiefly brilliant researches and essays on Pushkin. *The Willow* and *From Six Books,* both collections of verse appeared in 1940. A *Selected Poems* was published in Moscow in 1961, and a new work, *Poem Without a Hero,* in New York in 1962 and 1963. More recent poems appear regularly in such Russian magazines as *Novy mir* (The New World).

From the very beginning one can see Akhmatova as an exotic, highly urbane stylist. Her poetry was full of sentiment, but, unlike the work of some of her contemporaries, never sentimental or merely nostalgic. Her usual "theme" is love. Her manner of presentation is restrained. The form of her poems is technially perfect.

I was born not too late, not too early—
That's the only time that is bliss—
But it wasn't granted by God
For my heart to remain unseduced.

And therefore it's warm in my room,
And therefore even my friends,
Like mournful birds in the evening,
Sing on of impossible love.

Often her poems begin in the past tense, as if she were about to tell a "real-life" story, but a story which has never crystallized. The poem remains a "poem," only a suggestion of a much wider world of experience.

Akhmatova's verse is light, fluid, and clear. Although it uses both melody and sound, it relies on neither. It moves along by a deliberate variation of phrase intonations and accents, as in "There Is in People's Being Close."

There is in people's being close a secret line,
Which neither love nor passion cuts across—
Never mind the way lips blend in awful silence
Or how by love a heart is torn to pieces.

Friendship here is impotent, and the years
Of noble and impassioned happiness
When the soul in you is free and alien
To the lazy languor of voluptuousness.

Those who long for it are mad, but those
Who get to it are struck by melancholy...
So, now you know, now you understand
Why my heart's not pounding underneath your hand.
(1915)

Here, too, is a suggestion of an incident, of a tale. It is supported by the quiet presence of a second person to whom the author addresses herself.

Gradually, Akhmatova's poetry, like a great deal of the poetry of the early twenties, became characterized by a growing tendency for compactness. Where possible, verbs and adjectives were avoided. The effect was a more laconic and at the same time a more energetic expression. After the Revolution Akhmatova had a job working in the library of the Institute of Agriculture. She kept writing. Her poems carried a more austere tone, suggestive of the suffering, political or personal, that her country experienced during or after the war. She chose many different topics for her poems, sometimes even Biblical motifs, not just as additional lyrical themes, but for a general widening of her subject, of her vision.

Lot's Wife

And the righteous man followed the legate of God,
Enormous and bright, up the black mount.
But alarm kept telling his wife out loud:
Not too late, you can still have a look once more

At the beautiful towers of Sodom, your town,
At the square where you sang, at the court where you spun,
At the vacant windows of the tall house
Where you bore your children to your darling man.

She glanced back,—and chained by a mortal pain
Her eyes could not stand to look any more:
And her body turned into translucent salt
And her nimble feet grew fast to the ground.

Whoever will weep for this woman now?
Doesn't she seem the least of our losses?

Her giving up life for a single glance.
Only my heart will never get over

(1922-1924)

Akhmatova almost never wrote directly about her views or feelings. She conveyed her emotion by a gesture or a movement, keeping the person of the author ever present, but never in view, shifting, changing, deliberately enigmatic. In her civic poems, too, Akhmatova would never be clearly political, only vaguely autobiographical, and, somehow, almost religious.

The trenches, trenches...
You'll get lost here.
Just a torn rag
Remains of old Europe,
Where cities are burning
In a cloud of smoke...
But here the ridge
Of the Crimea turns dark.
I'm leading a herd
Of women-mourners behind me.
Oh, azure cloak
Of a peaceful land!..
I stand confounded
Over the dead Medusa;
Here I've met the Muse,
Make my pledge to her.
But she laughs loudly,
Disbelieving me: "What, you!"
Down fall drops
Of fragrant April.

(1940)

The lyrical emotion is compounded of numerous concrete images just as a mosaic is put together to make up something elegant and much larger than its simple parts.

The critics, who objected to her as a drawing-room poet and a withdrawn aesthete, were wrong. They did not understand her poetry. In 1946, she and the satirist Zoshchenko were singled out and subjected to public, Party-line criticism. Her poems seemed too private, too intimate, at a time of some basic political maneuvering within the country. Yet, it was surely her acute long-range political consciousness that led her, in the thirties, to study architecture and to engross herself in literary-historical research. During the Second World War she began publishing again, mostly lyrical poems, but still sharper, crisper.

When a person dies
His various portraits change.
The eyes look differently, and the lips
Smile with a different smile.

I noticed this, having been
At a certain poet's funeral.
And since then I've checked it often,
And my guess has been perfectly confirmed.

(1940)

As in earlier poems but now more pronounced, the concrete biographical and thematic material is used less for its own sake than as an artistic device. To Akhmatova it always seemed vital to disassociate poetic expression as far as possible from the kind of abstraction and mysticism that finally vitiated Symbolism. A recent "patriotic" poem on a "national" theme ends on the literalness of our common, immediate experience:

My Native Land

No one in the world is more tearless,
More arrogant and plain than we.

(1922)

We don't wear it round our necks like something sacred;
Don't sob out poems about it, either;
It doesn't irritate uneasy sleep,
Doesn't seem to us the Promised Land.
Inside ourselves, we don't assume
It's something to be bought and sold;
Sometimes sick, often poor, not commenting upon it,
We don't even keep the land in mind.

Indeed, for us it's just mud on galoshes,
Indeed, for us it's a crunching of teeth.
And we grind and we knead and we crumble
That still wholly unkneaded dust
But then we lie down and become it,
And so we freely say it is us.

(1961)

At the beginning of the blockade of Leningrad in 1941, Akhmatova was evacuated to Moscow and then to Tashkent. She kept writing, read to wounded soldiers in hospitals, and as soon as permitted, returned to Leningrad. Since the war, her poetry has become stronger, larger, weightier. Even her briefest lyrics now have a sense of the intimate and the historic commingled. She first read the following poem to Robert Frost when they met in September 1962 near her summer house in Komarovo on the bay of Finland.

The Last Rose

You will write about us obliquely.

I. B.

I ought to genuflect with Morozova,
To dance the way that Herod's step-daughter does,
To fly up with the smoke from Dido's fire
And join Jeanne d'Arc in an *auto da fé.*
Lord! You see, the thing is, I'm worn out
By all this resurrection, death, and life.
Take all you want, but let me once more feel
The freshness of this last, this scarlet rose.

(1962)

The greatest living Russian poet, Anna Akhmatova, is one of the half-dozen major twentieth-century Russian writers.

BOOKS

ON RUSSIAN WRITERS

Voices in the Snow. Olga Andreyev Carlisle, Random House, 1962.

IN 1960, Olga Andreyev Carlisle, the granddaughter of Russian writer Leonid Andreyev, made a literary journey to Russia for the *Paris Review.* Her meetings with a host of Russian artists and writers, her sensitive impressions of life in Russia, and her excitement at revisiting the country of her forefathers are recorded in this book.

Perhaps because of her own Russian heritage, she was allowed to interview many of Russia's literary lions, a number of whom had known Andreyev. She was granted an interview with Mikhail Shokolov, who is considered by Russians the greatest contemporary novelist. She spent considerable time with Eugene Yevtushenko, whose controversial poem "Babii Yar" attacking anti-Semitism has made his name familiar both in and out of the USSR. Ilya Ehrenburg, famous in our country as a novelist but better liked in Russia for his essays and newspaper articles, opened his home to her, as did Boris Pasternak, poet and author of *Doctor Zhivago,* whose speech, like his poems, was full of images and music.

The meetings with Shokolov, Ehrenburg, and Pasternak, who represent the older generation in Russian literature, are fascinating for the insights they provide into the passing Russian literary and political scene. But one senses the real excitement in the Russian literary world when Mrs. Carlisle is told by young Yevtushenko that books of poetry are sold out upon publication, that crowds gather to hear the poets read their works and that these public readings are now regular occurrences in Moscow every autumn. Mrs. Carlisle attended one of these readings and describes it as "electrifying . . . overflowing with listeners of all ages and social backgrounds."

Voices in the Snow is not only an interesting book; it is also a charming one. Mrs. Carlisle reproduces vividly the mood of a wintry Moscow evening, the softness of the writers' village of Peredelkino, where Pasternak lived, the sophisticated apartment of the Ehrenburgs, whose art collection includes work by Picasso, Leger, and Chagall. One finishes the book with new thoughts about contemporary life in Russia and greater understanding of their writers and artists.

—RHODA MELTZER GILINSKY '49

Also recommended:

Robert Frost in Russia. Franklin D. Reeve, Little-Brown, 1963.

Chekhov: A Biography. Ernest J. Simmons, Little-Brown, 1962.

A History of Soviet Literature. Vera Alexandrova, Doubleday, 1963.

Dissonant Voices in Soviet Literature. Patricia Blake and Max Hayward, eds., Pantheon, 1961.

STUDENT TRIP TO RUSSIA

continued from page twelve

tiful, only to have him disappear into the woods and return with an armful of water lilies for me. It is also difficult to understand their effusiveness and hospitality when one has never been invited into a Russian home and has not seen the pleasure a Russian feels from providing a delicious meal for his guests, even though he will eat little for the coming week.

That the Soviet Union is so enigmatic, that its people and their habits seem uncommon, by our standards, means that a knowledge of the Soviet Union taken from novels and textbooks is incomplete. The Soviet Union becomes a reality when one has absorbed its atmosphere, entered Lenin's tomb, or eaten black bread and vodka in a Soviet cafe and answered the penetrating questions of a Soviet friend about America. Travel to the Soviet Union brings incalculable rewards to students who are interested in understanding Russia and the Russians.

By MARY LOUISE FLANAGAN COFFIN '48
PROGRAM CHAIRMAN
ALUMNAE COUNCIL

The College and the Student Today

The twentieth annual Alumnae Council was held on campus on February 28, 29, and March 1, 1964. Members of the Executive Board of the Association, and Presidents of Classes and Clubs or their representatives, were joined this year by a contingent of the newly-organized Admissions Aides. Workshops were scheduled for each delegation to assist the 86 alumnae present to do *better* the jobs they already do so willingly and so well on behalf of the College in their respective Clubs, Classes and Admissions areas. We then all joined forces for a series of discussions pertaining to the theme for the weekend, "The College and the Student in the '60's." The enthusiasm and high interest with which our alumnae carry out their appointed tasks away from the College certainly are enhanced by these yearly on-the-scene reports by faculty and administration.

President Shain addresses Alumnae

Elizabeth Dutton '47, President of the Alumnae Association, presided at the opening dinner meeting on Friday night in Harris Refectory. Members of the faculty and staff who were to participate in our activities were our guests. The speaker of the evening, President Charles E. Shain, chose as his subject: The State of the College 1964. He expressed hope that the recently-announced rise in student fees (to $2,850 per year) would not change the character of the College. He noted that, in view of the rise in educational costs, more money will have to be allocated to scholarship funds. At present, the College draws upon the 50th Anniversary Fund at the rate of $200,000 per year to make up current expenses not completely covered by tuition charges. He stated that Connecticut's financial woes are by no means unique, that in the face of rising costs for services, all colleges cost more to operate. This current rise in fees does *not* "price us out of competition with our sister schools."

President Shain then summarized the involvement of the College in a civil rights test case in Georgia. [The details of this case appear on page 23.] President Shain noted that this incident emphasizes the trend among college students toward comitment to the world beyond the college campus.

President Shain characterized the student of the '60's as ambivalent in the realm of freedom and responsibility. She expects the College to respect her right to personal freedom, though she is not always so willing to respect the College's right to impose regulations relative to the strength and well-being of the college community. Mr. Shain indicated that the student must be made aware that morals are *social* as well as private, and the responsibility of the College is to establish a happy equilibrium between protection of and freedom for the student.

We then plowed through a sudden snow squall to the student lounge in Crozier-Williams, where we soon warmed to a lively discussion of "College and Student Attitudes in the '60's." The moderator was Dean of the College, Gertrude Noyes '25, and the panel was made up of Dr. Mary Hall '41, College Physician; Mr. James Purvis, Acting Director of the Religion Department; and Mr. Peter Seng, Assistant Professor of English.

Increase in Psychiatric Services

Dr. Hall's presentation stressed the change in college attitude toward responsibility for student health. Colleges today must go beyond the "academic" aspect to a concern for the student's physical and emotional growth. College life exerts great pressure on the adolescent who is naturally at her most unstable during this period; colleges must make available psychiatric services to assist the student who *needs* help. As proof of Connecticut College's intentions in this direction, Dr. Hall stated that plans are under way for increasing phychiatric services within what is already an exemplary medical establishment on campus. We have only to compare the infirmary of old with the present well-staffed infirmary to realize a change in attitude on

"In our work for the College is the sense of the Alumnae Association, in our love for the College is the heart of the Alumnae Association, and in the College itself is the purpose of the Alumnae Association"

- ELIZABETH J. DUTTON '47, President, Alumnae Association

Absorbed by student reports on Independent Study.

Virginia Draper '64 describes her study of "The Hero in American Fiction."

Inspiring Weekend

Alumnae from across the nation meet on campus to learn about changes at CC and to work for Clubs aud Classes

Left. Mary Louise Flanagan Coffin '48, Program Chairman of Alumnae Council.

Alumnae Admissions Aides help Admissions Officers under a new program. Left to right: Jean Lattner Palmer '52, San Francisco; Marlayne Roth Schulman '53, Cleveland; Frederica Hines Vaile '53, Wilmette; Ethel Moore Wills '41, Birmingham; June Jaffe Burgin '51, Cincinnati; Miriam Steinberg Edlin '46, St. Louis; Eleanor Jones Heilman '33, Villanova; Carolyn Diefendorf Smith '55, Denver.

THE COLLEGE
AND THE STUDENT TODAY

continued

the part of the College with respect to student health.

Mr. Purvis stated that the College clearly takes a stand on the centrality of religion in life, offering a strong major in the field. He stated, however, that many students consider themselves irreligious, at the same time admitting to an interest in generalized religious questions. Lectures which examine the religious aspects of art, literature and history are very well attended. On the other hand, attendance at chapel services is no longer compulsory, pursuant to a change in Student Government regulations a year ago.

Religion on the Campus

For the first time this year, denominational groups have been established under the auspices of Religious Fellowship for those students who *are* committed to a specific church group. Judging by the activity and interest generated within the Department of Religion, we must conclude that it is indeed a vigorous and effective program.

Mr. Seng described the off-campus community pursuits of students, reciting an impressive number of service agencies in the New London area which utilize volunteer student services, from Learned House to the N. A. A. C. P., within which the students operate a tutorial service for high school students in an attempt to combat the school drop-out problem. Mr. Seng noted that the academic work at Connecticut College is as challenging as at any men's college, and that as a consequence some students must devote themselves almost exclusively to their academic work. Among the students with time to spare there are relatively few, he feels, who commit themselves to community service; many more devote themselves exclusively to personal pursuits. He admonished us, as alumnae, to equip our daughters with a sense of values which includes concern for others as a personal goal.

Students describe Independent Study

We met in Hale Laboratory at 9:30 on Saturday morning for a "Consideration of the Academic Climate 1964." We were treated to some very conclusive evidence, in the form of student presentations of individual study projects, that academic excellence is encouraged and is pursued at Connecticut College. Our student speakers, Virginia Draper '64, an English major, and Jean Klingenstein '64, a sociology major, presented resumés of their independent projects within their major fields. Miss Draper's meaningful analysis of "The Hero in American Fiction" was most impressive, as was Miss Klingenstein's description of her sociological survey of high school students' use of leisure time.

Following a pleasant coffee interlude with Mrs. Shain, we heard Gertrude McKeon, Dean of Sophomores, speak on the topic: A Consideration of Motivation for Intellectual Activity 1964. She stated that there are *many* motivational factors. For many students, motivation is based upon an act of faith, a belief that education and intellectual activity are a "good thing." For most students entering college, "grades" loom as the measure of success; they have all had to maintain high grades in order to gain admission to the college of their choice. Once here, grades seem less significant and the student begins to wonder why she is working so hard . . . . this reaction often tagged the "sophomore slump." She gradually experiences a real sense of accomplishment in the field of her major interest, and this becomes a motivating factor. A good many students are motivated by such internalized forces as the generalized "wish-to-know." Others are guided by vocational goals and by the desire to go on to professional training in graduate schools.

Dean McKeon noted that the seeming lack of relationship between the "Ivory Tower" campus existence and life in the world beyond the campus is often disquieting, and can operate *counter* motivation.

Needed: Alumnae Commitment to CC

Luncheon in Harris Refectory included a talk prepared by Patricia Wertheim Abrams '60, Chairman of Annual Giving. She described a contribution to the Alumnae Annual Giving Program as the alumna's "individual commitment of loyalty to Connecticut College." The Alumnae Annual Giving Program has two goals, one financial, and the other a matter of participation by *all* alumnae. This latter goal "gives the College a strong case in seeking funds from outside benefactors, because percentage of alumnae participation in Annual Giving often determines the amount of support a college receives from corporations and foundations."

At the workshop for Club Presidents on Saturday afternoon, Eleanor Hine Kranz '34, Chairman of Club Relations, presided. The session's theme was described as "How To . . . ." for Club operations. Mrs. Thomson, Director of Press Relations at the College, discussed ways in which clubs can secure space in local papers to keep the name of the College before the public. Club Presidents exchanged ideas as to how best utilize the films and materials made available by the College for meetings with prospective students; how to extend to newly-accepted students a welcome on behalf of the alumnae in the area; how to raise money!

At the same time, Edith Patton Cranshaw '41, Chairman of Class Relations, presided at the workshop for Class Presidents. Working from a fine agenda, this group discussed the importance of Class organization for communications from the College, for planning Reunions, and for maintaining a link with those alumnae who do not live within an established Club area. Organizational problems were discussed: methods of electing officers, Class dues and Class gifts, and management of Class treasuries. Such problems are complicated within Class organizations because of the need to transact all business by mail between Reunions. The exchange of ideas at

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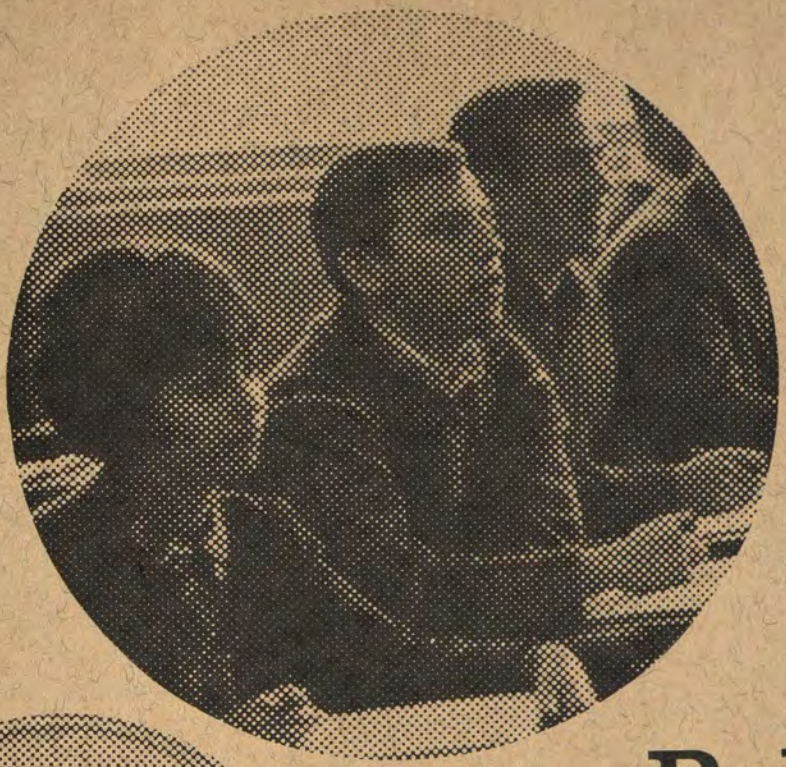

The Money Behind Our Colleges

ARE AMERICA'S colleges and universities in good financial health—or bad?

Are they pricing themselves out of many students' reach? Or can—and should—students and their parents carry a greater share of the cost of higher education?

Can state and local governments appropriate more money for higher education? Or is there a danger that taxpayers may "revolt"?

Does the federal government—now the third-largest provider of funds to higher education—pose a threat to the freedom of our colleges and universities? Or is the "threat" groundless, and should higher education seek even greater federal support?

Can private donors—business corporations, religious denominations, foundations, alumni, and alumnae—increase their gifts to colleges and universities as greatly as some authorities say is necessary? Or has private philanthropy gone about as far as it can go?

There is no set of "right" answers to such questions. College and university financing is complicated, confusing, and often controversial, and even the administrators of the nation's institutions of higher learning are not of one mind as to what the best answers are.

One thing is certain: financing higher education is not a subject for "insiders," alone. Everybody has a stake in it.

THESE DAYS, most of America's colleges and universities manage to make ends meet. Some do not: occasionally, a college shuts its doors, or changes its character, because in the jungle of educational financing it has lost the fiscal fitness to survive. Certain others, qualified observers suspect, hang onto life precariously, sometimes sacrificing educational quality to conserve their meager resources. But most U.S. colleges and universities survive, and many do so with some distinction. On the surface, at least, they appear to be enjoying their best financial health in history.

The voice of the bulldozer is heard in our land, as new buildings go up at a record rate. Faculty salaries in most institutions—at critically low levels not long ago—are, if still a long distance from the high-tax brackets, substantially better than they used to be. Appropriations of state funds for higher education are at an all-time high. The federal government is pouring money into the campuses at an unprecedented rate. Private gifts and grants were never more numerous. More students than ever before, paying higher fees than ever before, crowd the classrooms.

How real is this apparent prosperity? Are there danger signals? One purpose of this report is to help readers find out.

Where U.S. colleges and universities get their income

HOW DO colleges and universities get the money they run on? By employing a variety of financing processes and philosophies. By conducting, says one participant, the world's busiest patchwork quilting-bee.

U.S. higher education's balance sheets—the latest of which shows the country's colleges and universities receiving more than $7.3 billion in current-fund income—have been known to baffle even those men and women who are at home in the depths of a corporate financial statement. Perusing them, one learns that even the basic terms have lost their old, familiar meanings.

"Private" institutions of higher education, for example, receive enormous sums of "public" money—including more federal research funds than go to all so-called "public" colleges and universities.

And "public" institutions of higher education own some of the largest "private" endowments. (The endowment of the University of Texas, for instance, has a higher book value than Yale's.)

When the English language fails him so completely, can higher education's balance-sheet reader be blamed for his bafflement?

IN A RECENT year, U.S. colleges and universities got their current-fund income in this fashion:

20.7% came from student tuition and fees.
18.9% came from the federal government.
22.9% came from state governments.
2.6% came from local governments.
6.4% came from private gifts and grants.

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9.4% was other educational and general income, including income from endowments.

17.5% came from auxiliary enterprises, such as dormitories, cafeterias, and dining halls.

1.6% was student-aid income.

Such a breakdown, of course, does not match the income picture at any actual college or university. It includes institutions of many shapes, sizes, and financial policies. Some heat their classrooms and pay their professors largely with money collected from students. Others receive relatively little from this source. Some balance their budgets with large sums from governments. Others not only receive no such funds, but may actively spurn them. Some draw substantial interest from their endowments and receive gifts and grants from a variety of sources.

"There is something very reassuring about this assorted group of patrons of higher education," writes a college president. "They are all acknowledging the benefits they derive from a strong system of colleges and universities. Churches that get clergy, communities that get better citizens, businesses that get better employees—all share in the costs of the productive machinery, along with the student . . . ."

In the campus-to-campus variations there is often a deep significance; an institution's method of financing may tell as much about its philosophies as do the most eloquent passages in its catalogue. In this sense, one should understand that *whether* a college or university receives enough income to survive is only part of the story. *How* and *where* it gets its money may have an equally profound effect upon its destiny.

PRIVATE INSTITUTIONS: 34.3% of their income comes from student fees.

from Students 20.7 per cent

LAST FALL, some 4.4 million young Americans were enrolled in the nation's colleges and universities—2.7 million in public institutions, 1.7 million in private.

For most of them, the enrollment process included a stop at a cashier's office, to pay tuition and other educational fees.

How much they paid varied considerably from one campus to another. For those attending public institutions, according to a U.S. government survey, the median in 1962–63 was $170 per year. For those attending private institutions, the median was $690—four times as high.

There were such differences as these:

In public universities, the median charge was $268.

In public liberal arts colleges, it was $168.

In public teachers colleges, it was $208.

In public junior colleges, it was $113.

Such educational fees, which do not include charges for meals or dormi-

PUBLIC INSTITUTIONS: 10% of their income comes from student fees.

tory rooms, brought the nation's public institutions of higher education a total of $415 million—one-tenth of their entire current-fund income.

By comparison:

In private universities, the median charge was $1,038.

In private liberal arts colleges, it was $751.

In private teachers colleges, it was $575.

In private junior colleges, it was $502.

In 1961-62, such student payments brought the private colleges and universities a total of $1.1 *billion*—more than *one-third* of their entire current-fund income.

From all students, in all types of institution, America's colleges and universities thus collected a total of *$1.5 billion* in tuition and other educational fees.

Are tuition charges becoming too burdensome?

"NO NATION puts more stock in maximum college attendance by its youth than does the United States," says an American report to an international committee. "Yet no nation expects those receiving higher education to pay a greater share of its cost."

The leaders of both private and public colleges and universities are worried by this paradox.

Private-institution leaders are worried because they have no desire to see their campuses closed to all but the sons and daughters of well-to-do families. But, in effect, this is what may happen if students must continue to be charged more than a third of the costs of providing higher education—costs that seem to be eternally on the rise. (Since one-third is the average for *all* private colleges and universities, the students' share of costs is lower in some private colleges and universities, considerably higher in others.)

Public-institution leaders are worried because, in the rise of tuition and other student fees, they see the eventual collapse of a cherished American dream: equal educational opportunity for all. Making students pay a greater part of the cost of public higher education is no mere theoretical threat; it is already taking place, on a broad scale. Last year, half of the state universities and land-grant institutions surveyed by the federal government reported that, in the previous 12 months, they had had to increase the tuition and fees charged to home-state students. More than half had raised their charges to students who came from other states.

CAN THE RISE in tuition rates be stopped—at either public or private colleges and universities?

A few vocal critics think it should not be; that tuition should, in fact, go up. Large numbers of students can afford considerably more than they are now paying, the critics say.

"Just look at the student parking lots. You and I are helping to pay for those kids' cars with our taxes," one campus visitor said last fall.

Asked an editorial in a Tulsa newspaper:

"Why should taxpayers, most of whom have not had the advantage of college education, continue to subsidize students in state-supported universities who have enrolled, generally, for the frank purpose of eventually earning more than the average citizen?"

An editor in Omaha had similar questions:

"Why shouldn't tuition cover more of the rising costs? And why shouldn't young people be willing to pay higher tuition fees, and if necessary borrow the money against their expected earnings? And why shouldn't tuition charges have a direct relationship to the prospective earning power—less in the case of the poorer-paid professions and more in the case of those which are most remunerative?"

Such questions, or arguments-in-the-form-of-questions, miss the main point of tax-supported higher education, its supporters say.

"The primary beneficiary of higher education is society," says a joint statement of the State Universities Association and the Association of State Universities and Land-Grant Colleges.

"The process of making students pay an increasing proportion of the costs of higher education will, if continued, be disastrous to American society and to American national strength.

"It is based on the theory that higher education benefits only the individual and that he should therefore pay immediately and directly for its cost—through borrowing if necessary. . . .

"This is a false theory. . . . It is true that great economic and other benefits do accrue to the individual, and it is the responsibility of the individual to help pay for the education of others on this account—through taxation and through voluntary support of colleges and universities, in accordance with the benefits received. But even from the narrowest of economic standpoints, a general responsibility rests on society to finance higher education. The businessman who has things to sell is a beneficiary, whether he attends college or not, whether his children do or not . . . ."

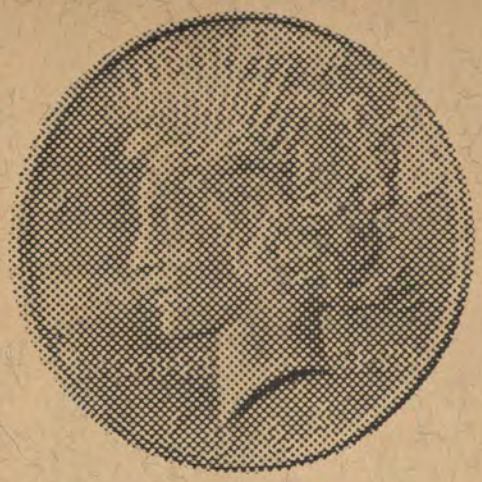
Says a university president: "I am worried, as are most educators, about the possibility that we will price ourselves out of the market."

For private colleges—already forced to charge for a large part of the cost of providing higher education—the problem is particularly acute. As costs continue to rise, where will private colleges get the income to meet them, if not from tuition?

After studying 100 projections of their budgets by private liberal arts colleges, Sidney G. Tickton, of the Fund for the Advancement of Education, flatly predicted:

"Tuition will be much higher ten years hence."

Already, Mr. Tickton pointed out, tuition at many private colleges is beyond the reach of large numbers of students, and scholarship aid isn't large enough to help. "Private colleges are beginning to realize that they haven't been taking many impecunious students in recent years. The figures show that they can be expected to take an even smaller proportion in the future.



Or should students carry a heavier share of the costs?

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"The facts are indisputable. Private colleges may not like to admit this or think of themselves as educators of only the well-heeled, but the signs are that they aren't likely to be able to do very much about it in the decade ahead."

What is the outlook at public institutions? Members of the Association of State Colleges and Universities were recently asked to make some predictions on this point. The consensus:

They expect the tuition and fees charged to their home-state students to rise from a median of $200 in 1962–63 to $230, five years later. In the previous five years, the median tuition had increased from $150 to $200. Thus the rising-tuition trend would not be stopped, they felt—but it would be slowed.

PRIVATE INSTITUTIONS: 1.4% of their income comes from the states.

THE ONLY alternative to higher tuition, whether at public or private institutions, is increased income from other sources—taxes, gifts, grants. If costs continue to increase, such income will have to increase not merely in proportion, but at a faster rate—if student charges are to be held at their present levels.

What are the prospects for these other sources of income? See the pages that follow.

22.9 per cent from States

PUBLIC INSTITUTIONS: 39.7% of their income comes from the states.

COLLEGES and universities depend upon many sources for their financial support. But one source towers high above all the rest: the American taxpayer.

The taxpayer provides funds for higher education through all levels of government—federal, state, and local.

Together, in the most recent year reported, governments supplied 44.4 per cent of the current-fund income of all U.S. colleges and universities—a grand total of $3.2 billion.

This was more than twice as much as all college and university students paid in tuition fees. It was nearly seven times the total of all private gifts and grants.

By far the largest sums for educational purposes came from state and local governments: $1.9 billion, altogether. (Although the federal government's over-all expenditures on college and university campuses were large—nearly $1.4 billion—all but $262 million was earmarked for research.)

STATES HAVE HAD a financial interest in higher education since the nation's founding. (Even before independence, Harvard and other colonial colleges had received government support.) The first state university, the University of Georgia, was chartered in 1785. As settlers

moved west, each new state received two townships of land from the federal government, to support an institution of higher education.

But the true flourishing of publicly supported higher education came after the Civil War. State universities grew. Land-grant colleges were founded, fostered by the Morrill Act of 1862. Much later, local governments entered the picture on a large scale, particularly in the junior-college field.

Today, the U.S. system of publicly supported colleges and universities is, however one measures it, the world's greatest. It comprises 743 institutions (345 local, 386 state, 12 federal), compared with a total of 1,357 institutions that are privately controlled.

Enrollments in the public colleges and universities are awesome, and certain to become more so.

As recently as 1950, half of all college and university students attended private institutions. No longer—and probably never again. Last fall, the public colleges and universities enrolled 60 per cent—one million more students than did the private institutions. And, as more and more young Americans go to college in the years ahead, both the number and the proportion attending publicly controlled institutions will soar.

By 1970, according to one expert projection, there will be 7 million college and university students. Public institutions will enroll 67 per cent of them.

By 1980, there will be 10 million students. Public institutions will enroll 75 per cent of them.

THE FINANCIAL implications of such enrollments are enormous. Will state and local governments be able to cope with them?

In the latest year for which figures have been tabulated, the current-fund income of the nation's public colleges and universities was $4.1 billion. Of this total, state and local governments supplied more than $1.8 billion, or 44 per cent. To this must be added $790 million in capital outlays for higher education, including $613 million for new construction.

In the fast-moving world of public-college and university financing, such heady figures are already obsolete. At present, reports the Committee for Economic Development, expenditures for higher education are the fastest-growing item of state and local-government financing. Between 1962 and 1968, while expenditures for all state and local-government activities will increase by about 50 per cent, expenditures for higher education will increase 120 per cent. In 1962, such expenditures represented 9.5 per cent of state and local tax income; in 1968, they will take 12.3 per cent.

Professor M.M. Chambers, of the University of Michigan, has totted up each state's tax-fund appropriations to colleges and universities (see list, next page). He cautions readers not to leap to interstate comparisons; there are too many differences between the practices of the 50 states to make such an exercise valid. But the differences do not obscure

Will state taxes be sufficient to meet the rocketing demand?

CONTINUED

the fact that, between fiscal year 1961 and fiscal 1963, all states except Alabama and Montana increased their tax-fund appropriations to higher education. The average was a whopping 24.5 per cent.

Can states continue to increase appropriations? No one answer will serve from coast to coast.

Poor states will have a particularly difficult problem. The Southern Regional Education Board, in a recent report, told why:

"Generally, the states which have the greatest potential demand for higher education are the states which have the fewest resources to meet the demand. Rural states like Alabama, Arkansas, Mississippi, and South Carolina have large numbers of college-age young people and relatively small per-capita income levels." Such states, the report concluded, can achieve educational excellence only if they use a larger proportion of their resources than does the nation as a whole.

A leading Western educator summed up his state's problem as follows:

"Our largest age groups, right now, are old people and youngsters approaching college age. Both groups depend heavily upon the producing, taxpaying members of our economy. The elderly demand state-financed welfare; the young demand state-financed education.

"At present, however, the producing part of our economy is composed largely of 'depression babies'—a comparatively small group. For the next few years, their per-capita tax burden will be pretty heavy, and it may be hard to get them to accept any big increases."

But the alternatives to more tax money for public colleges and universities—higher tuition rates, the turning away of good students—may be even less acceptable to many taxpayers. Such is the hope of those who believe in low-cost, public higher education.

EVERY projection of future needs shows that state and local governments must increase their appropriations vastly, if the people's demands for higher education are to be met. The capacity of a government to make such increases, as a California study has pointed out, depends on three basic elements:

1) The size of the "stream of income" from which the support for higher education must be drawn;

2) The efficiency and effectiveness of the tax system; and

3) The will of the people to devote enough money to the purpose.

Of these elements, the third is the hardest to analyze, in economic terms. It may well be the most crucial.

Here is why:

In their need for increased state and local funds, colleges and universities will be in competition with growing needs for highways, urban renewal, and all the other services that citizens demand of their governments. How the available tax funds will be allocated will depend, in large measure, on how the people *rank* their demands, and how insistently they make the demands known.

State Tax Funds For Higher Education

	Fiscal 1963	Change from 1961	
Alabama	$22,051,000	−$346,000	− 1.5%
Alaska	3,301,000	+ 978,000	+42%
Arizona	20,422,000	+ 4,604,000	+29%
Arkansas	16,599,000	+ 3,048,000	+22.5%
California	243,808,000	+48,496,000	+25%
Colorado	29,916,000	+ 6,634,000	+28.25%
Connecticut	15,948,000	+ 2,868,000	+22%
Delaware	5,094,000	+ 1,360,000	+36.5%
Florida	46,043,000	+ 8,780,000	+23.5%
Georgia	32,162,000	+ 4,479,000	+21%
Hawaii	10,778,000	+ 3,404,000	+46%
Idaho	10,137,000	+ 1,337,000	+15.25%
Illinois	113,043,000	+24,903,000	+28.25%
Indiana	62,709,000	+12,546,000	+25%
Iowa	38,914,000	+ 4,684,000	+13.5%
Kansas	35,038,000	+ 7,099,000	+25.5%
Kentucky	29,573,000	+ 9,901,000	+50.25%
Louisiana	46,760,000	+ 2,203,000	+ 5%
Maine	7,429,000	+ 1,830,000	+32.5%
Maryland	29,809,000	+ 3,721,000	+20.5%
Massachusetts	16,503,000	+ 3,142,000	+23.5%
Michigan	104,082,000	+ 6,066,000	+ 6%
Minnesota	44,058,000	+ 5,808,000	+15.25%
Mississippi	17,500,000	+ 1,311,000	+ 8%
Missouri	33,253,000	+ 7,612,000	+29.5%

continued opposite

"No one should know better than our alumni the importance of having society invest its money and faith in the education of its young people," Allan W. Ostar, director of the Office of Institutional Research, said recently. "Yet all too often we find alumni of state universities who are not willing to provide the same opportunity to future generations that they enjoyed. Our alumni should be leading the fight for adequate tax support of our public colleges and universities.

"If they don't, who will?"

To some Americans, the growth of state-supported higher education, compared with that of the private colleges and universities, has been disturbing for other reasons than its effects upon the tax rate.

One cause of their concern is a fear that government dollars inevitably will be accompanied by a dangerous sort of government control. The fabric of higher education, they point out, is laced with controversy, new ideas, and challenges to all forms of the status quo. Faculty members, to be effective teachers and researchers, must be free of reprisal or fears of reprisal. Students must be encouraged to experiment, to question, to disagree.

The best safeguard, say those who have studied the question, is legal autonomy for state-supported higher education: independent boards of regents or trustees, positive protections against interference by state agencies, post-audits of accounts but no line-by-line political control over budget proposals—the latter being a device by which a legislature might be able to cut the salary of an "offensive" professor or stifle another's research. Several state constitutions already guarantee such autonomy to state universities. But in some other states, college and university administrators must be as adept at politicking as at educating, if their institutions are to thrive.

Another concern has been voiced by many citizens. What will be the effects upon the country's private colleges, they ask, if the public-higher-education establishment continues to expand at its present rate? With state-financed institutions handling more and more students—and, generally, charging far lower tuition fees than the private institutions can afford—how can the small private colleges hope to survive?

President Robert D. Calkins, of the Brookings Institution, has said:

"Thus far, no promising alternative to an increased reliance on public institutions and public support has appeared as a means of dealing with the expanding demand for education. The trend may be checked, but there is nothing in sight to reverse it. . . .

"Many weak private institutions may have to face a choice between insolvency, mediocrity, or qualifying as public institutions. But enlarged opportunities for many private and public institutions will exist, often through cooperation. . . . By pooling resources, all may be strengthened. . . . In view of the recent support the liberal arts colleges have elicited, the more enterprising ones, at least, have an undisputed role for future service."

	Fiscal 1963	Change from 1961	
Montana	$11,161,000	−$ 70,000	− 0.5%
Nebraska	17,078,000	+ 1,860,000	+12.25%
Nevada	5,299,000	+ 1,192,000	+29%
New Hampshire	4,733,000	+ 627,000	+15.25%
New Jersey	34,079,000	+ 9,652,000	+39.5%
New Mexico	14,372,000	+ 3,133,000	+28%
New York	156,556,000	+67,051,000	+75%
North Carolina	36,532,000	+ 6,192,000	+20.5%
North Dakota	10,386,000	+ 1,133,000	+12.25%
Ohio	55,620,000	+10,294,000	+22.5%
Oklahoma	30,020,000	+ 3,000,000	+11%
Oregon	33,423,000	+ 4,704,000	+16.25%
Pennsylvania	56,187,000	+12,715,000	+29.5%
Rhode Island	7,697,000	+ 2,426,000	+46%
South Carolina	15,440,000	+ 2,299,000	+17.5%
South Dakota	8,702,000	+ 574,000	+ 7%
Tennessee	22,359,000	+ 5,336,000	+31.25%
Texas	83,282,000	+16,327,000	+24.5%
Utah	15,580,000	+ 2,441,000	+18.5%
Vermont	3,750,000	+ 351,000	+10.25%
Virginia	28,859,000	+ 5,672,000	+24.5%
Washington	51,757,000	+ 9,749,000	+23.25%
West Virginia	20,743,000	+ 3,824,000	+22.5%
Wisconsin	44,670,000	+ 7,253,000	+19.5%
Wyoming	5,599,000	+ 864,000	+18.25%
TOTALS	$1,808,825,000	+$357,499,000	
WEIGHTED AVERAGE			+24.5%

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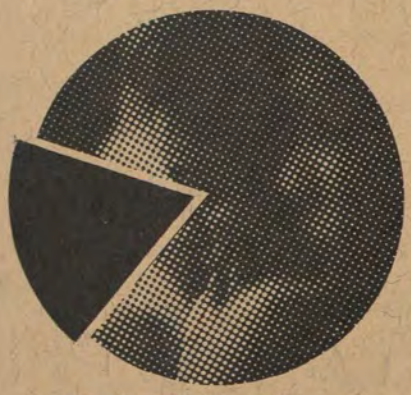
18.9 per cent from Washington

PRIVATE INSTITUTIONS: 19.1% of their income comes from Washington.



PUBLIC INSTITUTIONS: 18.6% of their income comes from Washington.

"I SEEM TO SPEND half my life on the jets between here and Washington," said an official of a private university on the West Coast, not long ago.

"We've decided to man a Washington office, full time," said the spokesman for a state university, a few miles away.

For one in 20 U.S. institutions of higher education, the federal government in recent years has become one of the biggest facts of financial life. For some it is *the* biggest. "The not-so-jolly long-green giant," one man calls it.

Washington is no newcomer to the campus scene. The difference, today, is one of scale. Currently the federal government spends between $1 billion and $2 billion a year at colleges and universities. So vast are the expenditures, and so diverse are the government channels through which they flow to the campuses, that a precise figure is impossible to come by. The U.S. Office of Education's latest estimate, covering fiscal 1962, is that Washington was the source of $1.389 billion—or nearly 19 per cent—of higher education's total current-fund income.

"It may readily be seen," said Congresswoman Edith Green of Oregon, in a report last year to the House Committee on Education and Labor, "that the question is not *whether* there shall be federal aid to education."

Federal aid exists. It is big and is growing.

THE word *aid*, however, is misleading. Most of the federal government's expenditures in higher education—more than four and a half times as much as for all other purposes combined—are for research that the government needs. Thus, in a sense, the government is the purchaser of a commodity; the universities, like any other producer with whom the government does business, supply that commodity. The relationship is one of *quid pro quo*.

Congresswoman Green is quick to acknowledge this fact:

"What has not been . . . clear is the dependency of the federal government on the educational system. The government relies upon the universities to do those things which cannot be done by government personnel in government facilities.

"It turns to the universities to conduct basic research in the fields of agriculture, defense, medicine, public health, and the conquest of space, and even for managing and staffing of many governmental research laboratories.

"It relies on university faculty to judge the merits of proposed research.

"It turns to them for the management and direction of its foreign aid programs in underdeveloped areas of the world.

"It relies on them for training, in every conceivable field, of government personnel—both military and civilian."

THE FULL RANGE of federal-government relationships with U.S. higher education can only be suggested in the scope of this report. Here are some examples:

Land-grant colleges had their origins in the Morrill Land Grant College Act of 1862, when the federal government granted public lands to the states for the support of colleges "to teach such branches of learning as are related to agriculture and the mechanic arts," but not excluding science and classics. Today there are 68 such institutions. In fiscal 1962, the federal government distributed $10.7 million in land-grant funds.

The armed forces operate officers training programs in the colleges and universities—their largest source of junior officers.

Student loans, under the National Defense Education Act, are the major form of federal assistance to undergraduate students. They are administered by 1,534 participating colleges and universities, which select recipients on the basis of need and collect the loan repayments. In fiscal 1962, more than 170,000 undergraduates and nearly 15,000 graduate students borrowed $90 million in this way.

"The success of the federal loan program," says the president of a college for women, "is one of the most significant indexes of the important place the government has in financing private as well as public educational institutions. The women's colleges, by the way, used to scoff at the loan program. 'Who would marry a girl with a debt?' people asked. 'A girl's dowry shouldn't be a mortgage,' they said. But now more than 25 per cent of our girls have government loans, and they don't seem at all perturbed."

Fellowship grants to graduate students, mostly for advanced work in science or engineering, supported more than 35,000 persons in fiscal 1962. Cost to the government: nearly $104 million. In addition, around 20,000 graduate students served as paid assistants on government-sponsored university research projects.

Dormitory loans through the college housing program of the Housing and Home Finance Agency have played a major role in enabling colleges and universities to build enough dormitories, dining halls, student unions, and health facilities for their burgeoning enrollments. Between 1951 and 1961, loans totaling more than $1.5 billion were approved. Informed observers believe this program finances from 35 to 45 per cent of the total current construction of such facilities.

Grants for research facilities and equipment totaled $98.5 million in fiscal 1962, the great bulk of which went to universities conducting scientific research. The National Science Foundation, the National Institutes of Health, the National Aeronautics and Space Administration, and the Atomic Energy Commission are the principal sources of such grants. A Department of Defense program enables institutions to build facilities and write off the cost.

To help finance new classrooms, libraries, and laboratories, Congress last year passed a $1.195 billion college aid program and, said President

Can federal dollars properly be called federal "aid"?

38%
of Federal research funds go to these 10 institutions:

U. of California	U. of Illinois
Mass. Inst. of Technology	Stanford U.
Columbia U.	U. of Chicago
U. of Michigan	U. of Minnesota
Harvard U.	Cornell U.

59%
of Federal research funds go to the above 10 + these 15:

U. of Wisconsin	Yale U.
U. of Pennsylvania	Princeton U.
New York U.	Iowa State U.
Ohio State U.	Cal. Inst. of Technology
U. of Washington	U. of Pittsburgh
Johns Hopkins U.	Northwestern U.
U. of Texas	Brown U.
	U. of Maryland

Johnson, thus was "on its way to doing more for education than any since the land-grant college bill was passed 100 years ago."

Support for medical education through loans to students and funds for construction was authorized by Congress last fall, when it passed a $236 million program.

To strengthen the curriculum in various ways, federal agencies spent approximately $9.2 million in fiscal 1962. Samples: A $2 million National Science Foundation program to improve the content of science courses; a $2 million Office of Education program to help colleges and universities develop, on a matching-fund basis, language and area-study centers; a $2 million Public Health Service program to expand, create, and improve graduate work in public health.

Support for international programs involving U.S. colleges and universities came from several federal sources. Examples: Funds spent by the Peace Corps for training and research totaled more than $7 million. The Agency for International Development employed some 70 institutions to administer its projects overseas, at a cost of about $26 million. The State Department paid nearly $6 million to support more than 2,500 foreign students on U.S. campuses, and an additional $1.5 million to support more than 700 foreign professors.

BUT the greatest federal influence, on many U.S. campuses, comes through the government's expenditures for research.

As one would expect, most of such expenditures are made at universities, rather than at colleges (which, with some exceptions, conduct little research).

In the 1963 Godkin Lectures at Harvard, the University of California's President Clark Kerr called the federal government's support of research, starting in World War II, one of the "two great impacts [which], beyond all other forces, have molded the modern American university system and made it distinctive." (The other great impact: the land-grant college movement.)

At the institutions where they are concentrated, federal research funds have had marked effects. A self-study by Harvard, for example, revealed that *90 per cent* of the research expenditures in the university's physics department were paid for by the federal government; *67 per cent* in the chemistry department; and *95 per cent* in the division of engineering and applied physics.

IS THIS government-dollar dominance in many universities' research budgets a healthy development?

After analyzing the role of the federal government on their campuses, a group of universities reporting to the Carnegie Foundation for the Advancement of Teaching agreed that "the effects [of government expenditures for campus-based research projects] have, on balance, been salutary."

Said the report of one institution:

"The opportunity to make expenditures of this size has permitted a

research effort far superior to anything that could have been done without recourse to government sponsors. . . .

"Any university that declined to participate in the growth of sponsored research would have had to pay a high price in terms of the quality of its faculty in the science and engineering areas. . . ."

However, the university-government relationship is not without its irritations.

One of the most irksome, say many institutions, is the government's failure to reimburse them fully for the "indirect costs" they incur in connection with federally sponsored research—costs of administration, of libraries, of operating and maintaining their physical plant. If the government fails to cover such costs, the universities must—often by drawing upon funds that might otherwise be spent in strengthening areas that are not favored with large amounts of federal support, *e.g.*, the humanities.

Some see another problem: faculty members may be attracted to certain research areas simply because federal money is plentiful there. "This . . . may tend to channel their efforts away from other important research and . . . from their teaching and public-service responsibilities," one university study said.

The government's emphasis upon science, health, and engineering, some persons believe, is another drawback to the federal research expenditures. "Between departments, a form of imbalance may result," said a recent critique. "The science departments and their research may grow and prosper. The departments of the humanities and social sciences may continue, at best, to maintain their *status quo*."

"There needs to be a National Science Foundation for the humanities," says the chief academic officer of a Southern university which gets approximately 20 per cent of its annual budget from federal grants.

"Certainly government research programs create imbalances within departments and between departments," said the spokesman for a leading Catholic institution, "but so do many other influences at work within a university. . . . Imbalances must be lived with and made the most of, if a level of uniform mediocrity is not to prevail."

THE CONCENTRATION of federal funds in a few institutions—usually the institutions which already are financially and educationally strong—makes sense from the standpoint of the *quid pro quo* philosophy that motivates the expenditure of most government funds. The strong research-oriented universities, obviously, can deliver the commodity the government wants.

But, consequently, as a recent Carnegie report noted, "federal support is, for many colleges and universities, not yet a decisive or even a highly influential fact of academic life."

Why, some persons ask, should not the government conduct equally well-financed programs in order to improve those colleges and universities which are *not* strong—and thus raise the quality of U.S. higher education as a whole?

90%
of Federal research funds go to the 25 opposite + these 75:

Pennsylvania State U.
Duke U.
U. of Southern Cal.
Indiana U.
U. of Rochester
Washington U.
U. of Colorado
Purdue U.
George Washington U.
Western Reserve U.
Florida State U.
Yeshiva U.
U. of Florida
U. of Oregon
U. of Utah
Tulane U.
U. of N. Carolina
Michigan State U.
Polytechnic Inst. of Brooklyn
U. of Miami
U. of Tennessee
U. of Iowa
Texas A. & M. Col.
Rensselaer Polytechnic Inst.
U. of Kansas
U. of Arizona
Vanderbilt U.
Syracuse U.
Oregon State U.
Ga. Inst. of Technology
U. of Virginia
Rutgers U.
Louisiana State U.
Carnegie Inst. of Technology
U. of Oklahoma
N. Carolina State U.
Illinois Inst. of Technology
Wayne State U.
Baylor U.
U. of Denver
U. of Missouri
U. of Georgia
U. of Arkansas
U. of Nebraska
Tufts U.
U. of Alabama
New Mexico State U.
Washington State U.
Boston U.
U. of Buffalo
U. of Kentucky
U. of Cincinnati
Stevens Inst. of Technology
Oklahoma State U.
Georgetown U.
Medical Col. of Virginia
Mississippi State U.
Colorado State U.
Auburn U.
Dartmouth Col.
Emory U.
U. of Vermont
Brandeis U.
Marquette U.
Jefferson Medical Col.
Va. Polytechnic Inst.
U. of Louisville
Kansas State U.
St. Louis U.
West Virginia U.
U. of Hawaii
U. of Mississippi
Notre Dame U.
U. of New Mexico
Temple U.

CONTINUED

This question is certain to be warmly debated in years to come. Coupled with philosophical support or opposition will be this pressing practical question: can private money, together with state and local government funds, solve higher education's financial problems, without resort to Washington? Next fall, when the great, long-predicted "tidal wave" of students at last reaches the nation's campuses, the time of testing will begin.

6.4 per cent from Gifts and Grants

PRIVATE INSTITUTIONS: 11.6% of their income comes from gifts and grants.

PUBLIC INSTITUTIONS: 2.3% of their income comes from gifts and grants.

As a source of income for U.S. higher education, private gifts and grants are a comparatively small slice on the pie charts: 11.6% for the private colleges and universities, only 2.3% for public.

But, to both types of institution, private gifts and grants have an importance far greater than these percentages suggest.

"For us," says a representative of a public university in the Midwest, "private funds mean the difference between the adequate and the excellent. The university needs private funds to serve purposes for which state funds cannot be used: scholarships, fellowships, student loans, the purchase of rare books and art objects, research seed grants, experimental programs."

"Because the state provides basic needs," says another public-university man, "every gift dollar can be used to provide for a margin of excellence."

Says the spokesman for a private liberal arts college: "We must seek gifts and grants as we have never sought them before. They are our one hope of keeping educational quality up, tuition rates down, and the student body democratic. I'll even go so far as to say they are our main hope of keeping the college, as we know it, alive."

From 1954–55 through 1960–61, the independent Council for Financial Aid to Education has made a biennial survey of the country's colleges and universities, to learn how much private aid they received. In four surveys, the institutions answering the council's questionnaires reported they had received more than *$2.4 billion* in voluntary gifts.

Major private universities received $1,046 million.
Private coeducational colleges received $628 million.
State universities received nearly $320 million.
Professional schools received $171 million.
Private women's colleges received $126 million.
Private men's colleges received $117 million.
Junior colleges received $31 million.
Municipal universities received nearly $16 million.

Over the years covered by the CFAE's surveys, these increases took place:

Gifts to the private universities went up 95.6%.
Gifts to private coed colleges went up 82%.
Gifts to state universities went up 184%.
Gifts to professional schools went up 134%.

Where did the money come from? Gifts and grants reported to the council came from these sources:

General welfare foundations gave $653 million.
Non-alumni donors gave $539.7 million.
Alumni and alumnae gave $496 million.
Business corporations gave $345.8 million.
Religious denominations gave $216 million.
Non-alumni, non-church groups gave $139 million.
Other sources gave $66.6 million.

All seven sources increased their contributions over the period.

Coming: a need for $9 billion a year. Impossible?

BUT THE RECORDS of past years are only preludes to the voluntary giving of the future, experts feel.

Dr. John A. Pollard, who conducts the surveys of the Council for Financial Aid to Education, estimates conservatively that higher education will require $9 billion per year by 1969–70, for educational and general expenditures, endowment, and plant expansion. This would be 1.3 per cent of an expected $700 billion Gross National Product.

Two billion dollars, Dr. Pollard believes, must come in the form of private gifts and grants. Highlights of his projections:

Business corporations will increase their contributions to higher education at a rate of 16.25 per cent a year. Their 1969–70 total: $508 million.

Foundations will increase their contributions at a rate of 14.5 per cent a year. Their 1969–70 total: $520.7 million.

Alumni will increase their contributions at a rate of 14.5 per cent a year. Their 1969–70 total: $591 million.

Non-alumni individuals will increase their contributions at a rate of 12.6 per cent a year. Their 1969–70 total: $524.6 million.

Religious denominations will increase their contributions at a rate of 12.7 per cent. Their 1969–70 total: $215.6 million.

Non-alumni, non-church groups and other sources will increase their contributions at rates of 4 per cent and 1 per cent, respectively. Their 1969–70 total: $62 million.

"I think we must seriously question whether these estimates are realistic," said a business man, in response to Dr. Pollard's estimate of 1969–70 gifts by corporations. "Corporate funds are not a bottomless pit; the support the corporations give to education is, after all, one of the costs of doing business. . . . It may become more difficult to provide for such support, along with other foreseeable increased costs, in setting product prices. We cannot assume that all this money is going to be available simply because we want it to be. The more fruit you shake from the tree, the more difficult it becomes to find still more."

CONTINUED

But others are more optimistic. Says the CFAE:

"Fifteen years ago nobody could safely have predicted the level of voluntary support of higher education in 1962. Its climb has been spectacular. . . .

"So, on the record, it probably *is* safe to say that the potential of voluntary support of U.S. higher education has only been scratched. The people have developed a quenchless thirst for higher learning and, equally, the means and the will to support its institutions adequately."

ALUMNI AND ALUMNAE will have a critical role to play in determining whether the projections turn out to have been sound or unrealistic.

Of basic importance, of course, are their own gifts to their alma maters. The American Alumni Council, in its most recent year's compilation, reported that alumni support, as measured from the reports of 927 colleges and universities, had totaled $196.7 million—a new record.

Lest this figure cause alumni and alumnae to engage in unrestrained self-congratulations, however, let them consider these words from one of the country's veteran (and most outspoken) alumni secretaries:

"Of shocking concern is the lack of interest of most of the alumni. . . . The country over, only about one-fifth on the average pay dues to their alumni associations; only one-fourth on the average contribute to their alumni funds. There are, of course, heartwarming instances where participation reaches 70 and 80 per cent, but they are rare. . . ."

Commenting on these remarks, a fund-raising consultant wrote:

"The fact that about three-fourths of college and university alumni do not contribute anything at all to their alma maters seems to be a strong indication that they lack sufficient feeling of responsibility to support these institutions. There was a day when it could be argued that this support was not forthcoming because the common man simply did not have funds to contribute to universities. While this argument is undoubtedly used today, it carries a rather hollow ring in a nation owning nearly two cars for every family and so many pleasure boats that there is hardly space left for them on available water."

Alumni support has an importance even beyond the dollars that it yields to higher education. More than 220 business corporations will match their employees' contributions. And alumni support—particularly the percentage of alumni who make gifts—is frequently used by other prospective donors as a guide to how much *they* should give.

Most important, alumni and alumnae wear many hats. They are individual citizens, corporate leaders, voters, taxpayers, legislators, union members, church leaders. In every role, they have an effect on college and university destinies. Hence it is alumni and alumnae, more than any other group, who will determine whether the financial health of U.S. higher education will be good or bad in years to come.

What will the verdict be? No reader can escape the responsibility of rendering it.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council. (The editors, of course, speak for themselves and not for their institutions.)
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By MARY FOULKE MORRISSON
Secretary, Board of Trustees

". . . not exactly routine"

The February meeting was not exactly routine. President Shain, after reporting on the mid-year drop-outs—a net of twenty-one—and the beginning of our participation in the National Defense Education Act Loan Program, told us the first installment in the story of two of our girls, Mardon Walker and Karen Haberman, exchange students at Spelman College, a Nergo women's college in Atlanta, Georgia.

Near the end of their one-semester Spelman visit, they were arrested for taking part in anti-segregation demonstrations (no violence on their part), Karen for breaking a local ordinance against picketing. Mardon, who with some classmates sat down in a white restaurant, was charged with violating the Georgia anti-trespass law. This law was passed in 1961, and its constitutionality has not yet been tested.

The students on our campus learned that Mardon would probably be found guilty and that the appeal bond would be $5,000. They asked President Shain for permission to raise this sum among students and faculty, received permission, held a hurried mass meeting and had all the money within 72 hours. We learned later that the jury had found her guilty. The judge sentenced her to six months in jail and a year in the workhouse and set her bond at $15,000. The appeal to the Georgia Supreme Court is yet to be held and we expect a further report on the case at the May meeting. Mardon, who behaved with great dignity throughout, is back at her studies on campus.

President Shain and the Bursar prepared a projection of our financial situation for the next five years (part of our five-year planning) on the basis of our known income and the outgo already authorized. The report showed that annual deficits will begin to grow steadily. The Review Committee, which had studied the figures carefully, including estimates of the effect of different tuition increases on income, had recommended that tuition fees for students entering in 1964 be increased by $300. Students now in college will pay $100 more next year and $200 more the year after. Non-resident students will pay the same tuition as the rest and the comprehensive fee is $50 for all.

We voted this increase in tuition with a heavy heart, as you can imagine, as no other alternative was available. The academic field is one of the most competitive these days, as the greater cost of instruction and services by faculty and administration and the natural increases that follow a rise in student population make this increase necessary.

Our new fees are about the same as those of the other women's colleges with comparable standards and we have a pretty good lot of scholarship funds, though less than the other women's colleges in New England and very much less than men's colleges. So if we want that badly needed Music-Art Building or a new refectory, we are going to have to raise money for it.

One new safety measure you will be glad to hear about—a twenty-four hour telephone switchboard so we can reach the administrative offices of the College at any hour, day or night.

Through our Anna Strauss we have arranged for a group of representative African women to spend six weeks on campus this summer studying how to make use of women's groups in the development of their new nations. They and the School of Dance should give us a good summer.

REUNION

FRIDAY, SATURDAY, SUNDAY
JUNE 12, 13, 14

Classes not having official reunions will return with the Class of 1911

Husbands of alumnae are warmly invited to join their wives

'32 '33 '34 '35 '36 '39 '51 '52 '53 '54

To the Editor:

My congratulations on the March issue of the *News*. It is very interesting and tells exciting and constructive things about the College and the Art Department that I think very few alumnae or Trustees were aware of. I hope you can do something similar on some of the other departments.

MARY FOULKE MORRISSON
Secretary
Board of Trustees

New London, Conn.

CC Student Defended

Letters from a Dean, several students, and an alumna challenge Peter Seng's statement that "the majority of [CC] students have 'social success' as their highest value" and that "the present College atmosphere stifles the highly motivated student. . ."

To the Editor:

> "It's a book *about* old ladies *for* old ladies. You know, people my mother's age." One Freshman's comment on *The Feminine Mystique.*

One day while walking in the Garden, Eve (the first great gambler) took a non-conservative bite of that Apple of intellectual enlightenment which dangled from the Tree of Knowledge. Adam (the first bold buckpasser) told the Lord that "The women thou gavest to be with me, she gave me of the tree, and I did eat." Through dreary eons of time, beyond the guarded gates of Eden, Adam's cry, "Cherchez la Femme," has resounded with rhetoric ring. Such myths are long in dying. Small wonder then that such objective observers as Betty Friedan and Peter Seng, when forced to conclude "that all is not well in intellectual suburbia," automatically assume the fault lies not in the stars or Adam—but in Eve. Adam apparently doesn't live there anymore.

Letters from alumnae and members of the College community are welcome. Letters should be addressed to: Editor, CC Alumnae News, *Connecticut College, New London, Conn.*

Betty Friedan's historic message was primarily directed to the women of her college generation, the 'forties, who are in their forties now. The approach of middle-age has always been a time of re-evaluation, a looking backward over the years to ask, "What have I really done that's worthwhile with my life?" An honest answer to that inevitable and normal question is frequently a cause for despair. There is a nagging daily awareness that time, at last, may be running out. But isn't that same question asked by as many men in their forties? Men who sailed forth from college with a secure goal ahead to find themselves adrift on the sea of success now turned into a Slough of Despond? And may it not be worse for men than for women? The women, now freed from their biological role, can return to take up the career that was postponed. Mrs. Friedan is too obsessed with her personal statistics on "her" suburban wife to consider any larger or more universal or ordinary causes for the *malaise* which has infected "her" generation.

Through some rather shifty side-stepping, Mr. Seng makes it appear that the "feminine mystique" as defined by Mrs. Friedan is already a chronic condition of the college student of the sixties, most particularly Connecticut College students. Connecticut College students (if I follow Mr. Seng's logic) value their social success far more than their academic achievements which accounts for "Sophomore Slump." They are "almost uneducable" anyway because they operate within "simplistic alternatives" such as *either* becoming "a serious student *or* a social success." They choose either graduate school or marriage. And, as if that weren't dreadful enough, "one (in fact, the only) reason supplied to explain the absence of Negro students " is that the present College atmosphere stifles the highly motivated student, white or colored." In consequence, and therefore, when a highly-motivated student "discovers that the majority of students have 'social success' as their highest value, she transfers elsewhere, or conforms, or is miserable."

A brief look at that group of miserable conformers who arrived in September, 1960, who remained at Connecticut College, and who will graduate in June, 1964, should discourage the most persistently pessimistic feminine "mystiquer." The Class of 1964 earned more Phi Beta Kappa keys than any other class in the history of the College. Many more than ever before are going on to graduate school whether married or single. Eleven completed their work in three years and seven in three and-a-half. Most of them accelerated (and they had to be good students to do so) because Graduate School was their goal. Two class leaders headed up the drive to raise $5,000 toward the bail needed to release Mardon Walker from jail in Atlanta for her "conforming" tactics while a student at Spelman College. And—for one last individual statistic, let me cite Joanna Warner: Phi Beta Kappa; President of Student Government; engaged: with plans ahead for marriage and an Assistantship in French at Harvard.

ALICE JOHNSON
Dean of Freshmen

New London, Conn.

To the Editor:

We regret that we did not answer Mr. Seng's article

on "Men, Women, and the Feminine Mystique" as soon as it appeared in the December *Alumnae News*. However, we were studying for exams. We would now like to offer our defense of today's undergraduate woman, in particular, the Connecticut College student.

Mr. Seng questions the either/or dichotomy facing today's women students. We credit our contemporaries with the incentive, ability, and energy to assume not only a dual role, but often a triple one. Many of us have thoughtfully made plans for combining marriage, job, and graduate school in the coming year. Are we naive in expecting a unity of purpose and direction in our assumption of more than a single challenge? We should hope that the total fulfillment of our ideals and needs can come only from our acceptance of a multiple role.

We would also challenge Mr. Seng's conclusions about life at Connecticut College. If we have been told not to be too intelligent, how did we get here in the first place? If we are concerned more with the "he" down the turnpike than the "he" in the textbook, why was this year's Dean's list higher than ever before? Anyone who can assume that "social success" is our highest value cannot have seen the number of harried faces in the library on a Saturday night. (We must concede some weekend exodus from Connecticut College. Yet, in defense of our womanly position we must offer the "For every unwed mother there's an unwed father" argument. For every girl off on a college weekend there is a male host equally frivolous. And by this axiom, we might well question the superior and serious intent of the male undergraduate so extolled by Mr. Seng.) Were this year's record twenty-seven Phi Betes uneducable? We think not. The dumb blond went out with prohibition, and we can assure Mr. Seng that the trip to the post-office is most likely preceded or immediately followed by a trip to the reserve room in the library.

We ask that Mr. Seng give women more credit. We ask not to be pitied for the difficulty we may find in combining several challenges in a single role; we *are* assuming our responsibility happily. Our self-confidence is, in large part, the product of Connecticut College's success in affording both a learning and a living experience in its education.

JUDITH J. IRELAND '64
JOANNA P. WARNER '64

New London, Conn.

To the Editor:

I am not qualified to answer Mr. Seng's article from the point of view of a housewife, but I do feel fairly qualified to say a few words about students. Rather than answering specific statements I should like to raise a few relevant points about Connecticut College, and, I dare say, many colleges today.

First, very few colleges are five-day-a-week institutions. The pressure that is put upon the student is not one that can be turned off at 5:00 or even on Friday afternoon; rather it is a pressure that is upon her from September until June, with the possible exception of mid-semester break. In the light of such pressure conversation and thoughts must often turn elsewhere if only to maintain sanity. It is interesting, furthermore, that last semester less than one half of the Freshmen took even their quota of six overnights, and that many seniors have rarely if ever taken more than that number during a semester. It seems more true to say that girls here live not from weekend to weekend but from paper to paper and from hour to hour. Discussions of non-intellectual matters and weekends serve to a large extent as temporary escapes from the overriding pressures of academic life.

Second, it should be remembered that the intellectual side of campus life is broadening, in extent and scope. There is an ever increasing number of science majors and graduate school candidates; also there have been two weekend conferences and several other discussions of various sorts organized by students on campus this year. (And, in our dorm the Huntley-Brinkley report is among the most popular television programs.)

Finally, it should be recalled that the college years are years of growth in more than intellectual achievement. What Mr. Seng terms "a full education" should, I think, be taken to mean more than four years of purely intellectual exercise. Many of the discussions and interests that seem unrelated to the classroom are in themselves most valuable and rewarding.

MARY EMENY '64

New London, Conn.

To the Editor:

I listened to Mr. Seng at Alumnae Council in March, and was able to weigh his pessimistic point of view about the Connecticut undergraduate today, against a composite picture of this same student as viewed with more affection, diligence, serenity, and optimism by Dean Noyes, Mr. Purvis, Dr. Hall, and best-of-all, President Shain.

"Rebelliousness and idealism," I jotted down in my notes, to describe the highlights of the undergraduate character today. And this I conveyed in my class letter to the '38ers who could not attend Alumnae Council weekend. Then I added . . . "25% on the Dean's list . . . to Alums she is exciting, but ambiguous . . . and controversial . . . vesper and chapel services no longer required . . . student government traditions still strong . . . most Juniors and Seniors select one seminar course . . . high summer employment figures . . . nearly 1/3 of students on some form of scholarship or self-help . . . philosophy of volunteerism prevails . . . yet vitality, vigor, popularity characterize Religion Department . . . interest high in graduate school."

These are the facts, quoted from others on the faculty and student panels during that exhilarating weekend. This is my sixth year of first-hand insight into the atmosphere to be found at Connecticut College, six years of service on the Executive Board of the Alumnae Association, three as an Alumnae Trustee. Each year I find more reasons to work harder for CC. It is a vital, earnest, lovely, demanding way of life for faculty and students alike.

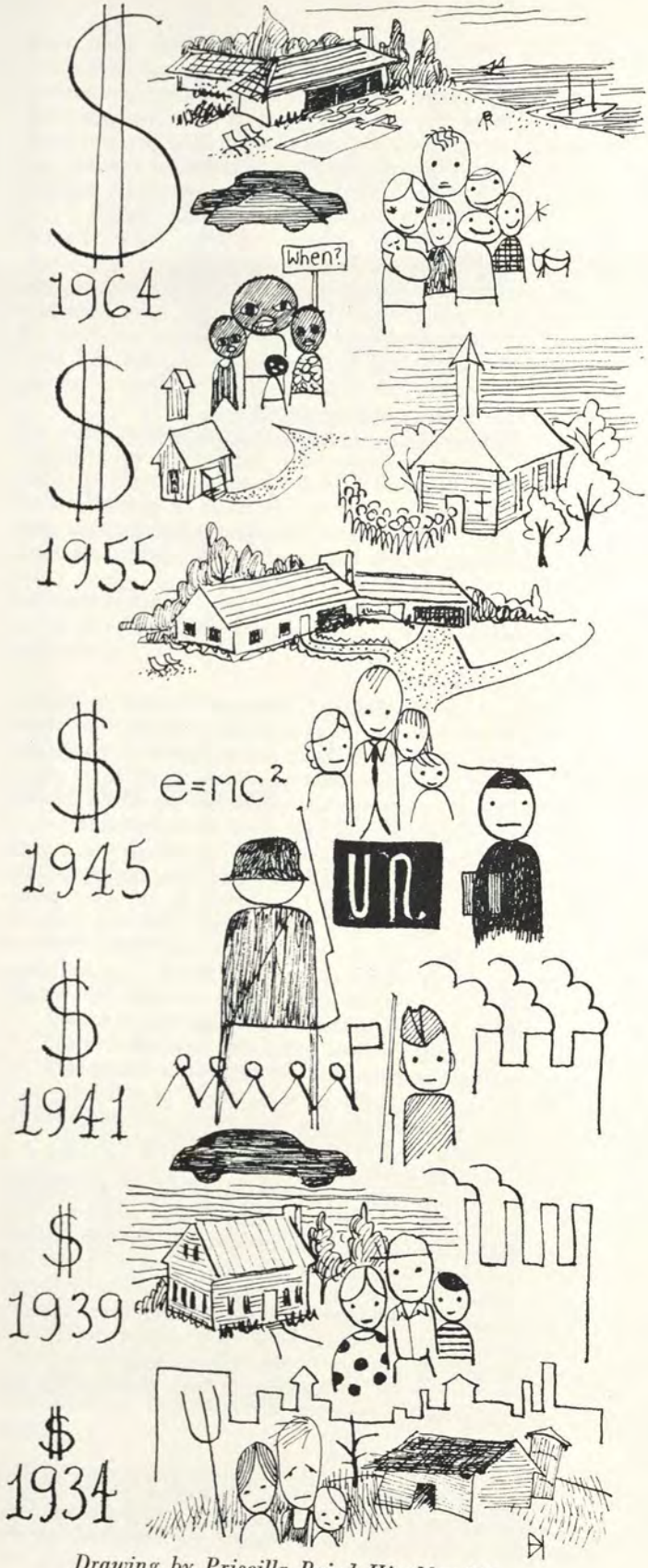
WINIFRED NIES NORTHCOTT '38

Minneapolis, Minn.

To the Editor:

As the proud husband of a "CC girl" I should like to congratulate your school on producing young women who *are* capable of doing what Peter Seng suggested in the

continued on page 28



Drawing by Priscilla Baird Hinckley '47

An Invitation for All Alumnae
Husbands, too

ALUMNAE COLLEGE

THURSDAY - FRIDAY
JUNE 11 AND 12

"FEAST OR FAMINE:
Some Changes in American Destiny
from 1934 to 1964"

PROGRAM

Some Changes in Conservation: Professor Richard H. Goodwin, Chairman, Botany Department

Some Changes in Politics: Professor Marjorie R. Dilley, Chairman, Government Department

Some Changes in Art: Professor William A. McCloy, Chairman, Art Department

Some Changes in Literature: President Charles E. Shain

this workshop every year is perhaps the best way to reach a degree of standardization in Class operations.

New Admissions Aides

The Admissions Aides met with Dr. M. Robert Cobbledick, Director of Admissions, Mrs. Jeanette Hersey, Associate Director of Admissions, and Miss May A. Nelson '38, Assistant Director of Admissions, to consider this newest alumnae participation activity. These alumnae will be endorsed by the College to represent Connecticut in areas far from New London. They will provide information to school guidance officials; they will interview prospective students and all scholarship applicants; they will be in close contact with Dr. Cobbledick's office concerning their activities "in the field." The vitality and enthusiam of these first eight Admissions Aides was extraordinary, and reflected the excitement they share as they enter a new and important field of alumnae effort on behalf of Connecticut College.

Elizabeth Dutton presided at the final session on Sunday morning. She introduced two student speakers, Jean H. Goldberg '64, Chairman of the Student Development Committee, and Joanna P. Warner '64, President of Student Government. Each girl personified the notion of "commitment to the College" which had been much discussed throughout the weekend. Miss Goldberg described the activities of her committee which center now on raising funds for a Fine Arts Building at Connecticut College. Miss Warner discussed the ways in which Student Government have functioned this year to discourage a misuse of the freedom which the College allows under the system of student self-government. Each girl has committed herself not only to the present, but also to the future well-being of the College and of the students who are yet to come. There was not an alumna present who was not gratified to realize that Connecticut College has had a part in the training and development of the four knowledgeable, poised, responsible students who had a part in our weekend program.

ALUMNAE COLLEGE READING LIST

BASIC READING LIST

Galbraith, John Kenneth. *The Affluent Society* (New American Library 75¢)

Harrington, Michael. *The Other America* (Penguin 95¢)

Brown, Harrison. *The Challenge of Man's Future* (Viking Press $1.25)

Updike, John. *Pigeon Feathers* (Crest 50¢)

Hunter, Sam. *Modern American Painting and Sculpture* (Dell 75¢)

Guggenheim International Award 1964 (The Solomon R. Guggenheim Museum, Fifth Avenue & 89th Street, New York City $4.00)

FURTHER RECOMMENDED READING

Nossiter, Bernard D. *The Mythmakers: An Essay on Power and Wealth* (Houghton Miflin $4.00)

Sorensen, Theodore C. *Decision-Making in the White House* (Columbia $1.25)

Johnson, T. Walter. *1600 Pennsylvania Avenue* (Little, Brown and Company $2.45)

White, William H. *Roosevelt: Majesty and Mischief* (MacFadden 60¢)

Texts may be ordered from the Connecticut College Bookshop, Connecticut College, New London, Connecticut. For mailing add 35¢ for one book and 10¢ for each additional book.

December *Alumnae News*—being good wives, housewives, and mothers in addition to maintaining outside activities and interests, or vice versa.

Although the bearing and raising of children may delay the attainment of a woman's personal goals at times, if the spark of intellectual curiosity remains bright, the personal fulfillment in other realms need be no less complete in the long run.

A. MYRON JOHNSON, M.D.

San Francisco, Calif.

To the Editor:

I have just read Mr. Peter Seng's "'Men, Women, and The Feminine Mystique" in last December's *Alumnae News*. It was with some humor that I noticed it lying beneath a pile of assorted recipes and theater advertisements—which contradictory businesses I have been doing my best to attend to, each in its own good time. So hurrah for Mr. Seng, and would you be kind enough to pass along the following little note to him:

Whatever thou writest I will read.

ROXANDRA ILLIASCHENKO ALLEN '59

Boulder, Colorado

And rest assured that should you find yourself one day in Colorado, you may obtain of me these things: a home-cooked meal of any size and order you wish, a free ticket to the play in which I might be taking part—and an introduction to my husband!

Continuing Education - A Challenge Unmet

To the Editor:

It seems to me that Mr. Seng overlooked one point in his whole approach. College girls are not shown how it it possible to be a creative professional or academic in a man's world . . . It is a fact of life that women are marrying younger and must therefore somehow combine studies, professional education, internships, etc. with home and babies . . . Is it not time that some of us . . . directed our energies toward getting money and support for the scores of women who have been motivated and want a chance to combine useful domestic lives with useful professional lives?

It is time we directed our energies to problems other than stimulating, motivating and goading which I believe are not really the problems at all. Are women's colleges in general fulfilling their obligations in this area of continuing education? What about fellowships for distinguished Alumnae to return to school? What about institutes such as that at Radcliffe and the more recent one at Wellesley directed toward women returning to research and teaching in Chemistry? Are we doing enough for the undergraduate in showing her how this double role is possible? . . Could we not stimulate the undergraduate to think in the direction of a profession through symposia (led by Alumnae, married and intellectually or creatively productive) directed toward thinking through the problems and rewards of combining a career and the home.

You and I who are concerned must first convince girls it is worthwhile and possible to want to be professionally creative. Then we must convince society to think in terms of part-time mothers, doctors, lawyers, teachers, and students.

CHARMARIE JENKINS WEBB '55

Lexington, Mass.

To the Editor:

. . . I wonder if enough has been said about the responsibility of the women's college? The kind of full and varied life which is open to college-trained women cannot be expected to just happen. *It must be planned for.* And the planning must begin early, certainly no later than when the student begins to think about her choice of major. Furthermore, the planning must be done in an atmosphere that is emotionally supporting. This is a task which should be tackled enthusiastically and creatively by the women's colleges, but is it?

Do the faculty members of the women's colleges, for example, concern themselves with this problem realistically, or do they just cherish the few obviously dedicated girls among their charges and dismiss the rest as lost to the mystique? Do the administrators try to show the students that it is possible to have a career plus the triple role by employing living examples of the successful combination? Do the courses in sociology, political science, psychology, philosophy, (even English), give the students an opportunity to study community life as it really is and the psychology of love, marriage and human relations in ways which are truly relevant to the kinds of lives they will live? Do the Deans try to counsel their students realistically, or do they inadvertently push the girls into rejecting a career by trying too hard to push them into rejection of the mystique?

SALLY RADOVSKY LINETT '47

Scarsdale, N. Y.

What's in a Name?

To the Editor:

As a member of the third graduating class I do not think that the confusion between Connecticut College and the University of Connecticut is as great as in the early days when UConn was The Connecticut Agricultural College. I remember how I felt when anyone commented, "Oh, yes, I know Connecticut, the cow college at Storrs." Today I think the confusion is practically nil. (My daughter is a graduate of CC, my son, of UConn.) Though I've never completely liked the Connecticut name, implying so much that it's a tax-supported school, neither am I sold on the change-in-the-name idea; and this idea sprang up many times in the early days.

As to the traditional *News* cover versus the "new look," let's have some issues traditional and some "new look" and perhaps please everybody—at least most everybody.

RUTH McCOLLUM BASSETT '21

Danvers, Mass.

To the Editor:

Connecticut College should become *Harkness College.* The reasons are obvious.

SUSAN DART McCUTCHEON '42

Lake Forest, Illinois

CLASS NOTES

Editor of Class Notes:
Mrs. Huber Clark (Marion Vibert '24)
East Main Street, Stockbridge, Mass.

1919

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

Honors came to our president, *Marenda Prentis,* last Nov. 20 at the meeting of the Mass. Conference of Social Welfare, of which she has been executive director since 1943. In the presence of more than 1000 people from all over the state, she received a citation of appreciation, hand-lettered and leather-bound, and a "substantial check, representing scores of members." Prent enjoyed a Christmas visit with her niece, Roberta Bitgood Wiersma '28, organist and choir director in the First Presbyterian Church, Bay City, Mich. Her husband is occupational therapist for the home-bound patients of the Michigan Ass'n for Crippled Children and Adults. When Prent was at Alumnae Council in February, she spent an evening with *Irma Hutzler.* She has also renewed her friendship with the Sean O'Faolins, whom she knew in the '20's in Boston and later visited in their home in Killiney, Ireland. The writer, whose picture adorns the January *Atlantic* cover, is in Boston for three months as Writer in Residence at Boston College. Prent plans to call on the Christopher Sykes family in Ashburnham in the spring. From *Esther Batchelder* in Washington comes word that *Marion Wells Colby* and her husband were in Europe for several months, travelling and visiting their daughter Janet, her husband and little girl. At the February trustee's meeting at the College, Batch saw *Charlotte Keefe Durham,* another trustee, and reports that she and her sister Mildred (Smiddy) are very well. She also had a visit with *Sadie Coit Benjamin* and husband Howard.

The sympathy of the class goes to the family of *Jessie Wells Lawrence* of Stamford, who died suddenly of a heart attack on Jan. 3. Jessie will be remembered for the many contributions she made to the traditions of the College, having been among the originators of some of the songs, the Stone Wall Sing, the Mascot Hunt, and many extra-curricular activities on campus. Her daughter Marjorie L. Weidig '45 is Alumnae Ass'n treasurer.

1920

CORRESPONDENT: Mrs. Philip M. Luce (Jessie Menzies), 2930 Rolyart Road, Petersburg, Va.

Fanchon Hartman Title and Mel left Jan. 19 from San Francisco to sail to Honolulu, New Zealand, Australia, and to disembark at Singapore. They plan to be 15 days in India and then go to Kabul, Afghanistan, Teheran, Istanbul, Rome and home. *Dora Schwartz Gross* sailed to South America, stopping at Nassau, San Juan, Barbados. She was in Rio for carnival time. John and *Betty Rumney Poteat* flew to Portugal and Spain, France, Italy, and Greece, planning to visit lands and towns and folk they haven't seen as yet. They will spend a month in Britain before their return. *Frances Barlow Jopson* lives in England and *Eunice Gates Collier* and Doug are still there. *Kay Hulbert Hall* and David sang in the Community Choir Concert in Wellesley, Mass. They are anticipating a trip leaving Boston on Mar. 28 and going to Greece. In Athens they expect to meet John and Betty Poteat. They will then go to Rome and Sicily and fly home. *Mildred Howard* is going to Holland, Scandinavia and Britain for 3½ months. She plans to settle down in some of the out-of-the-way resorts and quaint places. *Alice Horrax Schell* and Fred are going to the Mediterranean. The Luces took an unexpected trip to Arizona and Southern California, our first visit to that part of the country. We were enchanted with the mountains, the tumbleweed dancing along ahead of us, the cacti and canyons. We took in a family wedding in Scottsdale, picnics in the desert, rodeo, Arabian Horse Show, Ride up the Palm Springs tramway, Disneyland. The high light was "My Day" spent with Lillian Shadd Elliott '19. Lil is so very much the same that we quickly turned back the years and talked us all over. She is busy and happy in Pasadena, having a part-time job and living in South Pasadena with the former Dean of Women at Occidental College. Lil went there for dinner in 1957 and has been there ever since. She sees "Miss Woodhull" and *Dorothea Marvin Wetwiler.* Now I am in Hendersonville, N. C. with *Agnes Mae* and Charlie Clark. Agnes Mae is busy with church and civic affairs. Charlie has taken up oil painting. He is to "hang" in an exhibit this month. *Margaret Davies Cooper* and Bennett are in Florida. *Emma Wippert Pease* tells of a dinner with *Winona Young* '19 and *Marjorie Viets.* She had just talked with *Fetra Perley Reiche* who had returned from the hospital and a bout with pneumonia. Fetra is scheduled to go to Mayo's with a friend who is to undergo heart surgery. In December Emma "conjured up a sort of pageant with a cast of nineteen and six scenes."

The class extends its deep sympathy to *Marjorie Carlsson Lees* on the loss of her mother.

IN MEMORIAM

DOROTHY ABBOTT GREGORY '19

BELLE RIFKIND LEVINS '26

MARJORIE BRADSHAW ADAMS '32

MARGARET SNIFFEN UTGOFF '36

ROSAMONDE SEEBIRT CHRISTMAN '37

MARY RANDOLPH MOUNTAIN '38

MARGUERITE GOE FAIRLIE '45

1921

CORRESPONDENT: Mrs. Emory C. Corbin (Olive Littlehales), 9 Brady Ave., New Britain, Conn. 06052

Dorothy Wulf Weatherhead sent me a copy of the Quarterly published by the Los Angeles County Museum containing an article which "probably says better what I do than I could." The story, "Do You Want to Borrow a Small Museum," tells about a Lending Service which makes it possible for instructors in public or private schools, university faculty members, lecturers and students to borrow and study at close range those things ordinarily kept out of reach in museums, such as things used in colonial times or ancient Egypt, mounted birds, stuffed animals, fossils, fabrics of historical interest, insect collections, scientific data, colored slides, and pictures. These are preserved, repaired, added to, guarded, packaged, shipped and catalogued constantly, and Dorothy says, "I am in charge of all this buying, collecting, contacting, assembling, labelling, maintaining and seeing that all gets into exhibit cases. Doesn't seem possible that I've been at it for nearly 21 years." On her annual vacations abroad Dot has collected educationally valuable specimens from virtually all corners of the world and has taken fine color slides. *Anna Mae Brazos Chalmers* and her husband Al spent the month of February on Sanibel Island, which has "the third finest shell beach in the world, the best on the American continent and where everybody shells." *Martha Houston Allen's* elder son, after working seven years as an industrial engineer, entered Columbia Seminary in the fall of '62 to become a Presbyterian minister. He is married and has three children. The second son is presently with the Air Force and "engaged to a lovely girl from North Carolina. She is living with us while going to business college. We love having a girl around the house, also we get to see more of our son this way." Martha's husband retired from manufacturing and went into real estate development. Martha has been working for over eight years as a secretary in a

hospital in Charleston. Bill's sister, Harriet '20, divides her winters between Florida and staying with the Allens in Charleston. On *Ella McCollum Vahlteich's* trip last year, she and her husband were in Dallas at the "ill-fated spot" on the Monday before the tragedy of Nov. 22. *Gladys Beebe Millard* and her husband live five miles away from Ella and "graciously took care of our dog while we were gone." Your correspondent and family are well and busy, at present looking forward to a weekend visit from daughter Susan, her husband Gene, and granddaughter Pamela, and, in preparation, cooking, filling the deep freeze and removing extra dresses and coats from the guest room closet. I start rehearsals for the part of Grandma in *The American Dream* next week. I did the role at Trinity College in Hartford a year ago and have been asked to do it again for another Hartford group. Em and I go to our jobs at the New Britain General Hospital every day, get to the theatre in Hartford and New Haven fairly frequently, and went to hockey games at Yale.

1922

CO-CORRESPONDENTS: Mrs. David H. Yale (Amy Peck), 579 Yale Ave., Meriden, Conn. 06452

Miss Marjorie E. Smith, 181 Irving Ave., Providence 6, R. I.

As of Jan. 1, *Marjorie Smith* retired from the Periodical Dept. of the Providence Public Library. Appreciation of her work and the inspiration she had given to visitors to the library was shown in a farewell party and in letters to the newspapers. She is enjoying staying home, becoming more active in church work and just relaxing. Tribute was paid in the Newburyport Daily News to *Elizabeth Merrill Blake* for the work she does in the Amesbury, Mass. Public Library. *Helen Merritt* stopped to see *Augusta O'Sullivan* recently. *Alice Hagar Schoffstall* is taking care of an aunt who was injured in a fall recently. Part of *Mary Thomson Shepard's* painting this fall was doing over part of her house inside. *Marge Wells Lybolt's* household has been increased by two Angora cats. She had a trip to Big Sur Hot Springs. *Gertrude Avery Krout* spent her vacation with her father 94 and her brother Reg who lives in the Catskills. Her daughter June and her two children were with Gertrude and Ralph for the holidays. David is a senior in high school; Trudie took part in the Christmas program at her school. *Ruth Bacon Wickwire* and Grant spent Christmas in Lebanon, Conn. where they are near Katie and her family and had some time in Amherst, Mass. seeing their newest granddaughter, Pamela, Lyn and Mary's new baby. From *Claudine Smith Hane* came news that *Mildred Duncan's* mother died this past October. Claudine's daughter Melicent and her family are returning to the U. S. soon and will live in Fargo, N. D. about 200 miles from the Hanes. Claude will head one of the research units at a new laboratory of the U. S. Dept. of Agriculture. *Amy Peck Yale's* daughter Alice and her family, who have lived upstairs for three years, have just moved into their new home two miles away.

1923

CORRESPONDENT: Mrs. Rufus A. Wheeler (Olive Holcombe), 208 First St., Scotia, N. Y. 12302

Helene Wulf Knup represented *Mary Langenbacher Clark* at Alumnae Council Feb. 28, 29 and Mar. 1. She reports, "The meetings were interesting and associations with the returning alumnae very pleasant Mr. Shain's address was enlightening and the talks by members of the faculty gave us a good idea of the thoughts, the activities and the aspirations of the group on campus today. The poise of the students participating was impressive and their presentation of their material was excellent." *Bee Boynton Preston* writes, "Have given up teaching pre-school and switched to teaching English to the wives of our International students at N. C. State. There are ten nationalities represented in my class and it is a most satisfying experience and lots of fun. Our grandchildren number five and 2/3 at present and our younger daughter is a sophomore in college. *Helen Barkerding Neuberg* has moved though she is still in Montvale, N. J. *Betty Dickinson Clary* lives the life of a suburban housewife. Her husband works for Esso as an engineer and doing some traveling. They have two sons, both married, and two grandchildren. Betty belongs to the CC Club of Central New Jersey. She says *Abby Hollister Lamphier* is in Florida for the winter. *Kay Wilcox McCollum* wrote from Pompano Beach that Edith Langenbacher Breede '24 is with her. She went to Europe last summer. I just got back from a visit with our younger daughter who had her first child, Timothy, in February. Grandma is not as young as she used to be!

To Alumnae and Faculty on vacation in New Hampshire this summer:

Connecticut College Alumnae in New Hampshire extend an invitation to join with them at a picnic luncheon on Wednesday, August 5, 1964. For details, please get in touch with the hostess: Mrs. Harry L. Bryant, Jr. (Nancy Head '48), 238 Pleasant Street, Laconia, New Hampshire.

1924

CORRESPONDENT: Mrs. David North (Helen Douglass), 242 Orange St., New Haven, Conn. 06507

Catharine Holmes, now Mrs. Ronald John Rice, is living in Valley Center, Calif. *Doris Strong* is living in Starke, Fla. *Clara Cooper Morton* is in San Francisco, Calif.

The sympathy of the class goes to *Helen Douglass North,* who on Mar. 1 lost her little grandson, Richard Alden North, 5 months old, from a massive virus which caused his death during the night.

1925

CORRESPONDENT: Mrs. Edmund J. Bernard (Mary Auwood), P.O. Box 615, Wickenburg, Arizona 85358

Olga Gennert Greene went to Naples in October to visit her daughter, Joanne Baker, whose husband's ship is based there, and returned in February to her home, "Turn the Key Cottage," at Pinehurst, N. C. Last summer she sold her place in Vermont, feeling it was too large and too isolated for a "lone" woman, especially as the children were not able to be there very often. Although she believes North Carolina is a much better place for her, she does miss Vermont. Olga wrote, "I was so sorry to hear of *Idell Goddard's* death. *Dot Kilbourn* told me. I had lost touch with her in recent years but she was one of my bridesmaids.....I had cataracts in both eyes last year, which was very boring and everything is fine now." So many of my friends come to Arizona throughout the year I feel most fortunate. The populations of Phoenix and Scottsdale continue to grow at a fast pace. Both are developing many aspects of big cities and that is one of the reasons for my decision to buy a house in the lovely town of Wickenburg, 54 miles northwest of Phoenix in beautiful country with limitless views. I plan to move April 1.

1926

CORRESPONDENT: Katherine L. Colgrove, 38 Crescent St., Waterbury 10, Conn.

Madelyn Smith Gibson is on a trip to the Far East. A card from *Harriet Stone Warner* postmarked Kenya says that the Warners are en route to Southern Rhodesia. Just before their departure for Africa their daughter Nancy presented them with their first grandson. *Mary Jo Robinson Swanston* and her husband call Annapolis, Md. their home, but they travel a lot, and spend winters in Florida where she looks forward each year to a visit with *Mildred Dornan Goodwillie.* Mary Jo has two sons, a daughter and nine

grandchildren.

The class expresses its sympathy to the family of *Belle Rifkind Levins* of Brooklyn, N. Y. on her recent death. She is survived by her husband, a daughter, and three grandsons. We also express sympathy to *Alice Hess Pattison* and *Inez Hess* who recently lost their mother.

1927

CORRESPONDENT: Mrs. L. B. Gatchell (Constance Noble), 6 The Fairway, Upper Montclair, N. J. 07043

Mary Wilcox Cross wrote of her new home on Upper Nashotah Lake, Wisc., "It's a joy to the water-loving Crosses who keep their boat moored off the back door and go sailing and swimming almost every day." Bill is professor of Ethics and Moral Theology at Nashotah House, a seminary of the Episcopal Church. "We're only about 25 minutes from Milwaukee and Lake Michigan via expressways, so, although we live in the country, we are also part of suburbia. The terrain here is much like New England with its rolling hills and stone walls." Mary types articles and notes for her husband, does volunteer work in the seminary office and library, and is actively interested in churchwomen's groups throughout the diocese. Their eldest daughter is a nurse; their youngest has an editorial job at Columbia Teachers' College; and their married son is a missionary in Honduras. Mary and Bill expect to spend this summer in Europe. *Sue Chittenden Cuningham* is taking advanced courses at NYU, working towards a master's degree in business administration; she's majoring in investments. Sue and Ted attended an economic business conference in both Hong Kong and Tokyo. Now they are considering a trip to Spain and Turkey. *Annise (Azee) Clark Hill* sent an ecstatic letter to Sue about her two grandchildren. *Mildred Dunham Smith* boasts of her two grandchildren too. *Betty Cade Simons* reports the fun of using an electric typewriter in her boss's office. "Can't understand why *Mig Addis Wooding* should be slightly leery of the machine; she's doing a grand job as secretary." *Florence (Flops) Surpless Miller,* corresponding secretary on the board of the Wyckoff Women's Club, N.J., said, "Although it's a fairly small club, the number of notes I send out is remarkable." She often sees *Loie Penny Stephenson* after the programs for a chat over tea cups. Flops plays a good game of bridge but her favorite indoor sport is bowling. *Dorothy (Red) Harris Clark* runs a weaving guild, gives lessons in the art of weaving, and puts on shows. Red wrote, "I make wall hangings with native grasses, seeds, and bark for the artier shows, also practical items like place mats, stoles, belts, bags, dog leashes and baby blankets." She has been busy all spring working for the N. M. Arts and Crafts Fair to be held in June.

1928

CORRESPONDENT: Leila C. Stewart, 517 Adams St., S.E., Huntsville, Ala. 35801

1929

CORRESPONDENT: Mrs. Alanson D. Murch (Grace Houston), 720 Luckystone Ave., Glendale 22, Missouri.

In October *Faith Grant Langreth* wrote that her son David this June will complete his doctorate in "solid state physics." A year ago last Christmas his "darling fiancee" was killed in a terrible car accident. Dave himself miraculously recovered from a fractured skull and many broken bones. Fran's twin daughters were graduated from Wellesley. Both were in Europe after graduation. Now Sue is at Chicago Graduate School studying for a doctor's degree in zoology. Jane, who did some cancer research at Boston, was married in the fall of 1963 to a 4th-year Tufts medical student. Ann, the youngest daughter, spent the summer of 1961 at the Northhampton School for Girls where they spoke only French. The summer of 1962 she lived with a French family in France. She is now at Wheaton. Faith spends most of her time travelling between Connecticut to visit her 91-year-old father-in-law and Dallas to see her own 90-year-old mother, with stop-overs in Pittsburgh, her own home. She is active in the garden club, French conversation group, 20th century decorating club, symphony and opera ass'ns. *Fran Wells Vroom's* daughter Barbara, now living in NYC, is a special assistant to the editor of "The New Yorker." In the fall of '62 Barbara returned home after two years of residing in England and Europe. While Fran was at the Boston Clinic undergoing tests for troublesome, unusual arthritis, she talked to *Kay Capen Cook.* Her talented daughter Pam was to have given a harpsichord concert at Lincoln Center Dec. 26. Fran's biggest job outside "home" is serving as treasurer for the "Camp Nejeda Foundation, Inc." sponsored by the N. J. Diabetic Ass'n. Fran hoped to see *Mary Scattergood Norris* when Mary visits her daughter Vicky, a gym teacher in one of the Montclair schools for girls. It takes only 6½ hours now for *Eleanor Newmiller Sidman* to drive to Virginia to see their daughter Sandra and her family. The other daughter, Shirley, living near Ellie, is active in the local CC Club. Ellie and her husband hoped to go to Florida this spring. It is new career for *Lil Ottenheimer Spencer,* after 30 years as a business woman, to be a lady of leisure happily running two homes, their town house in Waban, Mass. and a farm in New Hampshire. They spend a great deal of time "jeeping" through the mountains, trout fishing and grouse shooting. Two years ago the Spencers had a fascinating trip to the Orient, going by way of Alaska and returning via Hawaii and San Francisco. At a recent Alumnae Council held on CC's campus, *Roddy Holmes Smith* represented '29. Also there were *Betty Seward Tarvin* from New Jersey and *Jan Boomer Barnard* whose daughter Anne is a student at Connecticut. Roddy and her husband, amateur ornithologists, went on a trip to Block Island during the migration season, witnessing thousands of warblers and sparrows who came down the coast and lighted on the island to rest. The Smiths leave in May for a trip to England and Scotland where Roddy's husband has relatives. This will be her first trip to Europe since 1929. She hopes to attend the Chelsea Flower Show. *Jan Boomer Barnard* loves her work on the College Alumnae Board. In January she broke her ankle but that didn't halt "busy Jan." She recently stopped to see *Pat Hine Myers* who was leaving shortly with her husband for a two-week trip to St. Croix, Virgin Islands *Betty Seward Tarvin* and her family are very conservation minded. Her son is at a school of forestry in N. Y. state. *Speedie Greer* has moved to Rochester, N. Y. *Betty Kane Marshall* now lives in Avon, Conn. *Zeke Speirs* is on the Finance Comm. for the Alumnae Ass'n. *Ethel Cook* is a regional Agent for the Alumnae Annual Giving Program. The chairman for these agents is *Verne Hall.* In June Verne is planning to take an "ambassador" tour of Central and Southern Europe with members of the Hartford Foreign Policy Ass'n. They will be gone a month, providing the Cyprus disturbance doesn't interfere, visiting embassies, getting briefings and meeting government officials. National Industries and projects will also be included. While in Salonika, Hartford's sister city, the group will live with several Greek families interested in the "people-to-people program." Verne is trying to convince *Esther Stone Katt* that she should also go. In November the St. Louis Alumnae Chapter had a tea for prospective students, about 25 being present. I showed recent slides my husband had taken of CC's gorgeous campus. The Music Educators' National Conference was recently held in Philadelphia and I attended as a delegate.

1930

CORRESPONDENT: Miss Marjorie L. Ritchie, 95 Myrtle Street, Shelton, Conn.

1931

CO-CORRESPONDENTS: Mrs. Herbert C. Schoof (Dorothy Cluthe), 2730 Picardy Pl., Charlotte 9, N. C. 28209
Mrs. Arthur G. Lange (Rosemary Brewer) Somerville Rd. R.R. #1, Box 361, Basking Ridge, N. J.

Caz Wood Bregenzer's daughter Sally was married in January and is with her husband in Germany. *Mockie Fitz-maurice Colloty's* Susan was married to Perry Rianhard in February. *Dot Rose Griswold* and Harlan attended. Mockie's younger daughter Beth is a junior at St. Margaret's School in Waterbury. *Yvonne Carns*

Wogan is still recovering from a difficult 1963 in which she suffered three serious illnesses. Her husband also underwent surgery and in December daughter Caroline had an accident en route to the integrated public school in New Orleans where she teaches lst grade. "Her car was struck and virtually demolished," writes Yvonne, but by some miracle she was not seriously injured." *Cathie Steele Batchelder,* Bob, and both children spent two wonderful months abroad last summer, seeing much of France and Italy and some of five other countries. Molly is taking graduate courses in education at the Univ. of Penna. this year and Bob Jr. is a Colgate freshman. *Isabel Colby* and *Anna Cofrances Guida* globetrotted last summer in Britain and Scandinavia. Opera at Glyndebourne and the Bolshoi Ballet at Covent Garden were among the artistic highlights of their trip.

1932

CORRESPONDENT: Mrs. Susan Comfort Masland, Apt., B-3, 371 Lancaster Ave., Haverford, Pa.

1933

CORRESPONDENT: Mrs. Lyle A. Christensen (Helen Wallis), 9619 High Drive, Leawood, Kanas 66206

Besides serving as president of our class, *Ruth Ferree Wessels* continues to work as a medical social worker two days a week at Hartford Rehabilitation Center. Eldest daughter Jane is a junior at Univ. of Michigan, majoring in Chinese. Daughter Sally 17 is college bound come fall. Son Steve 15 swims, plays the flute and saxophone, skis, and "is a very satisfactory boy." Ruth does work for the Republican party, Senior Citizens and PTA. She and husband Wally plan an April trip to Italy and England. Ruth says former roommate *Virginia Schanher Porter* and son Bill live in Winnetka, Ill. where, besides tutoring French, Ginny raises miniature schnauzers. *Louise Armstrong Blackmon* has recently moved to Cleveland from Phoenix. Her family consists of husband Larry, Etta Lou 16 and Mary Ellen 13. *Elsie DeFlong Smith* writes, "My marriage in '61 made me at one fell swoop mother and grandmother—'step', that is." After 25 years of teaching, she is librarian in the education department of the nursing school of St. Francis Hospital in Hartford. *Eleanor Jones Heilman's* son is now an MD at Mary Fletcher Hospital in Burlington, Vt., having returned from Navy duty. Her daughter is in New York, married to a painter and writing for Sports Illustrated. *Barbara Elliott Tevepaugh's* elder daughter Ann is a junior and art major at Hollins College. Jean is a freshman at Collegiate. Last summer the Tevepaughs had as a guest a Greek student from Crete and found it a most interesting experience. *Elizabeth Carver Perkins* and husband Perk joined youngest daughter Betsy 21 last summer in Lugano, Switzerland, where Betsy had been in school for a year. The three then travelled through Demark, Holland and Belguim. Betsy now works for an insurance company. Liz and Perk are planning a fishing and sight-seeing expedition to Iceland this spring. They have two married children and two grandchildren who live nearby. On the side Liz takes art appreciation courses. *Judith Epstein Routman* wrote that her husband passed away in '62. She feels that "good old CC really backed me up in a time of need." She now teaches at Sharon, Pa. High School. Her eldest daughter is married and presented her with a grandchild last October, second daughter is a senior at Pennsylvania State Univ., and third is a junior in high school.

The class extends sympathy to Judith on the death of her husband and to *Eleanor Jones Heilman* on the death of her mother in January.

1934

CORRESPONDENT: Mrs. George W. Holtzman (Marion Bogart), 7400 Lake View Drive, Apt. 407, Bethesda, Md.

Andy Crocker Wheeler, reunion chairman for our 30th, has had good response to the cards she sent out and has passed on some of the information therein. *Alice Galante Greco,* a language teacher, is starting to work on her master's degree this summer. *Babe Baylis Skelton* is teaching art in high school in Brockport, N. Y. *Serena Blodgett Mowry* is the head of the English dept. at high school. *Ruth Brooks Von Arx* is teaching at a country day school. She has one grandchild. *Edith Canestrari Jacques* teaches French. *Mary Marsh Baxter* teaches Spanish at Mt. Hermon. She is grandma three times. *Jane Petrequin Hackenburg* is teaching lst grade at Hathaway-Brown in Cleveland. Jane's daughter Susan will marry right after graduation from CC this year. *Fanny Rasin* is teaching Latin at Norwich Free Academy. *Alice Taylor Gorham* has been doing a good job as our class president on top of teaching chemistry and biology in high school. Her daughter Barbara was married on Dec. 22. *Ceda Zeissett Libutzke* has just retired from the Conn. State Dept. of Agriculture. *Edith Richman Stolzenberg* is a social case worker in Hartford. *Janyce Pickett Willmann* is active in many civic affairs. She has a daughter graduating from Vassar in June and another a freshman at Northwestern. *Barbara Johnson Stearns* has a daughter graduating from CC in June. *Harriet Isherwood Power* has a daughter accepted in advance for CC this fall and another one at Mt. Holyoke. *Andy Wheeler* will have a daughter in Lassell Jr. this fall and her son David is still "literally wrapped up in his pet snakes." Andy is on pediatrics at Lawrence and half way through her second six-year term on the board of education. She is also on the public health association board of directors. *Anne Shewell* had a nasty operation last fall. She is feeling much better but it has been a long pull.

1935

CO-CORRESPONDENTS: Mrs. John B. Forrest (Betty Lou Bozell), 198 Larchmont Ave., Larchmont, N. Y.
Mrs. H. Neal Karr (Dorothy Boomer) Fairfield House 4F, 50 LaFayette Place, Greenwich, Conn.

1936

CORRESPONDENT: Mrs. Vincent N. Hammersten (Shirley Durr), 150 Benvenue St., Wellesley, Mass. 02181

Alice Cobb Larrabee's son will enter Rhode Island School of Design next September where he intends to specialize in photography. The family is looking forward to a trip to California in June. *Barbara McLeod* teaches in the winter and travels in the summer. *Selma Leavitt Gerler's* son is a sophomore at the Univ. of Pennsylvania. Her daughter is a junior in high school. While Selma is busy with various women's organizations, her husband does a great deal with amateur dramatics. *Jean Rothschild Cole's* two children are married. Her daughter has three children and her son one. Jean returned recently from a trip to South America. *Gladys Bolton Berlowe's* daughter was married last June and will graduate this June from the School of Fine Arts of Boston University. She hopes to teach music next year. *Elizabeth Vivian Ferry's* twin boys are both married. Frederick is living in Dudley, Mass. and has one daughter. Jonathan is a paratrooper at Fort Bragg.

See you all at reunion!

1937

CORRESPONDENT: Miss Dorothy E. Baldwin, 109 Christopher St., Montclair, N. J.

Gretchen Kemmer Wheelock's daughter is a freshman at Smith this year. Gretchen is enjoying serving on the nominating committee of the Alumnae Ass'n. In February your correspondent had a wonderful reunion in New York with *Theodora Hobson, Cornelia Tillotson, Virginia Deuel* and *Norma Bloom Hauserman. Norma's* daughter Diane is working for her master's degree at NYU. Her oldest son will be ready for college this fall. Norma and Tippy flew to Dallas for a weekend because they had never been there before and had always wanted to see it. Coco has moved into her new apartment. She is director of the visual aid library for the UN. Ginny is changing her job. While she was between jobs, she went on a photographic safari to Africa, taking both movies and slides. I also have been bitten by the photographic bug. A quick trip to Florida took me to the Everglades where I attempted to photograph some of the birds.

Gretchen sent me the sad news of the death of *Rosamonde Seebirt Christman.* We send our deepest sympathies to her family.

1938

CORRESPONDENT: Mrs. William B. Dolan (M. C. Jenks), 755 Great Plain Ave., Needham, Mass. 02192

Bethy Anderson Verduin spent ten weeks of the summer of '63 in Las Vegas, N. M. at Highlands University where her husband was a visiting science professor. They took the whole family, and lived in the campus domitories where she had no meal planning, no cooking and no dishes to wash! This summer will find the Verduins at their island haunt at Put-In-Bay, Ohio. Bethy's oldest son Lans 21 is in the Navy (in the Mediterranean at this writing); the other children are Jan 19 at Bowling Green State Univ., Charlotte 14 in high school, Lesly 14 in junior high, and Holly 10 in 5th grade. Bethy is attending Bowling Green State Univ. Graduate School where she is working toward her master's in silversmithing and metal smithing. *Margie Ames Cookman* had a delightful trip to Europe in '62 and can't wait to return. However, most of her summers are spent at 'Sconset, Nantucket Island, Mass. During the winter months she has completed over 3,000 hours at the volunteer desk of the Stamford, Conn. Hospital. She is onthe Auxiliary Nominating committee of the hospital as well as on the advisory committee of the Jr. League Children's Theatre. Margie's daughter Susan a graduate of Dana Hall and Smith College, is presently working in Boston. Her son George is 17.

In Memoriam: *Mary Randolph* (Mrs. Thomas Mountain) of Worcester, Mass., who died May 5, 1963.

1939

CORRESPONDENT: Mrs. F. Eugene Diehl (Janet Jones), 67 Jordan St., Skaneateles, N. Y. 13152

Our 25th Reunion is this June. Your present correspondent has been working full time in a high school office since August, but still finds this work as correspondent worth the use of prescious spare time. Addresses of lost classmates have been pouring into the Alumnae Office. Write the Sykes Alumnae Center to give or request an address.

M. J. Yale Schofield '40 gave us information re *Ursula Dibbern Baare-Schmidt*, who has already gratefully acknowledged the Alumnae Office's full mailing of our class material. In 1940 Ursula married a German exchange student from Colgate University who is now a lawyer and notary public in Germany. Ursula had passed her exams as "Translator" in English and French at Berlin University and had one more year to go to take the "Interpreter exam and Rrs. degree" when Georges' imminent birth forced her to give up her work in the linguistic field. Life was full of many hardships through the war years. George 22 is now serving in the Army and Klaus 19 is in the Merchant Marine. The rest of the children have a long trip to school and back, as they live in the country about 30 miles from Hamburg. Ursula's warm and enthusiastic letter comments that her two years at CC were her happiest and most carefree, and she is most eager to contact her college friends. *Jean Friedlander Schwartz* and her husband (Baumritter Corp.) manage an interesting trip each year and at this writing are in Europe for a month. In June, the day after she graduates from Pembroke, their daughter Susan is to be married to a young physics professor of Cooper Union College, N. Y. Jean is teaching conversational French part-time at a suburban public school. *Happy Gray Burger* has been living a very quiet life in Vermont. Her husband is with the business administration of Mary Fletcher Hospital in Burlington. Their daughter is married to an Episcopalian minister in Pittsburgh and their son Gary attends Williams College. *Polly Salom Stevens* plans to be at reunion. Her three daughters enjoyed being with the three daughters of *Harriet Ernst Veale* when Polly and Harriett met by accident in a Bermuda Hotel last August. Polly and her surgeon husband (also associate professor of surgery of the Medical School at Univ. of Penna.) go to Lauderdale-By-the-Sea, Florida, every March. *Libby Mulford De Groff, Jr.* has had the deep satisfaction of seeing her oldest daughter Betsy overcome a handicap from cerebral palsy and now attends Vernon Court Jr. College in Newport, R. I. The youngest, Judy, is aiming for CC. Libby keeps busy helping her husband with the insurance agency of which he is president. *Elizabeth Jordan* is a teacher in the business dept. of the high school at Storrs, Conn. She has her masters and sixth year certificate. Elizabeth spent the summer of 1959 abroad but recently has moved home to Willimantic to be with her mother since her father's death. Anyone who has ever heard Freddie Fennell's recording of Leroy Anderson's music will envy *Eleanor Jane Firke Anderson's* hearing compositions of her famous husband Leroy firsthand. (We lived across the street from the Fennells.) Eleanor Jane was president of her local LWV. *Middy Weitlich Gieg's* oldest boy is an engineer at Electric Boat Co. following his graduation from Yale. Her second son, Chuck, survived the tragic sinking of the brigantine "Albatross" in the Gulf of Mexico. He attends Stetson Univ. in Florida. The Giegs have moved 17 times in 24 years! *Madeline Sawyer Hutchinson's* former husband Paul is with Barnes Engineering. Madeline is a medical secretary-receptionist for three specialists; she has 3 teenagers; and maintains a 1725 colonial house along with a seasonal evergreen business. She loves living in Connecticut. *Margaret A. Thoms* has resumed her maiden name since her divorce and is earning a living by doing animal portraits in oil. After leaving CC freshman year, Margaret studied at Yale Art School and received a BFA. She had a one-man show of her work in Fairfield in February and plans to be at reunion. *Mogs Robison Loehr* (divorced) has two children, Marnie 17 and Bill 15 whom she took on a fabulous trip to California via American Express Tour. Mogs even won at Las Vegas. Her daughter is a freshman at Rollins College. *Elaine DeWolfe Cardillo* has moved to New York. *Kay Warner Gregg* will be Acting President of our class until our class elections in June.

Ruth Wilson Cass and Rachel Homer Babcock each have new grandsons.

It is with shock and great sadness that we received word of the death of our class president, *"Pinky" King Congdon* (Mrs. Chester A. Congdon II) on Feb. 26, 1964.

1940

CORRESPONDENT: Mrs. Howard M. Tuttle (Annette Osborne), 2290 North St James Parkway, Cleveland Heights 6, Ohio

1941

CORRESPONDENT: Mrs. William McClelland (Sarah Ann Kiskadden), 3860 Adams Road, R.F.D. 2, Rochester, Mich.

Several '41ers had a preview of our 25th reunion when they attended Alumnae Council weekend in February. *Ethel Moore Wills* gave a most enthusiastic report of the activities on campus, where she is one of the newly-appointed Admission Aides. This group helps to guide girls in several areas toward CC. She encountered *Chips Van Rees Conlon*, our class president, *Carol Chappell, Janet Fletcher Ellrodt*, and *Edie Patton Cranshaw*. Dr. *Mary Hall* addressed the group and, according to Ethel, did a fine job. A card from Fletch added her enthusiastic approval. *Janet Peto McClain* and Jim stayed overnight with *Ginny Fullerton Connors*, husband Frank, and their four children in Villanova, Pa. last summer. In March Janet and Jim take a "flying" western trip where they hope to see Ruth Hankins '42 at her winter home in Scottsdale, Ariz. Janet's son Michael 21 is in training with the National Guard at Fort Sill, Okla. She hopes he will be home in May, ready to resume college work. From the west coast comes news that *Phyllis Sheriffs Harrington* and Roger celebrated their 23rd anniversary on Valentine's Day. They have four sons: Bruce 19, a sophomore in Claremont Men's College; Ronnie, a junior in high school; Douglas, in 8th grade; and Keith, a 3rd grader. Phil is on her fourth time around as a den mother.

The class extends its sympathy to *Sally Rodney Cooch* who lost both her parents, her mother the day before Thanksgiving and her father the day before Christmas.

1942

CORRESPONDENT: Mrs. Paul R. Peak (Jane Worley), c/o Cdr. Paul B. Peak, U.S. C.G.C., Winnebago (WPG-40), Fleet Post Office, San Francisco, Calif.

Last summer five '42 classmates met

under the clock at the Biltmore in N.Y.C. for luncheon: *Harriet Wheeler Patterson, Caroline Wilde Schultz, Ann Ten Eyck Martin, Jacqueline McClave Jonson* and *Boots Hingsburg Young,* our class president and organizer extraordinaire. Harriet's daughter Mary is a sophomore at Hood College. The CC Club of Northern California had a night out on the town in February. Dinner at Fior d'Italia, followed by "The Committee," a nightclub act that has been a San Francisco hit for the past year. Representing 1942 were *Barbara Smith* and myself. Barbara is a social worker for the Juvenile Court in San Francisco. Having had a recent promotion, she is now a supervisor with seven probation officers under her. The Peaks three-year tour of duty in San Francisco is rapidly drawing to a close. These have been busy and fruitful years. Roger, our 8th grader, is completing five years of study on the trombone; Lucy, 7th grade, plays a mean trumpet; and Martha (Marty), in 5th grade, studies the flute. The children are equally diversified in their choice of youth organizations: Roger, as a Boy Scout, is scheduled to go to the National Boy Scout Jamboree in Valley Forge next July; Lucy earned a full campership to the Camp Fire Girls summer camp; and Marty is an active Junior Girl Scout. I have been co-leader of Marty's scout troop; also busy in the Alameda Hospital Auxiliary and AAUW. Our family hobby is camping. Pulling our 16' travel trailer, we have camped up and down the West Coast from Seattle to San Diego. Paul has been on the admiral's staff in the Twelfth Coast Guard District Office, active in Boy Scouts work and NRA rifle and pistol shooting. Now he is to take command of a Coast Guard cutter, home based in Honolulu. We leave Alameda reluctantly but look forward to two glamorous years in the Islands. Until I have a street address, please write to me c/o Cdr. Paul R. Peak, U.S.C.G.C. WINNEBAGO (WPG-40), Fleet Post Office, San Francisco, Calif.

1943

CORRESPONDENT: Barbara Hellmann, 52 Woodruff Road, West Hartford 7, Conn. 06107

1944

CO-CORRESPONDENTS: Mrs. Neil D. Josephson (Elise Abrahams), 83 Forest St., New Britain, Conn.
Mrs. Orin C. Witter (Marion Kane), 7 Ledyard Road, West Hartford 17, Conn.

1945

CO-CORRESPONDENTS: Mrs. Allen Kirkpatrick (Susette Silvester), 5019 Sedgwick St., N.W., Washington 16, D. C.
Mrs. William Leavitt (Eleanor Strohm), 5206 Portsmouth Rd., Washington 16, D. C.

Barbara Wadsworth Koenitzer and George are now living in Pittsfield, Mass. with their four children: Jane 7½, John 6½, Dick 3½ and Diane 1½. *Ann Simpson Rice* and her family are temporary Washington residents while Jack is attending a course at Brookings Institute and working in the Bureau of the Budget. After school is out they will leave for their new summer home at Lake Chautauqua before returning to Pittsburgh. Ann reports that *Ann LeLievre Hermann* and family are moving to the New York area in June. Phil is now associated with American Metal Climax. Ann is teaching geometry and had a busy summer last year working with Senior Girl Scouts.

The class sends its sympathy to the family of *Marguerite (Peg) Goe Fairlie,* who passed away Dec. 26, 1963.

1946

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

Jeanne Lowe Nixon's oldest son Dave spent the summer in Buenos Aires, Argentina, as an exchange student, and their foster son, Ruedi Lortacher, arrived from Switzerland to spend the year here as an exchange student. With two 17-year-olds and another boy, Bob 13, life has been very busy. Jeanne has been active in church work and in Boys' Club. *Pattie Kreutzer Heath* is going back to the Univ. of New Hampshire for a master's in education. Jack still teaches and coaches at Phillips Exeter Academy in Exeter, N. H. Pattie, Jack and their four boys have done lots of skiing this winter and this summer Jack is taking the summer off from his duties at Kamp Kill Kare to set up a summer school program in the English department for advanced students. Pattie says it's exciting to watch the growth and progress in education. *Jane Rutter Tirrell* had a very wonderful Christmas. She, Jim, and their son Jerry went to Europe for a month. Jerry is in 7th grade and they all enjoy life in the country. *Lois Andrews Yearick* is living in Virginia and teaching chemistry in Maryland as well as going to school nights. Her husband is Fuel Logistics Officer for Chief of Naval Operations. *Ginny Sommerfeld Hackman* is a busy housewife and mother of three active children: Cindy 14, Bobby 11 and Tommy 1. Her husband Robert started his own business as a manufacturer's representative 2½ years ago. Ginny works for local Republicans, Crippled Children of Allegheny County and the Symphony drive.

1947

CORRESPONDENT: Mrs. R. Leonard Kemler (Joan Rosen), 65 Norwood Rd., West Hartford 17, Conn.

BORN: to Edward and *Marie Hickey Wallace* a daughter, Susan, on July 2 in Litchfield, Conn.

Marie comments, "We were all surprised and delighted, for girls are unknown in this clan. Our boys are now 7 and 5 and busy with school and the usual activities. Ed built a new veterinary hospital adjacent to our home last year. He was just elected president of the Connecticut Veterinary Medical Ass'n, so we anticipate a busy year ahead." Marie has been secretary of her alumnae group and is currently serving in the same capacity for her local Women's Club. She sees *Consuelo Nichols Prout,* who lives in nearby Torrington. *Priscilla Baird Hinckley* has returned from Africa and is "very happily" back east again. Curt is assistant headmaster at Woodstock Country School, Woodstock, Vt., where the Hinckleys spent 8 years before going back to Harvard. Pril was looking forward to a skiing weekend visit from *Joan Whalen Murphy* and her family. *Zelda Stolitzky Levine* reports from NYC that she and Sanford have three daughters: one teenager in 8th grade, one in 1st grade and a 4-year-old at home. Zelda has been busy with PTA activities. Your correspondent has resumed a more active role in the LWV. With David in kindergarten and Louise about to enter same a fascinating reapportionment item became manageable. We spent a delightful short vacation in Jamaica this February and we are planning to attend a meeting in Montreal in April where I hope to see *Nancy Immerman Friedlander.*

1948

CORRESPONDENT: Mrs. Merritt W. Olson (Shirley Reese), 3716 Frazier Road, Endwell, N. Y.

BORN: to Al and *Carol Conant Podesta* a third daughter, Susan Carol, on Christmas Eve; to Carlos and *Shirley MacKenzie Wilton* a third son, David Regnolds, on July 24.

Carol writes that Al and *Bev Campbell Foster* are moving from Rye to Pennsylvania where Al will manage a new Lord & Taylor store. *Ginny Doyle Thurston* is chairman of the local nursery and kindergarten in Harvard, membership chairman of the LWV, landscape chairman for the Garden Club. Bill is chairman of the school building committee and on the school committee. The Thurstons moved into their new home a year ago. They have taken up skiing as a family (Christine 14, Janet 11, Mark 8 and Bob 5) and have met *Jeanne Mueller Bernard* skiing. Jeanne is teaching in Carlisle. *Rosalie Creamed Heintzelmann* writes from Singapore, Malaysia, "We arrived in Singapore some 14 months ago . . . 'we' being our daughter Kathy 9, our twin sons Roger and Karl 5, and Henry, who is a consul in the Political Section of the American Consulate General here. Singapore is a wonderful, exciting city and we feel most fortunate to have been posted here at this time particularly. We were here to see Singapore become a state in Malaysia. We've not had as many opportunities for travel as we'd hoped, but

we have made two or three trips into what was then the Federation of Malaya to Kuala Lumpur, the capital, whose satellite city of Petaling Jaya is one of the most exciting sights I've ever seen . . . We should be returning to Bethesda, Md. about next October by way of Europe. *Shirley MacKenzie Wilton's* new son joins Carl 7 and Jim 6. Carlos is busy with his men's store in Toms River, N. J. Kenny enjoys AAUW which has an active group there. Being president of the Martinville-Henry County (Va.) Woman's Club has taken up much of *Pat Dole Pearl's* time since last April but she has found it more interesting and educational than she expected. The club is very active, especially in the field of child welfare, and last summer sponsored the visit of four delightful foreign students from the Experiment in International Living. Peter 8 keeps Pat busy with his riding, swimming, baseball, music lessons and Cub Scouts. Deirdre 4 just plain keeps her busy, as she is a daring athlete.

1949

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

BORN: to Wendell and *Moo Phipps Smith* a fourth child, first son, Wendell Crawford, on Feb. 28.

Nancy Henneberger Matthews and family are in Madrid, where Freeman is stationed as a foreign service officer with the U.S. embassy. They have a house in the city and all four of their children are in school; three boys (12, 10, 6) in the American School and their little girl 4 in the Spanish School. They find Spain fascinating and are hoping to see a great deal in their three-year stay. Nancy says she never knew her CC Spanish would come in so handy.

1950

CO-CORRESPONDENTS: Mrs. Frank L. Adamson (Susan Little), 40 Corte Toluca, Greenbrae, Kentfield, Calif.

Mrs. Ross S. Shade (Mary Clark), 53 Beach Drive, San Rafael, Calif.

BORN: to Herb and *Jackie Hamlin Malthy*, a fourth child, third son, Andrew Dex, on July 15; to Alonzo and *Marguerite Stark Fowle* a third child, second daughter, Amy, on July 30; to Phil and *Barbara Cook Gerner* a third child, second daughter, Pam, on Aug. 18; to Tom and *Ann Thomas McDonnell* a fifth child, second son, Andrew, on Oct. 7; to Nicholas and *Nancy Bemiss DeRosa* a daughter, Francesca Elizabeth, on Oct. 8; to Jerry and *Elaine Title Lowengard* a sixth child, fourth son, Jeremiah, on Oct. 19; to Russ and *Elsie Miller Palmer* a fifth child, third daughter, Anne Vail, on Dec. 13; to Jim and *Anne Russillo Griffin* seventh and eighth children, fourth son and fourth daughter, Paul and Andrea, on Jan. 8; to Stuart and *Ruth Versoy Griffing* a second child, first daughter, Katharine Ruth, on Jan. 18; to Leonard and *Diane Kranich Price* a third child, first daughter, Loren Amy, in February.

Cameron 7 was rather miffed by the arrival of another brother, but Stephen 9 and Matthew 4 accepted congratulations along with *Jackie Hamlin Maltby* and Herb, who is now designing sportswear for manufacturers. *Jane Wassung Adams'* husband Bob, having received his master's degree in business administration, is now staff assistant to the comptroller at Coast Guard headquarters in Washington. Priscilla 11 is a Girl Scout, ballet dancer and bowler; Jennifer 7 studies piano; and Mindy 4 keeps them all young at heart with her antics. Jane is a part-time assistant in a garden shop and is now sporting an avid green thumb. *Anne Russillo Griffin* reports that *Julie Jackson Long* and *Josie Frank Zelov* and their families have added appreciably to the class throng in the Washington, D.C. area. A telephone call from *Kathy Buck Larkin* at Christmas time informed us of their Coast Guard move from Hawaii to North Carolina, with time off in southern California to visit Chuck's family. *Marilyn Raub Creedon* "finally took a trip," a European auto tour last summer for a month. Other trippers were Jack and *Nancy Kearns Morris* whose jaunt to New York reuned them with *Carol Baldwin Cicero*. Calls for Carmen and Carol will go unanswered while they take a six-month art motor tour through Spain, France, Italy, Greece, Yugoslavia, Turkey, Lebanon, Syria and Egypt. Carmen recently had a show of pastels and drawings at his gallery. Carol has been enjoying *his* Guggenheim Fellowship by not holding a job for the first time since graduation and catching up on her own art work—mostly etching. Nancy and Jack also stayed overnight with Frank and *Di Roberts Gibson* and twins, Nancy and Dunc, almost 4. Event of the year for the Gibsons was the purchase of a five-place Stinson Reliant airplane which, alas, has to be almost completely rebuilt. *Helen Haynes Keith's* Geoge is production supervisor for Yardney Electric (which makes batteries for everything from hand-power tools to nuclear subs) and an ardent member of New London SBE BSQSA who are going to San Antonio, Texas, for international competition in June. The children: Donna 11½, Kitty 10, Bruce 6½ and Doug 4, are giving mom grey hair but she's managed to add paid jobs of elementary substitute teaching and high school English theme reading and correcting (125-200 per week) to her usual umpteen volunteer ones. *Barbara Gold Zingman* sat back on her newly-acquired master's degree to enjoy Aileen 10, Meg 8, and Jon 4 and husband Ed after a strenuous five years. Boardy and *Mary Ann Woodard Thompson* and family have turned their suburban Chicago land into a "truck farm" (tomatoes, cucumbers and cantaloupes)—much better than perennial lawn mowing. Woody loved her trips to College last year as a director of Alumnae Ass'n. Big brothers Peter 7 and Chris 6 adore baby Beth. *Lee Birdsall Johnson* has four in school now: Elizabeth Ann 4 at nursery; Amy 8 in 3rd grade; Ray III 11 in 6th; and daddy Ray on a part-time four-year stint at Columbia-Presbyterian Medical Center to become a periodonist. Lee's still accompanying Shrewsbury Chorale which has been recorded twice by RCA at winter concerts and does work occasionally as an organist-choir director. It was good to meet the children via a Christmas picture. And speaking of pictures—Bobby 8 and Betsy 6 look exactly like mother. *Isabelle Oppenheim Gould*. They're all settled in their new Ralph-designed home and Isabelle has undertaken part-time research for a Yale professor. She and *Nan Lou Parliament Hawkes* enjoyed a reunion in Chicago last summer. Dick and *Joey Cohan Robin* beamed like the proud parents they are of six-month old David Seth. Sam is a fine figure of a 2-year-old and a real credit to Bob and *Artemis Blessis Ramaker*. *Nancy Budde Spooner's* drawing of Jill and Jennifer was a real treat, while the four Dolliver girls (Wendy, Gail, Janet, and Kay) posed in front of a giant redwood indicated that Dick and *Gerry Foote Dolliver* are taking advantage of leisure moments from air-sea rescue service to enjoy our northern California wildernesses. The six young Lowengards looked very happy about Jem's arrival, but Elaine finds unrelieved motherhood too exhausting and returns to teaching very soon. *Rhoda Freed Mann* hasn't aged at all since graduation and Paul, impish nursery-schooler, Susan 4 and thoughtful Andrew 2½ look proud of it. *Al Hess Crowell* sent Christmas card gleanings. Art and *Anne Clark Chadwick* added #2 child, Arthur Everett, to their family and have moved from Florida back to Hercules Powder headquarters in Wilmington, Del. Dick and *Kay Stocking Ahlers* and their three boys are now in Houston, Texas. Leaving the Washington, D. C. area were Cliff and *Marilyn Packard Ham* who are in Pittsburgh, Pa. where Cliff is a professor in the Graduate School of Public and International Affairs at the Univ. of Pittsburgh and in charge of the urban renewal program. Marilyn is a den mother in addition to conductor of her own band with Douglas at the trumpet, Gordon on the accordion and Greg at the piano. *Marlis Bluman Powell* lunched with *Ann MacWilliam Dilley* and *Fritzie Keller Mills* last summer. Fritzie and Jim and their four girls, Libby, 10, Hilary 9, Frances 5 and Peggy 3, spend a lot of time at their ski house in Vermont. Marlis has been back and forth to New London representing our class at various functions. *Marilyn Malizia Schlegel* with three in school (Jeffrey 11, Diane 10 and Barbara 7) is taking night courses in elementary education working towards certification. Antique enthusiasts and collectors are Max and *Nancy Sherman Schwartz*. Their three children are Laura 5, Paul 4 and David 2. Max works long hours as attorney for the National Labor Relations Board. They visit Bud and *Joanne Shenk Leeds* in NYC where Bud works for Bache and Co. and Jo works for Gail 10 and Karen 7. 1964 found Bud and *Mary Oldham McMeekin* and sons Charles 12, James 10 and John

6½ moving from the suburbs to town. Bud is still product assurance manager of Westinghouse Aerospace Division. He and the older two boys are members of a youth hostel group which travels by bicycle, averaging 50 miles per trip. Living in the heart of Miami are Henry and *Christine Holt Kurtz* and their brood: baby Virginia (Tinder) almost 2, Christine 5, Christopher 8 and Brooks 10. *Muffie Goodrich Goldman* has a son Pat 13. She works in a Daytona Beach sportswear shop while husband Harold is working through his architectural exams. *Joyce Bailey Kaye* and Debbie and Bobby 8½ are revelling in busy Jacksonville as is Bernie in his plastic surgery practice. Warren and *Eleanor Kent Waggett* are now in Cape Elizabeth, Me. Their four are Barbara 11, Carol 7, Gordon 5 and Warnie 3. Warren (CG) is assigned to a busy tender which keeps him more onshore than off. *Joan Pine Flash,* a faculty wife at Loomis School, now has three: Anne 7, Pamela 5 and David 1. Sandy is both teaching math and serving as a guidance counselor. Dick and *Polly Hedlund Hall* spent a month in Europe. Dick is an account supervisor for Ted Bates advertising agency in NYC and commutes from Riverside, Conn. *Margie Stark Fowle* was taking a writing course while baby-waiting and she had an article published in AMERICAN BABY MAGAZINE on colic—"on which I am an expert the hard way." Hawaii provided a two-week vacation *sans* children for Sandy and *Julie Spencer Porter* as guests of friends. Spenny writes, "Travel folders are much too restrained. It IS heaven!" *Clare Pennock Hilgartner* is enjoying comparative leisure at home with Andrew 5 in kindergarten and only Catherine 2 into everything. Heard from "Marion the Librarian" part-timer *Sis Durgin Hanscom* who is also a first-nighter after dark now that Les is drama critic for NEWSWEEK. Carol is 8. Peter at 10 made his Carnegie Hall debut in December—one small voice in a boys' soprano choir. Among our proper Bostonians are Jim and *Jean McClure Blanning* with William 11 and Wendy 8. Jim is Congregationalist chaplain at Harvard and Rusty is doing research for a friend's PhD thesis. Also at Harvard is *Margaret Jerome Oliver's* husband Donald as an associate professor in the Graduate School of Education. They have three children: Kris 13, Donald 11 and Lauren 4. Across the river in her Beacon Hill apartment is *Annette Rapin* whose PhD stands her in good stead in biochemical research at Mass. General Hospital. She enjoyed a New England and Conn. College sightseeing tour for her parents from Switzerland last year and spends winter months concert-going and exhibition-viewing. *Penny Jones Groh* and family moved to Cincinnati just in time to welcome *Doc Versoy Griffing's* daughter. The newcomer in the Willis household, Andrew 1, put a stop to *Jean Mulvaney's* French teaching. She's not complaining, though, because Ed's moved to Walpole, N. H. as high school principal meant making new friends for them and Scott 12 and Bonnie 8½. Nicholas and *Nancy Bemiss DeRosa* moved to a large apartment in Flushing before Francesca's arrival. She has curtailed Nancy's ballet lessons for a while. *Diane Kranich Price* was perfecting her copper-enamelling technique under an excellent teacher until the arrival of Loren who joined big brothers Mark 13½ and Roger 9. *Elsie Palmer Miller* says there isn't much time for outside activities with Gilbert 10, Betsy 8, Curtis 6, Jane 2½ and Anne. She and Russ, however, are going to the Masters in Augusta. Word from Switzerland from *Dottie Pardoe Kaufmann* via *Ruth Nelson Theron* is there's been no snow, unlike New England. Ruth sees Bill and *Peggy Miller Newport* at square dances and has been busy selling cheese for the local CC Club scholarship fund. From St. Louis *Doris Drisler Ferguson* writes that having a teenager (Art13) has suddenly put her into the older generation. Coming along rapidly are Fran 11, Bob 9 and Scott 7. Keeping up with Bill 14, David 11, and Robert 9 plus a busy husband doesn't seem to stop *Carol Raphael Stromeyer* from completing courses at Hebrew Union College and teaching Bible classes. *Joan Burdick Boothman* writes, "Except for our son's recent black eye (his first and a real doozy) we are a typical suburban family," in Warwick, Rhode Island. Her children are Warren and Pamela 12 and Wendy 7. Warren Sr. is an insurance claims manager. No time for new projects because of life's scurry with four children is *Marty Adelizzi Uiblein's* 1963 report. *Carol Crane Stevenson* and her husband Bob are decorating and remodeling a contemporary home to early American while Carol is also teaching high school English and working on her master's in English at Wayne State Univ. Sons Robby 11 and Jeff 9 are ardent skiers and Lynn 5 a "typical youngest spoiled child." Marshall and *Lois Papa Dudley* cruised to Nassau last year and this winter flew to Jamaica. In between trips Lois is a founder-director of the Visiting Homemaker Service of Guilford and the Conn. Institute of Fine Arts as well as in the midst of her 10th year of Great Books. Bob and *Joan Sanger Maidment* moved from Virginia where Bob received his doctorate from the University to Northbrook, Ill., where he is now principal of Glenbrook North High School. Joan is involved with Cub Scouts and gives piano lessons. She had lunch recently with *Barbara Bauer Jung* who was visiting in Wilmette. Barbara graduated from Northwestern and now lives in Wisconsin with her three children. *Arlene Propper Silberman's* husband Charles received a Ford Foundation Grant and a leave from his editorial job on FORTUNE to write a book, CRISIS IN BLACK AND WHITE, to be published this spring. Advance notices have rated the book as perhaps the definitive work on the Negro. Arlene has been writing too and has had recent articles in GOOD HOUSEKEEPING and PAGEANT—all this with four growing boys! She keeps in touch with *Dorothy Globus* and asks us to watch for her name as assistant producer on various programs, mostly of David Susskind.

1951

CORRESPONDENT: Mrs. Robert P. Katz (Claire B. Goldschmidt), 10 Massapoug Ave., Sharon, Mass.

Allie Haines Bates' home is being enlarged; Allie is doing some of the interior painting herself. Come fall, she hopes to return to school with the aim of going into teaching (in a private school, hopefully, since she has no certificate). *Jane Neely Scherer* is attending library school and loves it. Howard and *Phyl McCarthy Crosby* and their brood of four returned home, sailing from Hawaii in mid-December. In San Francisco they bought a nine passenger station wagon for the drive East. En-route they visited *Bobby Thompson Stabile* in Houston, *Jan Schaumann Bell* in Memphis, and stayed over with *Jeanne Tucker Zenker* in Morristown, N. J. While there, they were feted at a dinner party at *Ginny Callaghan Miller's*—a miniature CC reunion, the other guests being *Joy Karn McCormack, Nancy Bolte Huber* and *Cassie McClements Coaper* and their husbands. After visiting Phyl's family in New Hampshire, they headed for the Armed Forces Staff College in Norfolk where they will be stationed until June. *Mary Jane Jobson Dubilier* is enjoying her temporary new home in Rhode St. Genese, Belgium, where Marty has been transferred by ITT. Michael 6 and Patricia 8 attend the International School (English teachers) while Billy 4 goes to a Belgian school. They are depending on him to teach them French. Soon after arriving abroad last fall, M.J. and Marty visited Paris and London, and were planning a trip to Rome. *Jo Appleyard Schelpert* misses country living even though they like Bronxville. She finds life very organized—lots of activities for the children with little opportunity for "good old playing outside with the neighborhood gang." Susie, 4th grade; Ann 1st, and Jane in nursery school take dancing and skating lessons, swim at the Y etc. while Jo has been busy this year as recording secretary of the CC Westchester Club plus being moderately involved in various church and community activities. *Marty Harris Raymond* is mother of three girls: Julia 5½ who attends morning kindergarten, and Caroline 4 and Kate 1½ at home. Marty's main activity is as vice chairman of the Board of Managers of League Park Settlement House in Cleveland—a job "very time consuming but challenging." She is excited at the prospect of a trip East this summer. They plan to take in the Fair and the sights of New York for a few days as well as CC reunion. *Helen Johnson Leonard* sent news that Byron and *Ann Daniels Hacker* and their family have returned to Connecticut after a year spent in El Salvador. Byron is director at the State Receiving Home in Warehouse Point. Johnnie and George continue to sing in church choir as they have for twelve years. Under an outstanding director, they have been guest performers in other churches as well. This year Johnnie responded to the "ham" in her and is in a show put on by the local Jr. Woman's Club for various hospitals and homes.

Not only must she wheeze on her accordion but also sings and tap dances in the chorus. She sews all her own clothing, is learning to read the left-hand in piano music, designs silk screens and bridge tallies and her personal Christmas cards, and is making a quilt. Once a week Johnnie, assisted by two other volunteers, directs a senior citizens' center. In making the adjustment to life in Nigeria, *Elizabeth Babbott* must have sorely needed her wonderful sense of humor. Having to battle cockroaches as roommates and establish rapport at the university where 80% of the faculty is Nigerian is no mean task. Babbie's teaching schedule must shift, too, with the changing needs of the students and availability of classrooms as they are completed in the not-quite-four-year-old university. At Alumnae Council I saw *Prue Merritt Montrezza* who is looking classically lovely and enjoying a life spiced by frequent trips to Europe, since Vic is a sales representative for Sabena. They have recently bought an old home in Woodbury and are remodeling it extensively. Prue has a delightful part time job in a little yarn shop and still practices her singing daily for her own satisfaction. *Chloe Bissell Jones* represented the Central New Jersey Alumnae Club at Council, and her car served as unofficial '51 taxi for several trips to and from campus; I can vouch for her calm excellence at the wheel during the howling snowstorm which greeted us the first evening. Last fall Chloe had a three week trip to Europe, accompanying her mother—her reward for planning the whole itinerary and making all the detailed arrangements. Among her continental adventures was an encounter with a cavalier, mustachioed stranger who came to the proverbial rescue on the Italy-bound train where, due to complete lack of communication, Chloe and her mother nearly lost all their luggage. Perhaps fortunately the language barrier served to keep the "hero" from anything more than friendly assistance despite how he may have interpreted Chloe's smiles of entreaty. When not acting as travel agent, Chloe is a sometime professional lecturer on antiques. Another of our classmates is on the CC faculty. *Leda Treskunoff Hirsch* was appointed music librarian by Martha Alter, new head of the department. Leda completed her master's from CC in June and now goes one day a week to NYU where she is working toward the doctorate. She says she has never been happier.

1952

CORRESPONDENT: Mrs. George M. Covert (Norma Neri), 49 Blueberry Lane, Avon, Conn.

Laura Wheelwright Farnsworth and Sidney recently became owners of a garrison colonial home in Wellesley, Mass. Apartment living had become a trial with Samual 3 and twins, William Stevenson and Thomas Nelson, who were born in October '62. The twins are walking and talking, full of mischief, and keep young Sam busy trying to keep them in line. Laura heard from *Margie Ohl Grace* at Christmas. Her husband Virgil is pastor of the Fort Des Moines Presbyterian Church. Margie does part time social work at a settlement house. After six years in Texas, James and *Elizabeth Brainard Glassco* moved to West Hartford, Conn., four years ago. James is with the Aetna Life Insurance Co. Their children are Elizabeth 8, Jimmy 7, Benjy 6 and Billy 3. Sis has found time to take flute lessons and serve as hospitality chairman for the Hartford, Conn. College Club. *Anne Flemming Lessels* contacted Sis from Cambridge, Mass., with a view to forming a Reunion-bound group including *Betsy Gosselin* and *Janet Stevens Read*.

1953

CORRESPONDENT: Nancy Camp, 25 - 12½ East Place, N.W., Washington, D. C.

Marrried: *Jocelyn Haven* to John Mickle Jr.

*Born*s to Rodger and *Bonnie MacGregar Britt* on Feb. 20.

Pinch-hitting as correspondent, I want to encourage everyone to make the effort to come to Reunion the weekend of June 12. The trip will be worth all the effort you make. *Peggy Lewis Moore* and her husband made an unexpected trip East and stopped in New York, where Meg had lunch with *Ann Hutchison,* who is living and working there, and in Washington, where she spent the night with me. Meg and Austie have four children and enjoy living outside Denver. The Moores see *Connie Duane Donahue* and family and Frank and *Janet Roesch Frauenfelder* and their two daughters. Meg has been active in UAW. Roger and *Bonnie MacGregor Britt* are in Minneapolis, where Roger is employed by Minneapolis-Honeywell. Roger works late hours and Bonnie is busy with Todd and his four younger sisters. Rolfe and *Muff McCullough Thyrre* live in Florida. Rolfe is a pilot and Muff is busy being a mother. They have four children: Peter and Eric in schhool and Tina and Alec at home. Dexter and *Nan Clark Anderson* went to Germany last August after a three-year sojourn in Washington. After a year the Andersons will head to Moscow, where Dexter will be with our embassy for two years. *Susie Carver Arnold* and husband Peter stopped in Washington on their way farther south for spring vacation. Peter continues to enjoy teaching at Middlesex School in Concord, Mass. Susie keeps busy with three young children and has done some work for a Conn. College Club in Concord. Al and *Pat Chase Harbage* and three boys are enjoying Annapolis. Al has built a big boat and is building a dinghy. The whole family is looking forward to the sailing season. Bo Rogers, husband of *Lorrie Kunkel Rogers,* received the Junior Chamber of Commerce award, "Young Man of the Year." They live in Roanoke with their three children and are active in church and civic activities. Teaching is such a full-time job during the school year that I have not seen *Puff Button Brooks* and f...nily who live in Bethesda and *C. J. Hirsch Ginder,* who is in the area. *Laurie Kunz McNeil* is living in Maryland. Her husband is a writer. They have three children.

1954

CO-CORRESPONDENTS: Mrs. Raymond E. Engle (Claire Wallach), Box 35, Pennicott Road, Quaker Hill, Conn.
Mrs. William S. Burlem (Elizabeth Sager), 1700 Miguel, Coronado, Calif.

BORN: to Walter and *Helen Teckemeyer Allison* a first child, Helen Elizabeth, on Aug. 6.

Walter and *"Wig" Teckemeyer Allison* are happily settled in Falmouth, Me. where their household is further comprised of "Tanya," a Doberman Pinscher, and "Otto" and "Spook," two Siamese cats. For six months prior to the arrival of Helen Elizabeth, Wig worked as a Child Welfare worker for the State of Maine. She found the work most interesting and was delighted to put her major to work. The Allisons are great boat enthusiasts (Wig has even given up horses!) and spend their weekends cruising. From Phoenix, Ariz. *Sally Thompson Dammier* moved to Gloversville, N.Y. where she will remain until May when her Air Force captain husband completes a year's tour of duty in Korea. Bruce and *Jane Plumer Mansfield* and children, Linda and Bobby, visited Sally and her three children and got caught up on ten years of news. *Effie Monzert Jones* and two children visited Jane and preliminary plans for attending reunion were formulated. Both Jane and Effie are active in the LWV. *Roz Winchester Smith* is enthusiastically redecorating the house she and Fred bought in Ipswich, Mass. She visited *Joyce Tower Sterling* in Westwood, Mass. after the arrival of the Sterlings' baby daughter. Off for a week's vacation to Puerto Rico and St. Thomas in January were Ray and *Claire Wallach Engle* and their children. During Ray's leave they also visited in Norfolk and Charleston. Besides working on her Ph.D. thesis in history, *Midge Briggs Quandt* has been doing some teaching at Rutgers University. *Shirley Daniel* was in Europe on a State Department tour for the armed services, singing for the troops in three or four countries. And in Shirley's group on the same tour was *Joan Molinsky* doing a comedy routine! They are both continuing their careers in New York. I enjoyed a telephone chat with *Jeanie Knisel Walker* in Garden Grove, Calif. Jeanie goes swimming every day, and since last summer, has been playing tennis as many days a week as time permits.

February found *Anne Nuveen Reynolds* from Wilmington, N. C. "trooping" the Jr. League Children's Theater play to 22 elementary schools in the area, with 30 performances held in two weeks. Anne headed the committee and played the part of the "Beast" in "Beauty and the Beast." The Reynoldses have two boys, one in kindergarten and the other at home. Golf and hunting are favorite pastimes. Before participating in Wilmington's

Azalea Open Golf Tournament during Easter, the Reynoldses planned a week's trip to NYC and a three-weeks' stay in Palm Beach. After reunion they are to travel to Egypt, Greece and Switzerland. Living in Brookline, Mass. are Bob and *Betsy Friedman Abrams* with sons Billy 4 and David 1. Betsy is still corresponding secretary of the Boston Aid to the Blind, Inc. The Abramses often attend the theater and this summer hope to spend some time at Cape Cod again.

1955

CORRESPONDENT: Mrs. Richard E. Catron (Cynthia Rippey), 3163 So. Gaylord St., Englewood, Colo. 80110

BORN: to Donald and *Marta Lindseth* Jack a son, Craig MacLaren, on Sept. 14, to Paul and *Suzanne Bernet Ritter* a son, Paul Bernet, in November; to Herbert and *Joan Barkon Antell* a son, Andrew Gordon, on Dec. 6; to Dan and *Carolyn Remmers Petersen* a son, Daniel Charles, on Dec. 25; to Clyde and *Beverly Tasko Lusk* a sixth child, second son, John Edward, on Jan. 25; to Chuck and *Mary Ann Wolpert Davis* a third daughter, Alice Ruth, on Feb. 10.

Sue Smith McQuinn has been making home improvements since moving from suburban Halifax, N.S. to an older and larger home in town. Since joining the Junior League last year Sue has worked on the editorial end of its monthly publication, with expectations of the senior editorship next year, and as publicity chairman for the Halifax League's first Follies. Daughter Ellen, nearly 3, is yet another diversion. *Joan Barkon Antell* has a new home with its attendant decorating projects. First came the house, then baby Andrew, then the carpenters and painters. More new home owners last year were Donald and *Marta Lindseth Jack;* they are now back in Shaker Heights, Marta's point of origin. *Ajax Waterman Eastman* in Timonium, Md. feels somewhat isolated from other alumnae but her three small boys keep her from missing us too much. Blair and *Jane Lyon LeRoy* are about to take a major step. After years of internship, service, and residency, Blair is going into private practice in Bryn Mawr as an internist specializing in allergy. The LeRoys have three girls: Lisa 5, Paula 3, and Blaine 1. Mothers of large and active families are *Beverly Tasko Lusk* and *Vera Kohrs Pouliot.* The little Lusks are Joan Elaine 7½, Gail Marie 6, Lois Elizabeth 4½, Mark Thomas 3½, Lori Ann 2 and baby John. With Clyde stationed at Coast Guard Hdq. in Washington, D.C. the family takes frequent camping vacations in western Maryland. Bev is taking an adult education course in advanced sewing and Clyde has just completed one in psychology at the Univ. of Md. Vera writes that she hasn't much news and then lists five daughters, ages 3 through 10; her presidency of PTA, and the girls' activities of Y, Scouts, Brownies and 4-H. *Judy Pennypacker Goodwin* gives piano lessons, is helping to set up a Day Nature Camp as a garden club project, is taking a course in modern math with husband Wes and sees *Beth Cook Gabelt at* PTA meetings—besides minding the young. *Carolyn Remmers Petersen's* daughter Sarah 2 was adopted in 1962; and last year husband Dan left the paint business to return to school as a pre-med student, with medical school beginning for him this coming fall. Baby Daniel was born Christmas Day. Somehow Carolyn has enough time to grade themes for extra revenue. Chuck and *Mary Ann Wolpert Davis* moved a year ago from Michigan to Shaker Heights, where Chuck is an attorney for the Dept. of the Army. Their new daughter was preceded by Elizabeth 4½ and Laura 2½. Another Shaker Heights resident is *Judy O'Hara Marsh* with husband Jere and sons John 4½ and David 2. Judy is taking a course at Western Reserve Univ., works for the LWV, and teaches Sunday school class. *Shirley Mims Muirhead* lives now in the Boston area where husband Don entered private pediatric practice in July and teaches at Harvard and BU medical schools. Their three children are Susan 7, Judy 4 and William 6 mos. Between family ski expeditions to Franconia, Shirley enjoys crewel embroidery, a book club, LWV and hospital work.

1956

CO-CORRESPONDENTS: Mrs. D. Graham McCabe (Jacqueline Jenks), 4810 Grayton, Detroit 24, Mich.
Mrs. Norris **W. Ford (Eleanor** Erickson), Box 243, RFD 1, Mount Kisco, N. Y.

MARRIED: *Elinor Widrow* to Richard Semel on June 26, '63.

BORN: to Brad and *Nancy Stewart Roberts* a daughter, Julie Doan, on Feb. 11.

ADOPTED: by Brewster and *Ann Hathaway Sturtevant* a son, Dwight Brewster, born June 8, '63; by Arnold and *Naomi Blickstein Pollack* their first child, a son, Mark Paul, born Mar. 7, '62.

Richard Semel, *Elinor Widrow's* husband, is a graduate of Brown and Yale Law School. He practices in New Jersey and they live in NYC. *Dolly Olmstead Sullivan* was in Longmeadow, Mass. with her two children, Mark and Louise, visiting *Ann Hathaway Sturtevant.* Erick and *Gloria (Skip) MacArthur VanDuyne* have been living in Flint, Mich. for four years and are now building a house. Erick is in general practice by himself as a family physician. They have three children; Kimberly 6½, Alexander 5, and Jennifer 18 mos. As of April 1, Skip finishes two years as education chairman for the Jr. League. *Faith Gulick* is now teaching dance in the physical education department at Connecticut and will be connected with the School of Dance this summer. Harvey and *Irma Levine Alperin* spent some time this winter in Senibel Island, Fla. Dick and *Amelia Noyes Baughman* hope to locate an old colonial house in Hanover, N.H. which they can restore. Dick finishes his dermatology residency at Mary Hitchcock Memorial Hospital and Clinic in June and will then join the clinic staff. They have two children: Scott Morgan 22 mos. and Melissa Anne, 5 mos. *Nancy Sutermeister* is working at the Stanford Research Institute in the geophysics department, dealing with "earth motion data resulting from man-made explosions." Last winter she got together with *Sybil Weir* and *Jan Ahlborn,* who are both studying in California (Jan at Stanford and Sybil at Cal) and later saw *Diana Dow Farrell* whose husband has a fellowship at Stanford. *Nancy Sandin Kime's husband Bill* will be receiving two graduate degrees from MIT this June and they and their son, Edward 4, will be moving from Massachusetts. *Iris Melnik Orlovitz* has been busy with Allen 6 and Steven 3. She also takes an evening adult education art class. She and her husband Sonny went down to Mexico City and Acapulco for a week in February '63 as part of a sales convention for Xerox Corp. salesmen and executives. Norm and *Marilyn Schutt Spencer* spent ten days in Mexico last June. They are enjoying living in Dallas where Norm is now plant manager of Continental Emsco, manufacturers of oil drilling equipment. *Marcia Mills* moved from New York to Boston last September where she now has a job at the Tufts New England Medical Center, and is rooming with one of *Judy Reycroft Larson's* ex-roommates. *Beth Ruderman Levine* writes of a busy life in Peabody, Mass. where her husband Larry is in his fifth year with General Electric in manufacturing engineering. They have two children: Jill 6 and Jonathan 2, but Beth still finds time for community activities such as her job as executive vice-president of Hadassah and as secretary of the Women's League. She teaches Sunday School and last year was chairman of the Conn. College tea for prospective students, at which time she discovered they live about a mile away from *Vicki Tydlacka Bakker. Mary Roth Benioff* is still "most avidly" involved in her partnership with *Ann Robertson Thompson* in Roth Robertson Interiors which is now located in a reconverted brownstone in NYC. Her husband Dick is also a partner in a small business, so, says Mary, "The competition is fierce." After a three-year absence from law school, *Anne Godsey Connolly* is back full time and hopes to graduate in June 1965. Bill and *Sue Steadler McElwain* were transferred from Los Angeles to Richmond, Va. and are in the midst of building a new house. *Judy Dotson Kline* is active in the LWV and PTA while her husband Jim has started a three-year graduate program at the Univ. of Minnesota Dental School which leads to a master's degree in oral surgery. *Mary Kay Nevulis Gillen* is involved with painting, art clubs, riding, horse shows, singing and modeling. She recently heard from *Beth Gibbs Cummings* who is busy with her four children. *Jane Roesler Corcoran* has been teaching third grade at Buckley Country Day School in Long Island.

1957

CO-CORRESPONDENTS: Mrs. Edmund A. LeFevre (Nancy Keith), 1500 North Broom St., Wilmington 6, Del. 19806
Mrs. Richard W. Purdy (Nancy Stevens), 16 Acron Road, Brookline 46, Mass.

MARRIED: *Michele Brown* to Jacques Sibend on Nov. 30.
BORN: to Tom and *Gail Allemang Tyler* a fourth child, third son, last September; to Larry and *Alixe Taylor Coburn* of Wellesley, Mass. a second daughter, Alexandra, on Jan. 21; to Donald and *Frannie Walker Altmaier* a third daughter, Priscilla, on Jan. 31 in Wilmington, Del; to Joel and *Barbara Wasserstrom Alpert* of Lexington, Mass. a third child, first daughter, Deborah Lynn, on Feb. 10; to Paul and *Lynne Twinem Gorman* of Chatham, N.J. a second child, first daughter, Nancy, on Jan. 15, to Bill and *Bettine Horigan Montgomery* of Chatham, N.J. a fourth child, third daughter, Barbara Lynn, on Feb. 10.

Lynne Twinem Gorman and Paul saw *Liz Peer* in NYC. Liz is working for Newsweek as an assistant editor. Lynne reports *Gail Allemang Tyler* living in Kensington, Md. while Tom is stationed in Washington with the Coast Guard. Jim and *Bev Vahlteich Daigle* returned to Cleveland from three and a half months in the San Francisco area shortly before Christmas. While spending the holiday in New Jersey, they saw *Daisy Hahnebach* who was taking a speed writing course prior to looking for a job in the NYC area. Home briefly in October were Bill and *Tortie Dunlap Davis*. As a result of their living in Buenos Aires, Argentina, their two daughters, Leslie and Pamela, are bilingual and speak better Spanish than their parents. Earl and *Nancy Hamilton MacCormac* initiated their daughter Ann to flying when they visited Nancy's parents in Philadelphia at Christmas. Nancy and Earl are eagerly awaiting final plans for Earl's leave of absence next fall from Davidson College in North Carolina. Ken and *Sandy Weldon Johnson* made a flying trip to Boston over the holidays while Ron and *Betty Weldon Schneider* visited more of the Weldon family in Chicago. Betty is busily helping Ron in preparation for his bar exam on July 15. *Peggy Shaw Read* and son Ken visited briefly in West Chester, Pa. during February, but hurried home to Seekonk, Mass. where Peggy is treasurer of the Seekonk Woman's Club. Already Bob and Peggy are preparing for the '64 yachting season. Len and *Sylvia Pasternack Marx* are happily settled in their newly built home in Mamaroneck, N.Y. Living only a block away from the water, they enjoy sailing with their crew of two, Richard and Nancy. Richard and *Elaine Diamond Berman* are back in NYC as he has finished his military service and is a resident at Mount Sinai Hospital. Ted and *Enie Siewert Bradley* moved their household from Tulsa, Okla. to Houston, Texas, where Ted was promoted to sales manager of his company in December '63. In February *Andrea Townson Lashar* and Bill left Kansas City with Kendi 2 for a two-month assignment in Oklahoma. Once back in Kansas City, they hope to remain for three more years. As of January, *Judy Coghlin* is district director for the Camp Fire Girls in Lynn, Mass. to which she commutes daily from her Boston apartment. Judy was visited on Thanksgiving by Dave and *Ceedee White Smith* and their two daughters who live in York Beach, Me. In December Judy visited *Lucie Hoblitzelle Iannotti* and her three children in Connecticut, in addition to inspecting the remodelling recently finished by Harris and *Betsy Hahn O'Brasky* in their North Haven, Conn. home. *Diana Witherspoon Mann* has charge of a laboratory at Conn. College in addition to her busy life as wife and mother. David and *Caroline Westervelt Wood* live in Moraga, Calif. He teaches at the Univ. of Calif. at Berkeley. They have two children, Jonathan and Catherine. *Judy Hammond McBride* and husband Jack live in Monticello, N.Y. where he practices law. They have one boy and two girls, the second of whom arrived shortly before Christmas '63. *Kathy Gray Pearson* found time in her busy schedule of running the household for Jeff and their three children in addition to local newspaper reporting to visit with *Joan Freudberg Leibovitz*. Hunter College has accepted all of Joan's Connecticut credits and she is beginning her junior year by taking two night courses. Joan's husband Bill is doing trial work with the Legal Aid Society. *Ann Henry Crow* and Kate 2½ recently left Andrew 1½ with husband Harte, a resident in radiology, and journeyed from Philadelphia to Boston for a week. *Dusty Heimbach Logan* had a Connecticut get-together while they were there. Guests included *Nancy Crowell Kellogg, Sadie Greene Burger, Sue Adam Myers* and *Nancy Stevens Purdy* and many of the younger set accompanied their mothers.

1958

CO-CORRESPONDENTS: Mrs. Richard Parke (Carol Reeves), Apt., 4-C, 309 West 104th St., New York, N. Y. 10025
Mrs. Edson Beckwith (Jane Houseman), 215 West 92nd St., New York, N. Y. 10025
BORN: to Joe and *Marie Iselin Doebler* a third child, second son, Jonathan Thomas, on Feb. 19; to Stephen and *Lollie Beadel Whisenand* a third child, second daughter, Sarah Jackson, on Nov. 7; to John and *Pat Ashbaugh Hubert* a second daughter, Jennifer Christine, on Nov. 29; to Bruce and *Carolyn Barbour Warr* a son, Timothy James, on Jan. 13; to Andy and *Rena Kasnaki Koutilades* a daughter, Elizabeth Olga, on Feb. 7.

This correspondent lived through a harrowing and wonderful Jan. 19, when my husband made his professional debut in New York as the tenor half of a duo-recitalist team, with Jay Hilborn, baritone. The hall was full, the audience warm and receptive, and the reviews generally favorable—a very good start for his professional career. Present were Lee and *Audie Bateman Georges, Sue Hirth,* Ted and *Jane Houseman Beckwith,* and (Medal of Honor) *Marie Iselin Doebler* all the way from New London just a month before the arrival of her youngest son. These wonderful classmates, the many other CC '58ers who sent good wishes and congratulations, and our other friends were a principal ingredient in the success of the evening. Now, armed with bona fide N.Y. reviews and a good program, Dick and Jay will work on getting bookings at colleges and universities next winter. *Lollie Beadel Whisenand* and Steve are fixing up a "new-old house in Syracuse" despite three children and a recently removed cast from Lollie's leg (pulled ligaments—skiing). *Cary Beise MacRossie* is hoping for a spring trip to N.Y., away from her Denver pottery kiln. Allan has been made an assistant V.P. of Van Schaack & Co. Real Estate. Between skiing, remodeling their house, the kiln, and Margaret 2, Cary finds enough to do. *Cassie Clark Westerman* has stopped working (for $) but is still V.P. of the Hartford CC Club and active in the Wadsworth Atheneum. Cassie sees *Anne Richardson Johnson* and *Gail Myers Rider* from time to time. She passed along word of *Gail Sumner* who is leading a very active life in Boston. Spring brought the Westermans on a big trip down South, then up to Detroit to see *Ann Carnahan Wallace* and family and to Rochester to see *Peggy Porter Mitchell. Margot Bockus* is an associate editor of two medical publications and travel editor of a third. She writes and edits articles and in addition, "I am taking Ed. courses at St. John's University with vague thoughts of teaching someday." More immediate plans include Europe this summer. Margot sees *Sylvia Fesjian Sarkisian* and her family (including Lee 2) quite often and reports that the Sarkisians will soon be moving to Larchmont. *Jean Cattanach Sziklas* tells of choir and badminton and Allen, who is 18 mos. old, and comments on the CC student who was arrested in Atlanta. September will find Gordon and *Charlotte Bancheri Douglas* in San Francisco, where Gordon has been transferred in the consultant management firm, Cresap, McCormick and Paget. Their Graham, now 3, is very active. Charlotte has been working towards a master's in elementary ed. at Temple Univ. in Philadelphia, and hopes to transfer and continue at Cal. in the fall. Due in June for *June Bradlaw Wragg* is a master's in microbiology. She presented her thesis results in May at the National Society of Microbiology meetings in Washington. Coming up: her own project in the biological evaluation of protein lab in Beltsville, with a chance for study toward a PhD. This, plus work with the Jr. Woman's Club and membership in Sigma Delta Epsilon (women's scientific honorary) keep June occupied. *Sue Hirth* had a great tale to tell about her first official trip as a researcher for the Reader's Digest. She slipped and fell in her California hotel room and broke her right wrist. All notes were taken in left-handed hieroglyphics, but some good came of it, for *Rae Lunnie* in Boston heard of it and communicated with her, thus accounting for another member of CC '58. In '62 *Beth Biery* received her master's in elementary education from Central Conn. State College. Teaching a blind boy in regular classes the year before gave Beth her thesis topic: The Blind Child in the West Hartford Public

CLASS AGENT CHAIRMEN WORK TO MAKE THE DIFFERENCE IN OUR 1963 - 1964

Alumnae Annual Giving Program

300 REGIONAL CLASS AGENTS personally solicit classmates

Year	Class Agent Chairman
1919	Ruth A. Anderson
1920	LaFetra Perley Reiche
1921	Louise Avery Favorite
1922	Amy Peck Yale
1923	Mary Birch Timberman
1924	Amy Hilker Biggs
1925	Elizabeth Allen
1926	Lorraine Ferris Ayres
1927	Mary Crofoot DeGange
1928	Adelaide King Quebman
1929	Verne M. Hall
1930	Fanny Young Sawyer
1931	Caroline B. Rice
1932	Hilma McKinstry Talcott
1933	Victoria Stearns
1934	Jane Petrequin Hackenburg
1935	Audrey LaCourse Parsons
1936	Lois Ryman Areson
1937	Mary Corrigan Daniels
1938	Augusta Straus Goodman
1939	Helen Gardiner Heitz*
1940	Catherine Rich Brayton
1941	Barbara Berman Levy
1942	Jean Staats Lorish

Year	Class Agent Chairman
1943	Frances Adams Crane
1944	Nancy Hotchkiss Marshall (co)
1944	Edith Miller Montgomery (co)
1945	Elsie MacMillan Connell
1946	Cynthia A. Terry
1947	Dorothy Nickenig Counselman
1948	Edith Lewitt Myers
1949	Sylvia Joffee Garfinkle
1950	Roberta Trager Cohen (co)
1950	Helen Haynes Keith (co)
1951	Alice Haines Bates
1952	Anne Flemming Lessels
1953	Joan Bloomer Collins
1954	Enid Sivigny Gorvine
1955	Louise Dieckmann Lawson
1956	Dorothy Lazzaro Serieka
1957	Barbara Wasserstrom Alpert
1958	Susan Carvalho Efinger
1959	Andrea J. Thelin
1960	Tove-Lynn Martin Sears
1961	Martha Guida
1962	Carol Ann Martin
1963	Judith A. O'Donnell
*	Reunion Gift Chairman

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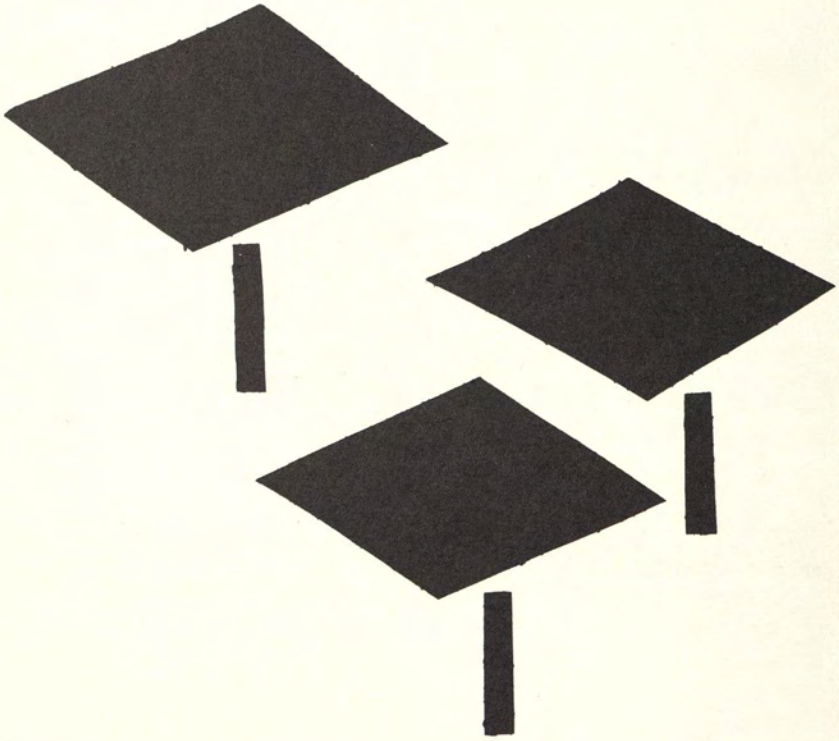
1963-64

Alumnae Annual Giving Program

GOALS

$100,000 AND 100%

Class	No. Alumnae	Amount	%	Class	No. Alumnae	Amount	%
1919	58	$2,239.02	44.8	1941	152	$1,435.00	42.1
1920	58	425.00	44.8	1942	158	2,507.63	24.6
1921	35	1,215.00	37.1	1943	135	1,002.00	42.2
1922	35	434.00	54.2	1944	120	1,335.00	43.3
1923	76	670.00	42.1	1945	149	1,738.40	43.6
1924	79	534.00	32.9	1946	169	1,770.00	31.3
1925	62	865.00	41.9	1947	153	905.00	23.5
1926	70	985.00	37.1	1948	179	3,079.00	29.4
1927	100	987.00	47	1949	179	1,212.00	33.5
1928	122	2,172.00	45.9	1950	188	960.00	28.1
1929	96	861.00	43.7	1951	149	2,174.62	38.9
1930	100	5,657.00	32	1952	183	2,432.00	31.1
1931	124	1,900.00	29.8	1953	152	991.00	35.5
1932	105	647.00	29.5	1954	155	847.00	36.7
1933	107	685.00	29.9	1955	140	1,840.00	44.2
1934	110	515.00	30.9	1956	167	1,400.00	36.5
1935	110	910.00	31.8	1957	161	1,163.50	31.6
1936	126	841.00	30.1	1958	139	385.00	26.6
1937	130	567.00	20.7	1959	175	467.50	26.2
1938	128	765.00	28.9	1960	156	3,543.20	28.8
1939	124	1,097.00	29.8	1961	153	415.50	31.3
1940	146	683.00	28.0	1962	203	551.40	29.5
				1963	238	459.00	22.2

Figures as of April 10, 1964

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