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# Connecticut College *Alumnae News* May 1967







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# Connecticut College Alumnae News

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MAY 1967

*The Cover* is the contribution of Mr. Charles Chu, Assistant Professor of Chinese at Connecticut College. It was done in the traditional Chinese brush technique which Mr. Chu will exhibit and demonstrate at Alumnae College in June. For more about the remarkable Mr. Chu, see page 45.

*Opposite.* Magnolia blossoms at the entrance to Bill Hall. This and other photos by Philip Biscuti, unless otherwise noted.

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MAY 1967

*Magnolias outside Bill Hall*



WILLIAM MEREDITH  
*Professor of English*

## The Artist as Teacher, the Poet as Troublemaker

IN DISCUSSING THE ROLE of creative artists in education, it would be prudent to remark that by and large American artists have not been intellectuals. Emerson, Henry Adams, Pound, and Eliot are the exceptions. Thoreau, Whitman, Frost, and Faulkner represent a kind of heightened intelligence that is distinct from the pure life of the mind. The pure life of the mind has always been held in some distrust by Americans. There is a meaning of the word intellectual (and there are people in academic life who exemplify it) which is pejorative: the development of the intellectual faculties disproportionate to the other human faculties. American history has not indulged this kind of intelligence, and it remains perhaps necessarily more freakish and subject to ridicule with us than in Europe.

If our artists are to be called intellectuals, the term must be adapted. Artists produce an attentive vision of the world. That vision—verbal, visual, aural, eurythmic—is the product of a total sensibility, and sometimes, even in major artists, a sensibility rather meagerly equipped intellectually. This point should probably be established before intruding these remarks in a colloquium about intellectuals.

It seems to me that the most important effect creative artists have had in recent years on American education has been to remind their students and colleagues that the arts are visions rather than dogmas. If the arts are the best history a civilization provides, still they do not record that history as a system of ideas. If the beliefs of a time can be discovered in a work of art, that is not because the artist was propounding the beliefs but because he was immersed in them. The teaching artist is in a position to correct a certain "frozen" effect that the teaching scholar inadvertently conveys in describing intellectual history.

Works of art are alive or dead but never really past or present.

Most of what a student learns, when he is learning the considerable amount necessary to negotiate our world, involves no personal identification. He rarely feels it is appropriate to invoke his individual responses. The reason that education in the creative arts can be important to even an untalented student is that such education challenges him to examine and render accurately his own vision of the world. In other subjects we pay great and proper attention to systems of acquired knowledge. To a growing mind these are seldom visions. They are rather facts: a trireme, a cathedral, a thunderbird. But in any creative art, even in the initial stages where a craft is being taught through exercises, the student's vision is demonstrably relevant. What the teacher corrects, ideally, is the craft with which the student's insight has been rendered. There is no such thing as a wrong perception in art, only perceptions that have been wrongly taken. The authority of a teaching artist is that he knows how to say things rather than that he knows what to say. The excellence of a student artist lies in his ability to see things rather than in his ability to memorize or theorize about them.

Some of the most interesting students I have encountered in creative writing have made of literature a kind of inquiry into what they really thought and felt about the world. This seems to me a brave and admirable way to try to put their intellectual experience and the rest of their young lives together into some meaningful pattern. When the process is imitative, it involves hero-worship in Carlyle's sense. Often it is experimental or therapeutic or fantastic, but this is not to say that as an inquiry it is not honest and valuable. Such apparently impure motivation sometimes produces excellent writing. It's as





*Through the creative and performing arts, a student can achieve his own vision of his experience. An artist who teaches can best show his students "how to say things" and can encourage their personal vision if he has what the author calls "affection" and "just moral discernment," qualities that are important for the artist and the teacher alike.*

though the fortunate student found in his creative act a way of holding together experiences too diverse and too complicated to rationalize, but nevertheless capable of being envisioned.

The performing arts, about which I am badly qualified to speak, apparently have this same effect in allowing talented students—here talent is evidently more requisite—to cut through confusion and failures in their intellectual lives and to gain confidence in their ability to cope with life. To act one's perceptions successfully is to demonstrate order in the world perceived and in oneself.

The teaching of creative arts, at the secondary level and in colleges, is properly the work of practicing artists. In colleges, and in independent schools, this has come to be the case, as the respectability of the creative arts has spread in the last fifty years. I am doubtful that any useful accreditation can be established for teaching this subject much beyond kindergarten. I am doubtful that advanced degrees, or indeed most undergraduate degrees, awarded for creative work are compatible with conventional intellectual standards.

Most of the artists teaching in universities, colleges, and private schools are accredited jointly by their artistic accomplishment and a certain self-taught ability as teachers. Occasionally one or the other of these constitutes the sole qualification. But it is my impression that an artist-teacher who doesn't or can't make good art is less successful than a scholar-teacher who can't make good scholarship.

Because of the complicated circumstances that produce artists, I should think it would be wise for educational authorities to waive the academic requirements for accreditation in the public school system as they have been tacitly waived in colleges and private schools. I can't believe that an artist who had much to say in the classroom

would be willing to take credit courses in teaching, though they were taught by Picasso himself. The action of certain school boards in this matter is hopeful: the arts profit here from the queerness that they suffer from in other areas. I mean (you can hear the chairman saying) if you're going to hire an artist, let's get a real one, with a beard.

Teaching artists, whether they feel as I do that it is a privilege to take part in the historical and theoretical investigation of their art in a good school, or whether they look down on the educators they work with, are correct in insisting that art is an uncommitted vision. In this sense they bring a valuable sense of risk and mystery to a body of knowledge that revels in fact. It is unfortunate that a greater amount of creative art is taught at the college level, where speculation and inquiry begin to emerge over facts, than in the earlier levels of education where facts prevail. Facts need to be perceived imaginatively, to attain their force, to reach the point where, in Frost's words, "Fact is the sweetest dream that labor knows."

As a poet who teaches modern poetry and the writing of poetry in a college, I sometimes feel that I tamper in the fields of the chaplain and the college psychiatrist. As I teach and age, and consider the role of poetry in my own life, it comes over me more and more forcefully that poetry is the source of most of my knowledge. I don't mean that I have *learned* what I know from poetry—that sounds a little bookish and a lot better read than I am—but that I have *discovered* what I know, recognize it as knowledge, in poetry. Poetry musters this kind of attention to experience.

More specifically I find that two qualities underlying so much great poetry also underlie great teaching. Re-





cently, talking to a graduating class of teachers, I quoted a mid-nineteenth-century book called *Lectures on School-Keeping*. Two of the author's statements embrace the rather anti-intellectual principles on which I try to teach. "Teachers ought to be affectionate," the Reverend Mr. Hall says, and again, the "capacity to exercise just moral discernment is indispensable." These are not the terms of modern pedagogy or criticism. They seem to me to describe, in fact, the two qualifications of the artists and the teacher that are most commonly neglected today. They are phrases, I suggested to these young teachers, which describe abiding needs of the artist. Affection and just moral discernment underlie all substantial achievement in the arts. It is curious how works of satire like *Gulliver's Travels* and *The Rake's Progress*, comic characters like Falstaff and Don Quixote, and tales of despair like *Madame Bovary* and *Waiting for Godot* derive their great authenticity from the artists' (often unspoken) protest: "but this is not the way things are meant to be, and everyone knows it." Or put it another way, the concepts of misanthropy and immorality are negative.

The affection and moral discernment that go into a poet's work, in effect impose a ceiling on that work. The affection is an essential liking for the idea of a human being. "Who could have thought of an ingenious device like that?" he asks with almost the fuzzy innocence of a child asking, as he pulls its tail, "Who thought of kittens?" And the moral discernment is an essential conviction that the universe is some kind of crazy park in which this creature is capable of thriving if he would just use his wits. Both of these commit the artist to a state of excited attention. Both of them commit him to at least a qualified optimism. The minimum statement of the liking for the idea is perhaps Hamlet's "What a piece of work is man." The minimum conviction about the park is the intuition of order that impels the artist to perform his art: "Every poem is, by its formal nature, a gesture of astonishment at that greatest of miracles, the principle of order in the universe," Auden has said, although that is to go a good deal beyond the minimum statement. All successful art has form, however deeply it may engage the random. All art is concerned with the human predicament, however far it risks mechanical or impersonal speculation. A poem may have form as a tree has form, or form as water poured into a vase has form, Ezra Pound has said, implying that it may only not be *without* form. The world may be a running-down watch made by a mechanical and mindless robot, but the horror with which this is recorded, in art, is human horror and the interest it has for us is human interest.

The mysteries we return to time and again are what philosophers call dialectics—predicaments that contain

but do not (except, I think for Hegelians) reconcile two contradictory principles. They are mysterious because they constitute a mode of knowledge inaccessible to science or logic. We can phrase them only with that exasperating thoroughness of Plato's questions, and after we have phrased them there is no answer except the hunch we have at the moment. Two of our most persistent dialogues with ourselves sound like this:

May we not then say, self, that one of these must be the case: the universe is friendly to man in its operations, or it is hostile to man, or it is indifferent?

Or again, in the middle of the night or in big trouble, we overhear:

Would it not appear, my dear self, that either a man lacks the power to respond adequately to the events of his life, or that he possesses the power to respond adequately to the events of his life, or that the question hinges upon the events and the man?

Now I am an impatient philosopher and have always found the exhaustive logical alternatives a little boring in Plato. It is curious how interesting they become when an artist confronts us with them and then tells us, in effect, that the answer he is giving us is only his guess, in a kind of shell game. These are the mysteries to which human intelligence has always been offered up like incense. And if we judge by the achievement of artists, this offering proves acceptable in the nostrils of all the muses. The muses seem themselves to be devoid of dogma in all these dialectics. They let the artist take any position he wants, provided he records his evidence faithfully, provided the evidence he gives them is attentive to experience.

The poet who goes along with a mystery must produce a vision, not an opinion. The vision must be, like the world itself, ambivalent, or stained with the dye of ambivalence, so that as readers, believing differently from the poet, we will still have to say, "Yes, that is how it is." Dante doesn't ask us to accept the theology of Aquinas; he shows us human beings dealing variously with their passions, and most of what happens to them seems to us irresistibly believable. What we conclude from *The Divine Comedy* is an adjunct to what we have concluded from our lives. The vision of the artists resonates in our experience as if it were experience. Poems read us as closely as we read them.

Thus did I harangue, in June, about qualities as important to teaching as they are to art. It seems to me one of the natural good fortunes of our luckless American educational system, like rich men and old maids, that the kind of artist who gets involved in teaching is apt to be an optimist, a moderately good artist, a meddlesome man—in short, the kind of citizen who saves America from her excesses. ■

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What

the new

# *ARTS CENTER*

means

to Connecticut

Professor William A. McCloy

*Chairman of the Art Department*

and

Professor Martha Alter

*Chairman of the Music Department*

discuss the coming building







## Professor McCloy

HOW TO DESIGN AN ARTS BUILDING? This is one of the most difficult tasks to confront an architect. The two activities involved here, art and music, have little to do with each other and need little space in common. However, the architect must not only fit them together compactly and economically, but also design a distinguished building which will reflect the character of the College and of the arts the building encloses—and manifest his own particular feeling for form.

The problem is a multiple one, for the demands of each department are precise and complicated. Music, for instance, needs soundproofing, carefully designed acoustical treatment of all surfaces, listening rooms, practice rooms, and a recital hall. Art cares nothing about soundproofing but demands above all good light and plenty of space. Art history needs ventilation, comfortable seats, a good view of the screen, and a way to control illumination. It needs a slide library and a place to display paintings for students to study.

In this particular instance, other people are involved, too. Dance and Drama are concerned about the function and design of the stage and its facilities. How many classrooms do we need, and how large should they be? We need space for small musical groups but also for general college lectures, for which Hale and Bill Halls are too small, and Palmer Auditorium too large. And where do we locate the building? Why not put it by Crozier-Williams, or where Thames Hall is?

The initial planning for a building such as this is about as disordered as the above paragraphs suggest, and is at all times beset by changing circumstances and changing minds. But as we look back from the present it becomes clear that a reasonably logical procedure for the planning of our new Arts Center has been followed. After the pertinent committees had been formed and had fought their own civil wars, the individual departments worked out in detail their specific needs and expectations. A programmer was engaged to calculate carefully the specific square footage needed (to take care of a college which might grow to 2000!). Computers and crystal balls



*"The architect must not only fit [the two activities involved here, art and music] together compactly and economically, but also design a distinguished building which will reflect the character of the College and of the arts the building encloses—and manifest his own particular feeling for form."*

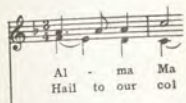
both were needed before the staggering total of 67,620 square feet was calculated (twice Palmer Auditorium).

The architectural firm of Skidmore, Owings and Merrill was then faced with the task of designing a building as beautiful as it would like but within the bounds of the taste (and budget) of those who would use (and pay for) the building. After a few skirmishes the final location was resolved, and the decision seems a sensible one: the Arts Center is to be built adjacent to Palmer Auditorium in such a way that an enclosed sculptural court will be created that will grace both buildings. The material selected will be in harmony with the older buildings without sentimental and expensive imitation. And the architect will surely provide us with the immaculate styling and detailing for which he is justly famed. ■

## Logan Memorial Fund

The graphics studio in the new building will be named for Robert Fulton Logan, the Art Department's second Chairman, as the result of a fund started by a former Art major. Additional gifts to this fund from Mr. Logan's former students and friends are welcome. Other specific parts of the new Center may also become named memorials to faculty members. Alumnae interested in this kind of gift should contact the Development Office. All gifts designated for the Arts Center and received before December 1, 1967 will help to earn the Dana Foundation's conditional \$150,000 as well as the bonuses offered by our original three "angels."—Ed.





## Professor Alter

THROUGH THE YEARS the Department of Music at Connecticut College has enjoyed a reputation and development which easily might be the envy of any school of similar size in the country. When the College opened its doors in the autumn of 1915 it did so with a Department of Music which included two full-time and two part-time staff members. The chairman of the department was Dr. Louis Adolphe Coerne, a distinguished composer whose published works were numerous and whose operas were performed both in America and abroad. Dean Gertrude Noyes recalls that on the first floor of New London Hall there was a studio which contained Dr. Coerne, his pipe, a copious ash tray, and a grand piano. She also recalls the spurt of creative, scholarly, and performing activity which seemed such an integral part of the enthusiasm permeating the College in its earlier days. There are in the archives of the Music Library many music manuscripts as well as historical and theoretical theses which were the products of both faculty and students.

The present Department of Music at Connecticut is composed of seven full-time faculty members, two part-time assistants and visiting faculty who teach various orchestral instruments. A large collection of books, scores, and recordings has been built up. Up-to-date listening equipment and audio-visual aids have been acquired. We have seven Steinway grand pianos. But Holmes Hall, originally a college refectory located off the main campus and somewhat unsuccessfully converted into a music building, has seemed to shrink in size with every passing year.

When it became apparent to the Board of Trustees some three years ago that "something must be done," the department was instructed to draw plans for adequate housing. Believing that music must be taught as one of the liberal arts, the Department first focused on its library. Consequently, the new music library will include space for books and periodicals, bound and unbound music, listening rooms, tape storage, recording room, and adequate seating space for study.

Recognizing that music, by its very nature, cannot

spring to fruition in the stacks of a library, the Department next turned its attention to the design of a recital hall. The need for a medium size hall (seating 350) for chamber music as well as for solo performances has long been recognized here.

Some laymen are a little surprised to learn that when drawing specifications for such a room the primary consideration is that of acoustics—a difficult problem. Piano music, for instance, demands an entirely different acoustical environment from that which is ideal for organ music. An acoustical engineering firm ingeniously solved this problem by designing reverberation chambers built into the side walls, which may be opened and closed at will. Thus it will be possible to vary the reverberation period from less than a second to more than two seconds.

Permanent equipment in the hall will include a three-manual organ of twenty-four registers, two matched Steinway concert grand pianos, and apparatus for recording concerts. The large stage has been designed to be used for choral performances, dramatic productions, and dance recitals, so dressing rooms and property storage are included in the plans.

The needs of a vital, productive, and busy music faculty will be met by office-studios for private or small-group instruction, as well as for the instructors' own pursuits. Classrooms include additional space for a piano and audio equipment in the case of music, and projection equipment in the case of art. The large lecture room for 235 students is intended to be used for the art and music history lectures and for chorus rehearsals. There will be soundproof practice rooms for piano, organ, voice and orchestral instruments.

To those who have a particular interest in the future of music at Connecticut College, perhaps the most important single benefit of the new building will be the student interest which is sure to be generated. In addition, music will be in close physical proximity to the practice and teaching of the other disciplines which form a part of the liberal arts framework. We eagerly look forward to the new building. ■







# ALUMNAE COUNCIL



Priscilla Duxbury Wescott '41, President of the Alumnae Association (upper), and Mary Elizabeth ("Pete") Franklin Gebrig '42, Director-at-Large and Program Chairman of Alumnae Council, welcome alumnae.

"This week-end," said Priscilla, "aims to answer questions as to what Connecticut College is in 1967." "We have a marvelous opportunity to sense the feeling, the thought of the College," said Pete.

## 1967

NEW IN THE GLOWING PICTURE at Alumnae Council week-end this year were the Bequest Aides representing each class 25 or more years out of college, and gathering together for the first time for instruction in the fine art of suggestion—suggestion that you, as an alumna, bequeath unto your college some part of your worldly goods in the dim and unforeseeable future. "Deferred Giving" this is called, and it brings the college a certain lofty dignity now that the alumnae group is old enough to be thinking about such things.

Prominent also were the Admissions Aides. This group is relatively new, and it was most appropriate that they had a meaningful workshop since the week-end was climaxed by a dinner in honor of Dr. Robert Cobbledick, who retires this June after many years of faithful service as Admissions Director for the college. There was no surprise that this man, much beloved by all, received a standing ovation at the end of the program after dinner.

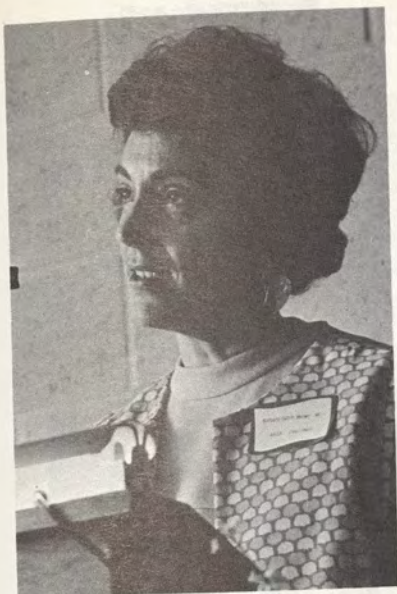
But, as always, it was the words of President Shain at dinner on Friday night that pointed up to the Councillors just why they jump at the opportunity of attending Council whenever they can. There is a boost in hearing that "in a few weeks the American Alumni Council will announce that Connecticut College has won the U. S. Steel Company's \$1000 award this year for dramatic improvement in alumnae giving;" that the new Arts Center will become a reality during the coming year; that the "Pass-Fail Option" is now presented to the students in the Junior and Senior years; that next year will see a new Chinese major; that ten years ago students borrowed an average of 40 volumes a year from the library as opposed to 65 today; that ten years ago the median college board score was 516 as opposed to 623 today; etc., etc. The Conn Chords sang after dinner, and some of us dreamed of the long lost days when you could sneak back on campus without having to pass by the small "Fuzz Mahal" which sits in stern, though protective, watch at the top of the hill!

MARGARET ROYALL HINCK '33

Glossary: "Fuzz"—police

"Mahal"—in this case sentry box.





## Leadership at work



The Alumnae Association works hard. On this page are some of the leaders who presided at the working sessions of Alumnae Council. At upper left, Barbara Gahn Walen '44 of New Haven, Chairman of the *Alumnae Annual Giving Program*, explains how it works, and reports on its progress so far this year. In the circle is Betty Gordon Van Law '28 of Larchmont, Second Vice-President and Chairman of Clubs. She keeps in close contact with alumnae clubs to help with programs, fund-raising projects, and useful information. At upper right is Ethel Kane Fielding '23 of Boston who has pioneered the Bequest Program, of particular importance to the College endowment, with tact and enthusiasm. At lower right is Carolyn Diefendorf Smith '55 of Denver, a Director-at-Large and Chairman of Classes. She led the Class workshop, which dealt with many matters such as organization, communication, finances, and reunion plans.







## Lighter moments

THERE WAS TIME for getting acquainted and pursuing ideas, and for pure relaxation and social contact, during Alumnae Council week-end. Friday night's dinner was shared with invited students and faculty who were distributed among alumnae tables to allow freedom for questions and conversation. Saturday's cocktail hour took place at the Lyman Allyn Museum where an exhibition of American paintings was hung and ready to open the following day. Saturday night's tribute to Mr. Cobbledick produced an amazing number of anecdotes. After one of the loudest "For he's a jolly good fellow" that we have ever heard, he and Mrs. Cobbledick were presented with a set of Connecticut College china in honor of the occasion.

The Admissions Aides enjoyed the comfortable hospitality of "The Castle." Others, including ourself, repaired to nearby motels where, happily, we found the percentage of die-hards to be entirely normal.



## The Benton Exhibition

ON VIEW WERE 32 PAINTINGS loaned by Mr. and Mrs. William Benton (Helen Hemingway '23) as well as four paintings recently given by them to Connecticut College—three watercolors by Reginald Marsh and a study of Carson McCullers by Henry Varnum Poor.

The major focus was on Marsh's works, which was only proper since it was through Marsh, a classmate at Yale, that Mr. Benton (publisher and chairman of the board of the Encyclopedia Britannica, former United States Senator from Connecticut, and presently Ambassador to UNESCO) became interested in art. He shared with Marsh a common taste for an art concerned with American life at its most typical and its most robust.

The dates ranged from the early 20th century to the 1950's, almost all related to movements concerned with finding a way to express American values. The earliest style was based on clear and artless seeing, akin to earlier

naturalistic traditions which seemed native in character.

The Ash Can School was represented by typical vigorous works marked mainly by distaste for the superficial manners of European Academies.

Most of the paintings came from the twenties and thirties, periods during which the need to find a national idiom seemed most urgent. They show an insistence on recording the particulars of the American scene without sentimentality or artifice.

The impact of the show was in some senses nostalgic, and today the obvious concern with national values seems a bit naive and irrelevant. Even so, there was a vigor and love of painting, and a sense of the positive that suggests that maybe we did not do so badly in the 20's and 30's after all.

WILLIAM ASHBY McCLOY  
Professor of Art



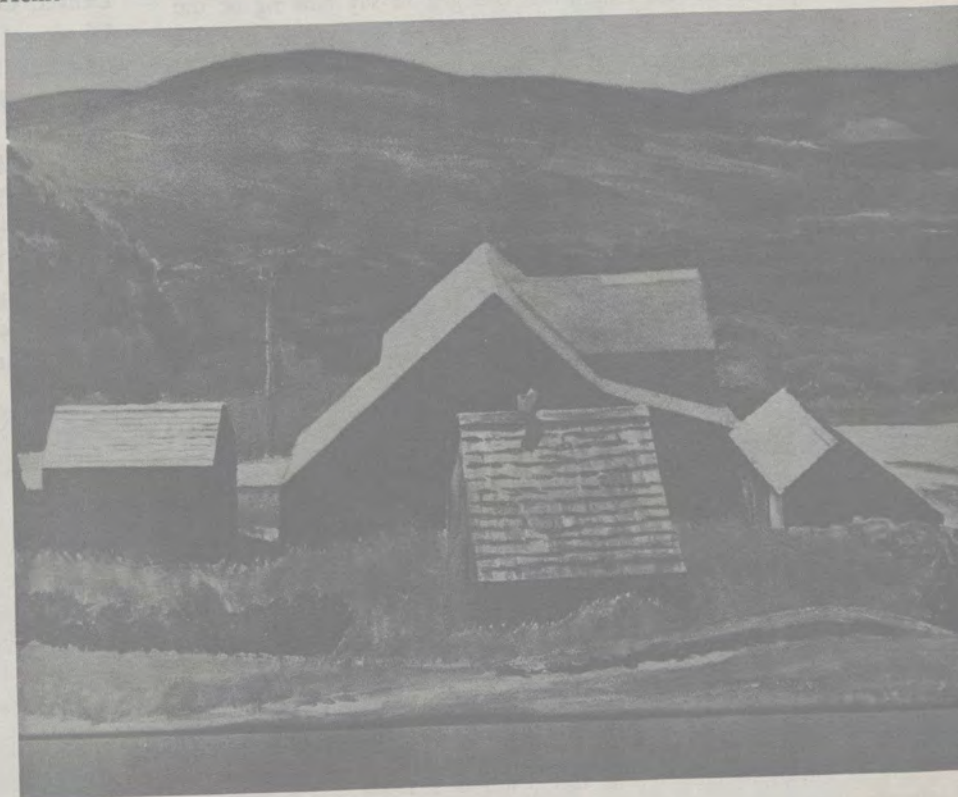


"Gypsy Girl" by Robert Henri



"Winter Window" by Charles Sheeler

Mr. McCloy (right) enjoys a lighter moment of his own with Warrine Eastburn, Secretary of the College, and James Baird, Professor of English, at the opening.



"Roofs of Cobb's Barn" by Edward Hopper



Admissions Aides below are, from left to right: Carolyn Beise MacRossie '58 for the Denver area; Judith Van Law Loucks '60 for the Lancaster Pennsylvania area; Susan Peck Repass '65, for the San Francisco area; Wendy Shamberg '64, not an Aide but a representative of the Baltimore club; Heidi Angevine Smith '59 for the Chicago area; and Lucia Beadel Whisenand '58 for the Syracuse area.



## Admissions Aides



IT IS VIRTUALLY IMPOSSIBLE for an admissions staff to establish and maintain a close relationship with all of the schools from which it admits students. The population explosion has created a public school explosion, and our files become obsolete between admission trips to fast-growing communities. College counselors face a monumental task of trying to keep abreast of the ever-changing picture in the established colleges, to say nothing of the new ones, which are reported to be opening at the rate of one per week. As a college becomes increasingly selective, diversity in the student body is threatened unless a deliberate effort is made to reassure counselors and prospective students that the concept of a well-balanced student body prevails.

Admissions Aides implement the existing communication between the campus and the schools. An Aide is the transformer on that long-distance line, strengthening the impulses between sender and receiver. Although she generates and sustains interest in her college, she is not a hijacker; rather, she understands the complexity of today's admissions picture, is sympathetic with the problems and objectives of counselors and students, and is pledged to the concept that the well-being of the student is of primary and foremost importance.

Six years ago, Mr. Cobbledick, assisted by the alumnae clubs in Chicago, Minneapolis-St. Paul, and Philadelphia, established the Alumnae Aide Program for Connecticut College. The success of the venture convinced us that other clubs should be encouraged to design a program suitable to their areas, especially those distant from the campus, where frequent visits from the admissions

staff are not feasible. As a result, eighteen have joined the original three, and an additional three are in the planning stages.

Today, the Admissions Aide Program is established and operating in:

- San Francisco, California
- Denver, Colorado
- District of Columbia & Greater Washington, D.C. area
- Chicago, Illinois
- Portland, Maine
- Baltimore, Maryland
- Detroit, Michigan
- Minneapolis-St. Paul, Minnesota
- Kansas City, Missouri
- St. Louis, Missouri
- New Hampshire
- Central New Jersey
- Essex County, New Jersey
- Rochester, New York
- Syracuse, New York
- Cincinnati, Ohio
- Cleveland, Ohio
- Columbus, Ohio
- Lancaster-York counties, Penna.
- Philadelphia, Pennsylvania
- Pittsburgh, Pennsylvania

—and is in the planning stages for Atlanta, Georgia; Bergen County, New Jersey, and Akron, Ohio.

JEANETTE HERSEY  
Associate Director of Admissions



In the column of pictures to the right, starting at the top: Nancy Yanes Hoffman '50 for the Rochester area; below, left to right, Joan Albrecht Parsons '47 for the Minneapolis area, Marlis Bluman Powell '50 for the Essex County area, and Louise Parker James '45 for the Maine area; next picture, left to right, Alice Reed Boorse '43 for the Cleveland area, and Dorothy Dismukes Sutman '47 for Central New Jersey; bottom, Janice Cleary Parker '53 for the Pittsburgh area.



Far left at the table below is Admissions Aide Eloise Stumm Brush of Columbus, Ohio. Others enjoying lunch are, from left to right after "Stummy", Margaret Stoecker Moseley '41, President of the Fairfield Country club; Margaret Till Chambers '42, class representative; Joan Wertheim Carris '60; Janet Torpey Sullivan '56, President of the New York City club; Dorothy Raymond Mead '44, President of the Westchester club; Eleanor ("Tommy") Saunders '60; and Patricia Wertheim Abrams '60, first Vice-President of the Executive Board.





## "Mr. Admissions" bows out -

M. Robert Cobbledick came to Connecticut College in 1926 for a "short stay" as instructor in sociology. In 1941 he was persuaded to fill a temporary vacancy in the position of Director of Admissions. Now, after 41 years of service to Connecticut College, he will retire this June.

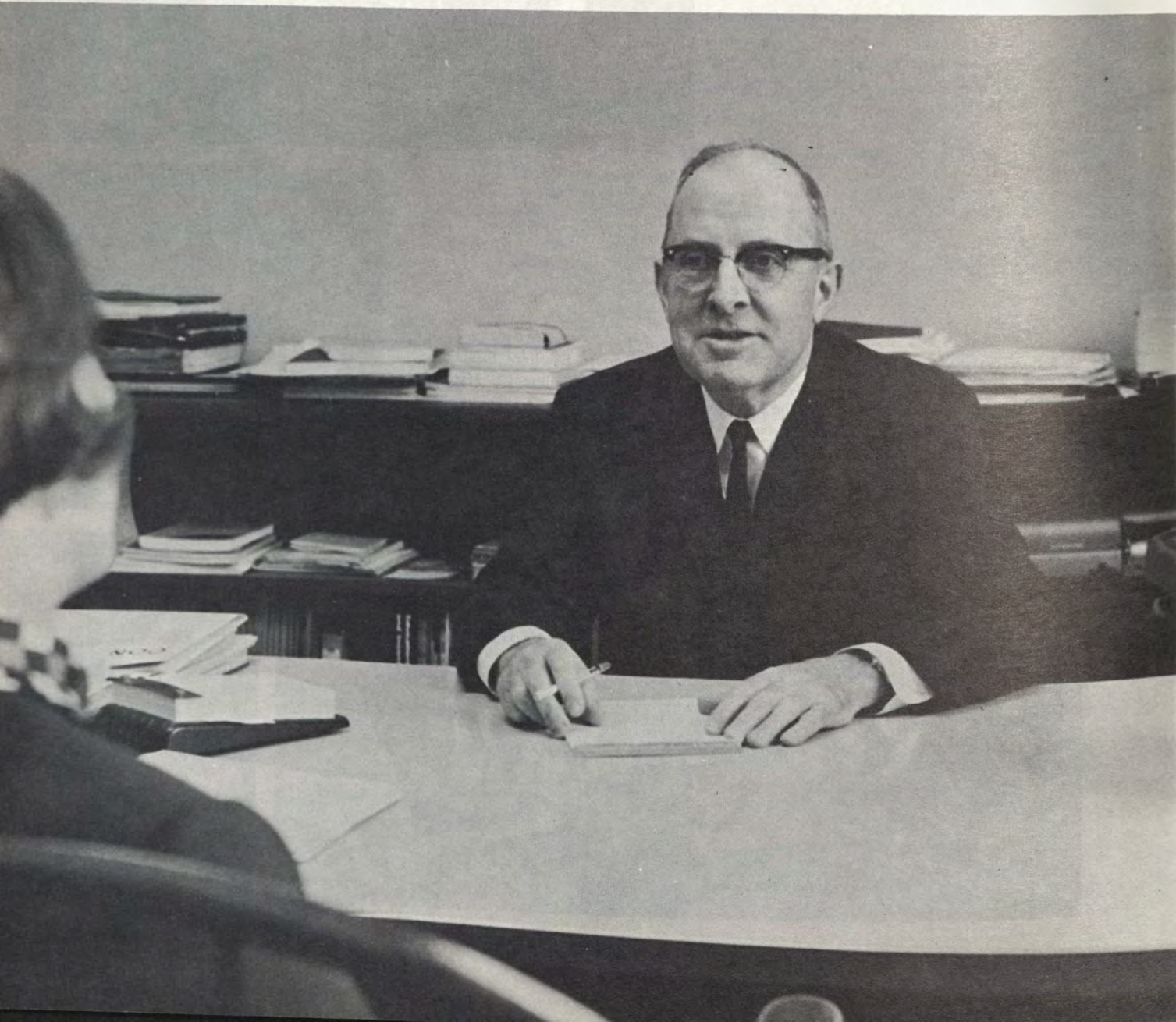
A graduate of Ohio Wesleyan University, he received his Ph.D. from Yale. As a sociologist, Mr. Cobbledick is respected for his thorough analysis of "The Property Rights of Women in Puritan New England," first published by Yale University Press in 1937 in Studies in the Science of Society. This study was reprinted in 1949 by the University of Alabama Press in Readings in the Science of Human Relations.

With the increase in applications after World War II, the Admissions Office grew in size and scope. Under heavy

pressure, Mr. Cobbledick performed with absolute integrity. A warm and friendly man who hated the necessity for rejections, he spent long hours conscientiously searching for fair decisions.

In an interview in ConnCensus, the student newspaper, Mr. Cobbledick explained that the chief quality for which he looked in a candidate was the degree of independence from the family,—"not opposition," he emphasized, "but independence, which involves a girl's handling her own affairs."

"This college is a going concern," he also said. "Being part of that kind of situation is something you do not forget. It has been hard work, but it has been more than rewarding. Connecticut College is a good place to be. I'm going to miss the place."





# The Latest in *ADMISSIONS*



by M. ROBERT COBBLEDICK  
*Director of Admissions*

*Following are Mr. Cobbledick's remarks to the alumnae attending Council:*

THE WORK OF THE ADMISSIONS OFFICE is always interesting but it is also trying as we are compelled to make decisions to which the student, her family and school, as well as other interested parties, will react with considerable feeling. In the last twenty-five years approximately 25,000 applications have been processed and from this number some 9,000 have been enrolled. As the number of candidates has increased, the size of the office staff has expanded. Data processing now speeds up the preparation of material for our consideration and action.

Briefly reviewing recent operations, the latest freshman class of 387 students, the Class of 1970, was selected from 1725 applicants. The next class, which we estimate will have 365 students, will be chosen from among some 1600 applicants. As usual we shall be confronted by the problem of multiple applications, which compels us to over-admit substantially in order to provide at least the desired 365 freshmen from among a pool of students which includes an unpredictable number of "ghost" applicants,—that is, applicants who, being admitted elsewhere, will go there and not be seen at Connecticut College.

Our selection process leads to the designation of three categories of applicants, namely those who have been admitted, those who will not be offered a place at all, and those who can carry the work but for whom no place is available at the moment,—that is, the waiting list group. The waiting list varies in quality from year to year depending upon the overall quality of the applicant

group each year and the extent to which we must cut into it to insure a class of the desired size. The possibility of admission from the waiting list depends upon where a candidate is on the list and whether withdrawals will occur in sufficient numbers from the admitted group to make places available to those on the waiting list. In some years a few may be admitted, in others a considerable number, and occasionally none, as last year. Each year is a law unto itself.

## **Academic criteria**

Our first concern is to measure each applicant's readiness for the academic demands of the College as regards standards of work and the content of the secondary school program. To do this we consider the school record, the rank in class, if computed, and the College Board test scores. Previous experience in college with students from each school involved is watched closely. As far as College Boards are concerned we have no cut-off score,—that is, we do not require minimal scores, although low ones are obviously a negative factor in admission. The school record is of more significance than scores, but the two measures in combination enable us to select more accurately. Finally, the academic prediction by a school adviser may be most helpful, depending upon the demands upon an adviser and the contacts she has had with her advisees. From her we can obtain knowledge of imponderables not adequately measured by tests but important to a student's college career. Motivation, drive, stamina, interest, persistence, are all important in making the most of the abilities and the school training of a student.

*continued*



# "Our goal is variety and heterogeneity . . ."

## "an applicant is not just a statistic"

In spite of the fact that colleges must make their operations businesslike to an increasing extent to handle the large number of applicants, it should be made clear that selection is not just an automatic process with the credentials of each applicant computerized. Admittedly there are points at which past experience can form indices helpful to a selection committee, but such data are not a substitute for the personal and individual information which we collect. Students are not chosen on statistical grounds and an applicant is not just a statistic. In our consideration of her we have on hand her folder with all of the data that pertains to her alone. Her total credentials form our decisions. Nor, though our interest is in the well-balanced student, do we think in terms of a so-called typical student. Our goal is variety and heterogeneity, not uniformity and homogeneity. The statement at the head of the section dealing with Admissions in the College catalogue is much to the point:

"The College admits to the freshman class candidates who have satisfactorily completed a course of properly selected studies in a secondary school of approved standing and who have the health, the character, and the general promise fitting them to pursue a college education. Recognizing the advantages of a well-distributed student body, the College welcomes the applications of students from different parts of the United States and from foreign countries; from public high schools and from independent schools; from different races, economic levels, and religions. Scholarships and opportunities for self-help are available to able students who need financial assistance."

## Extra-curricular and personal criteria

Beyond the academic are qualifications which are significant in admissions. These are the personal attributes of the student, i.e. her ideas, attitudes and interests, all of which will affect her association with other students at the College and also direct her into the extra-curricular activities and "social" life of the College. A recent survey of the Class of 1970 as to the aims which students consider essential or very important revealed an interesting combination of objectives. Leading the list by far was "the desire to help others in difficulty" and following in order were "be an authority in my field," "keep up with political affairs," "be well off financially," "obtain recognition from peers," "enroll in the Peace Corps," "write original works," "create works of art." Other lesser objectives were "succeed in my own business," "be a

community leader," and "not be obligated to people." This indicates an interesting variety of goals to guide them in the various facets of their college experience.

## Early decisions and special programs

Certain special features of our admissions operations are to be noted, beginning with a policy of early rejection requested by many schools. This is based upon records through the seventh semester, and its rationale is to help the student make her college plans at an earlier date when it seems clear that she cannot be offered a place at Connecticut College.

Since 1959 the College has offered an Early Decision Plan set up by schools and colleges to reduce the number of multiple applications. Strong students, as indicated by their records and College Board scores through the Junior year, who indicate that Connecticut College is their first and only choice of a college, apply by October 1 and a decision is reached and announced in early December. Those students who are not admitted at this time are "deferred" for action at the April date of admission.

One final note on special programs pertains to the Advanced Placement Program. Based on special courses taken in secondary school, with a test when the course is completed, students may receive credit and exemption in College placement if they obtain scores of 4 or 5 (the two top ratings).

Under the guidance of Mrs. Marcia Pond as Director of Student Financial Aid, many more students than formerly are enabled not only to come to the College but also to remain in college if their performance is satisfactory. The point is that the range of admissions is extended to include many students who could not come to college otherwise. This is one major contribution to the variety of students mentioned previously. (All undesignated gifts to the Alumnae Annual Giving Program are allocated to scholarships—Ed.)

In closing may I express the thanks of our office to all of you who have aided us over the years so well. We are deeply grateful for your interest and help. ■

*Editor's note: In answer to questions concerning the usefulness of alumnae letters of recommendation, Mr. Cobbledick said that such letters are welcome if they contain real information from people who know the candidate well.*

*In answer to the perennial question of preference for alumnae relatives, he indicated that such preferential consideration would be forthcoming if "other things are equal."*





The Selection Committee huddles over the credentials of applicants for the Class of 1971.

Below, the camera takes a different view of the same huddle. In the center is Mrs. Jeanette Hersey, Associate Director of Admissions, who will succeed Mr. Cobbledick in the fall. She has been in admissions work since 1952, and came to Connecticut from Bennett Jr. College in 1963.

On Mrs. Hersey's right (reader's left) is Miss May Nelson, Assistant Director of Admissions, and on her left (reader's right) is Miss Eleanor ("Tommy") Saunders '60, Assistant in the Office of Admissions.





# Accepted or Rejected ?

*After Mr. Cobbledick's talk, the Admissions staff presented the credentials of a variety of sample "applicants" to illustrate their thinking. Alumnae were asked, "What would you do, accept or reject?" The Alumnae News prints seven such cases to enable those who stayed home to "play the game." The information given here is straight from the files but the names are, of course, fictitious. To find out what really happened to these girls, turn to page 22.*

## Sally

Sally came from a small New England town. Both parents were college graduates, her father an executive. She spent freshman year at the local high school, then transferred to a well-established independent school for girls, a school with which the College has had good experience. Sally's first year record in high school was a good one, her grades averaging 92. Her first year at independent school, the transition year, produced a somewhat lower record, an average in the low 80's and two grades in the 70's. Junior year showed the expected improvement—five solid courses with grades in the 80's. However, in spite of a lighter program, four courses instead of five, senior year's initial report showed a decline, with two grades in the 70's. Her senior College Board scores were good; all but one were in the 600's. Her senior rank was 35 in a class of 79. She had the enthusiastic support of her headmistress, but teacher comments were somewhat conflicting; they seemed to indicate ability in certain areas, possible weakness in others.

## Peggy

Peggy attended private day school in the South and wanted to major in chemistry or zoology at an eastern women's college. Except for her performance in science, her record was well below standard including one F as well as a deficiency in foreign language. Tests were weak, with scores generally in the low 500's. However, she won several regional and national science awards for research in biology, was awarded a summer position in space medicine research, and did special work at the medical school of a nearby university. Peggy had a fine

interview at the College and was enthusiastically recommended by her school.

## Amy

Amy was the eldest of three children. Her father was a self-employed college graduate, her mother had completed high school. Their home was in a middle-class suburb of a large eastern city. She attended a big, comprehensive high school, was involved in various clubs, but held no offices. She ranked first in her class of 700 at the end of her junior year. Each year she carried a heavy program, besides attending honors sections of English and history in her senior year. In addition, she qualified for an after-school seminar in literature. Despite repeated testing and extra work in test-review classes, Amy's College Board tests did not improve; her best scores were 498 verbal, and 551 mathematical. The interviewer's comments include "seeks the company of educated people," "enjoys competition but appears to have good balance." Her guidance counselor wrote, "... one of the most highly motivated students we have ever known ... enjoys all facets of intellectual life ... superior in every respect."

## Sandy

During the summer preceding high school Sandy developed severe emotional problems of such proportions that she required hospitalization. For three years she was a patient at a neuro-psychiatric clinic in Pennsylvania while attending a special school part-time. Her academic work was strong and her emotional improvement such that during the fourth year she carried a full program at a public high school in the area, one with a strong record. A fifth year was needed to complete high school work and Sandy continued at the same school though she no longer lived-in at the clinic. Reports from Sandy's doctors to our psychiatrist assured us she was ready for college. Her grades placed her in the top 5% of a class of 500, though her test scores were modest and there was a foreign language deficiency. An interview with Sandy at the College was a successful one and she appeared eager for college, outgoing, and interested in the psychology major.



*"Paradoxically, at the time when we are busiest in the selection of the entering class, there is an invasion of juniors who are just beginning their investigation and college visits and who will be prospects for admission a year hence. Interviewers not serving on the selection committee try to accommodate requests for interviews at this time." Here Elizabeth Traggis and Vera Snow, secretaries in the Office of Admissions, check appointments for the day. Dorothy Hullivan files mid-year grade reports, College Board test score reports, and other correspondence.*



## Jean

Both of Jean's parents were college graduates and her father had an important professional practice. Their home was in an exclusive suburb of a large eastern city. A brother was in college and two younger brothers were at home attending a private day school. Jean went to the same school, was in a highly competent, very competitive class, and had moderate success, ranking 29 out of 39 students at the end of junior year. Achievement Test scores were substantially higher than her aptitude tests of 584 and 707, suggesting more strength than demonstrated in her record. Jean was reserved and quiet when interviewed. She commented that school work was a struggle, that she was uncertain of her future field of study. Her counselor referred to her as a "late bloomer," one who, in her senior year, had begun to achieve in line with her ability.

## Audrey

Audrey's home was in a city adjacent to New York City. Her father was an attorney, employed by an international corporation. Her mother had attended business college, was not employed. Audrey attended a large high school, well-known to us, where she was consistently on the honor roll with a solid "B" record, and was enrolled in several honors-level courses. Her activities included orchestra and string ensemble, dramatics, and school publications. In addition, she had been active in Girl Scouts, youth council, and Sunday-school teaching.

The school described Audrey as a mature and interest-

ing person, stating that she was capable, hard-working, and deeply concerned with academic interests. The counselor estimated that she would be very successful in college. Audrey made a good impression at her interview. Her aptitude scores were in the middle and high 600's and Achievement Test scores were: English 685, French 560, Chemistry 645, and Mathematics 650.

## Betty

Betty resided in a city of moderate size, along with an older sister and their parents. Her father taught in a high school; her mother listed herself as a housewife.

She attended high school for three years and then transferred to an independent school of excellent reputation for her senior year. She compiled an excellent academic record in both schools and was recommended enthusiastically and unreservedly by both schools. She tied for third place in a class of 65 in her senior year. She was outstanding in French and Mathematics and planned to major in French in college. Recommended strongly as a person and citizen, she held a scholarship for her final year in school.

Activities included the Glee Club and the French Club, of which she was President, an unusual achievement for a one-year student, and she was given a special merit letter by the Teachers of French, a national organization, for her work with the French Club. In high school she was elected to the National Honor Society and to the Cum Laude Society in her senior year. Her interview was impressive on all counts.



## Decisions on foregoing applications

### Sally

In considering Sally's credentials, the Committee was concerned about the unexplained drop in the senior year. We felt that Sally wasn't working up to her potential as indicated by the results of the College Board tests. It was voted, therefore, to place her on the waiting list.

At a later date the Committee, with some vacancies on hand, reviewed the waiting list. In the meantime, Sally's second trimester grades had been received. They were the equivalent of those in her successful junior year. Her rank had improved; she was now number 24 in her class. We felt that she had successfully overcome a temporary situation affecting the start of her senior year; she was now living up to her potential. She was admitted and more than justified our decision by maintaining a 3.00 average and being elected to several class offices.

### Peggy

The Committee's deep concern over Peggy's performance in non-science areas and the general weakness of her record led to a "Special Rejection" which recognized her scientific ability but expressed our doubt that Connecticut was the appropriate college for her. We believed Peggy to be too much a specialist to succeed in our liberal arts curriculum with its demands for strength in a variety of areas.

### Amy

There had been no previous experience with Amy's high school, and we knew little about its standards or program. However, her standing in her class, the depth of her program, and the comments of her counselor outweighed the poor test performance. She had achieved an outstanding record without sacrificing other interests, had time for a part-time job, and gave music instruction to 25 children. The Committee believed Amy's intellectual capabilities were more accurately reflected in her school record than in the test scores, and her personal qualifications suggested she would contribute substantially as a student. She was admitted, had a successful freshman year academically, and at the beginning of her sophomore year was among the successful candidates in class elections.

### Sandy

The weaknesses in Sandy's record, together with our concern over her emotional readiness, made us cautious and we placed her on the waiting list. That year we admitted a few girls from the waiting list, and Sandy was an early choice. She performed well academically at the College, majored in psychology, and proved extremely helpful in working with freshmen to increase perspective and decrease panic as they made their own adjustments to college.

### Jean

Aware of the high standards of the school Jean attended, we noted the factors in her favor, especially her fine Board scores and good personal recommendation. However, her academic performance had been so average and her success so modest that the overall record did not compare favorably with those of other candidates. Her recent growth had not been tested long enough to guarantee continued academic success, and there was a feeling that in an even more demanding academic climate, she might encounter discouragement and a substantial "setback." Despite indications of ability, there was no sense of strong motivation for an education. The Committee refused her admission, believing Jean would find success and greater happiness in a college where academic demands were not so great as at Connecticut.

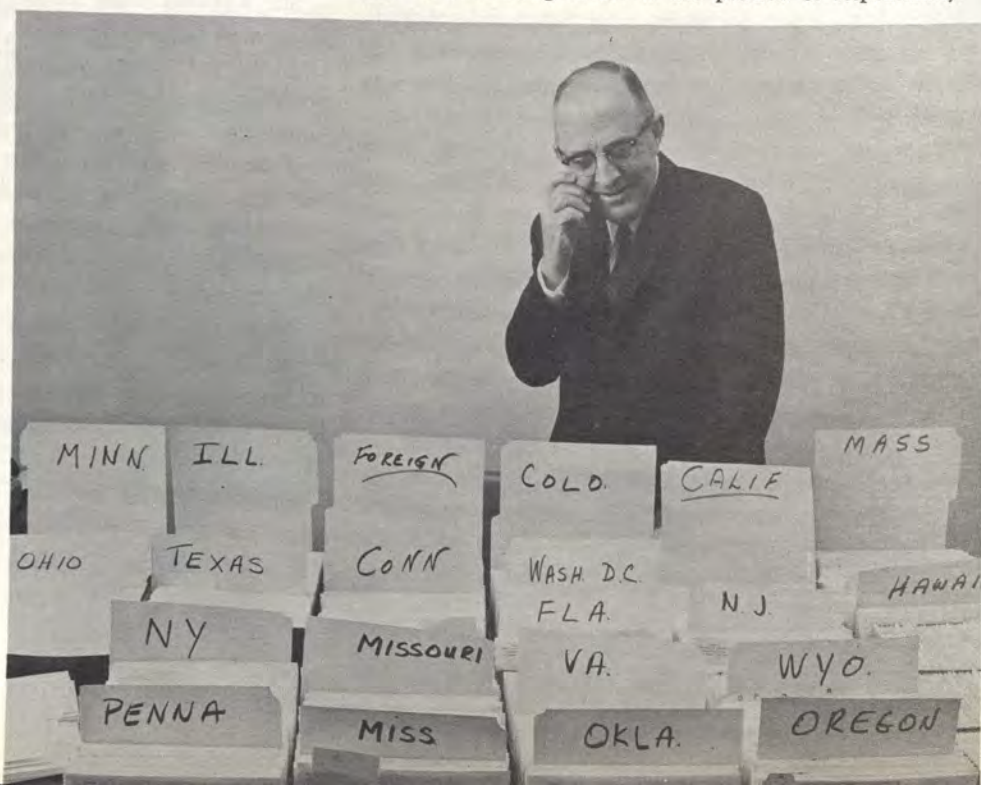
### Audrey

Audrey was offered admission and enrolled. Her record follows: 2.00, 1.00 Freshman year; 1.50, 1.25 Sophomore year, at which time she was directed to withdraw. She had an unrealistic attitude toward herself and her work, would not admit to her lack of application to her studies, seemed totally unable to adjust either academically or socially.

### Betty

Admitted, Betty lived up to her promise to an unusual degree. A scholarship student, she made the Dean's list for all but her first semester in College, undertook Honors work, and was elected to Phi Beta Kappa. President of her class freshman and junior years, she was elected President of Student Government, and made an outstanding record in this position of responsibility.

A job  
well  
done





# The Impact of *Federal Aid* on Connecticut College



by JOHN HUNTER DETMOLD  
*Director of Development*

EACH SPRING, WITH OTHER COLLEGE and university alumni magazines throughout the country, the *Alumnae News* has been carrying a special insert devoted to some subject of critical importance to all of higher education. This year's Editorial Projects for Education supplement is about Federal Aid, a subject of increasing concern to college presidents, faculties, trustees, and even to students, many of whom attend college these days with Federal scholarships or loans.

The subject should also be of interest to alumnae, some of whom may mistrust Federal aid as a threat to a college's independence, while others may welcome it as a strong new partner in providing the steadily increasing financial support any college must have if it is to stay in the front ranks.

Perhaps the best way to relate Connecticut College to the "big picture" presented in the following pages is to rephrase its opening question, and then answer it:

*What would happen if all the Federal dollars now coming to Connecticut College (\$140,511 in 1965-66 and \$185,554 since July 1, 1966) suddenly stopped?*

- Some 290 of our present undergraduates would be denied the Federal scholarships and loans they are now receiving. Without this aid many of these students would be forced to drop out of college.
- Many members of our faculty would see all or part of their research funds cut off. This in turn would immediately affect their class work, since most of this research is related to undergraduate instruction. Furthermore, any shrinking of research funds would in the long run have an adverse effect on the quality of Connecticut's faculty and its educational program.
- The College Library's funds for new acquisitions would be cut back by at least \$10,000 a year.
- The new Arts Center would lack the \$500,000 Federal grant already approved for it. It would be far more difficult to plan the much-needed new addition to the Library, the expansion of New London Hall, and other

new buildings if we were denied a chance to finance a third of each project's cost—up to a maximum of \$500,000 for each building—under Title I of the Higher Education Facilities Act.

In these and other ways the College is now benefitting from Federal aid.

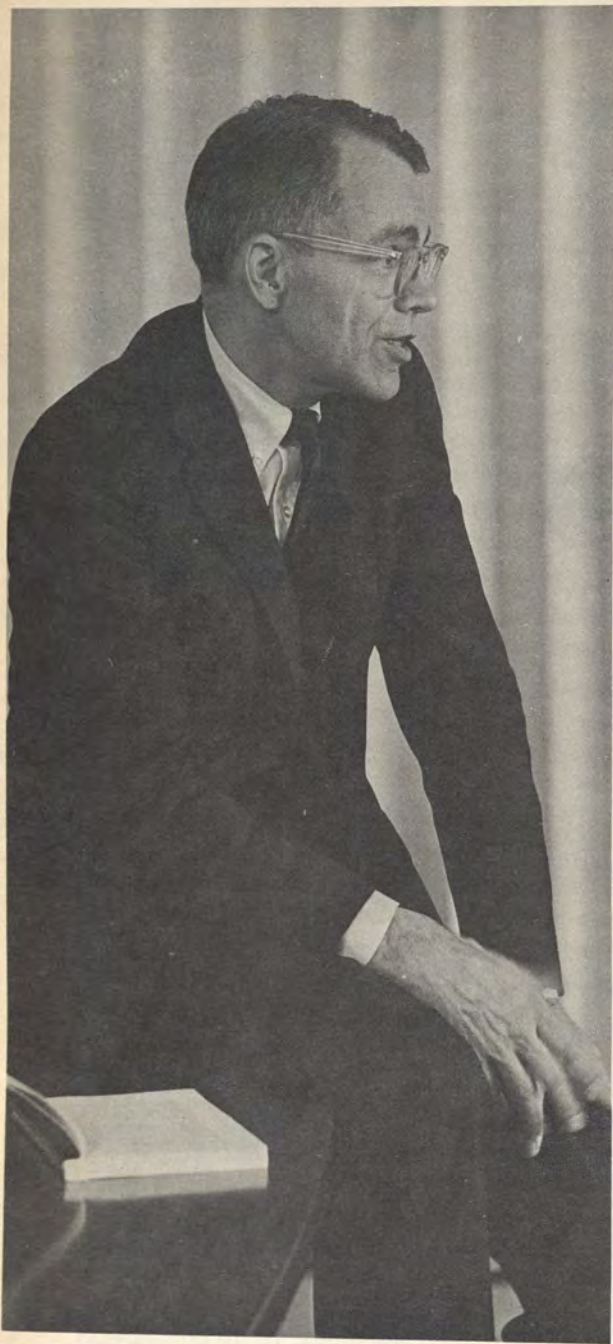
As for students, 240 of them are now helping to finance their college education with Federal NDEA loans. Under this program, Connecticut College has received \$58,500 in 1964-65, \$81,000 in 1965-66, and \$77,389 so far in 1966-67. Of these 240 students, 52 also receive "Educational Opportunity Grants," the new Federal scholarship program under which the College received \$34,650 this year, and will get \$45,400 next year. In addition, 50 of our current undergraduates are helping to work their way through college under the new Federal Work-Study program, through which the College has received \$26,906 to date.

Federal grants for faculty research amounted last year to \$53,174, which helped to support the work being done by seven members of the faculty representing four different departments: Psychology, Sociology, Mathematics, and Philosophy. All research contracts include an equitable overhead payment to cover necessary administrative costs.

The broad range of Federal assistance is outlined in the accompanying article *Life with Uncle*. Connecticut College is interested in many of these relatively new Federal programs. For instance, institutions may apply for low-interest loans (as well as grants) for the construction of academic facilities, so we applied for, and have just been granted, \$1,000,000 for the Arts Center, to assure its construction without further delay and thus avoid the even higher construction costs which are almost certain to face all builders in future years. We intend to pay off this 3% Federal loan with gifts and grants for the Arts Center.

Last summer, the College received a \$9,000 grant from





*There is a sign in Mr. John Detmold's office which says, in antique embroidery, "God will provide." Faith and positive thinking keep his enthusiasm going. He was everywhere during Alumnae Council week-end, rallying the troops and explaining happily what can be done, and how, with practical, easy-to-understand suggestions. Before coming to Connecticut in 1964, Mr. Detmold held positions in development at Wells College, Sweet Briar College, and Mills in California. Apparently his enthusiasm for women's education is limitless.*

"Some . . . may mistrust Federal aid as a threat to independence, while others may welcome it as a strong new partner in providing the steadily increasing financial support any college must have if it is to stay in the front ranks."

the U.S. Office of Economic Opportunity for a "Head Start" program to assist pre-school youngsters from disadvantaged local families. The same office has just approved a grant of \$14,625 to bring the College's Summer Program in the Humanities into the Federal "Upward Bound" program for high school students. We shall seek continuing OEO support for this program after a three-year \$150,000 Rockefeller Foundation grant is expended.

Other applications, still pending, seek Federal support for the Chinese Language program from the Office of Education's Division of Foreign Studies, and for this summer's American Dance Festival from the National Council on the Arts.

The concept of Federal aid to higher education is not new. Connecticut's six "North Complex" dormitories were constructed in 1960 with \$3,000,000 of Federal financing—"self amortizing" because a portion of the room and board income from these new dormitories is used to pay off both principal and interest. Members of our faculty have been receiving research grants from the National Science Foundation since 1958.

But many forms of Federal aid *are* new, having been launched in President Johnson's administration when the need became critical. How helpful it has been to this college is only suggested here, but our participation indicates our general agreement with McGeorge Bundy's statements, quoted in the following article:

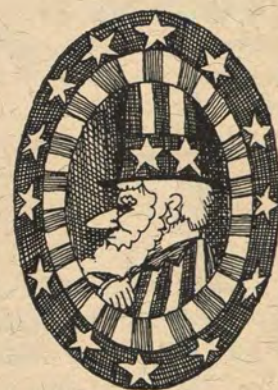
"American higher education is more and not less free and strong because of Federal funds." And "What is going on here is a great adventure in the purpose and performance of a free people."

Our taxes support these Federal programs. To deny Connecticut College whatever may be its fair share of this Federal support, by refusing to apply for it, would penalize our students and faculty and would put a far greater burden on the College's alumnae, parents, and friends. Both Federal aid and annual, voluntary gifts are vital. ■



*America's colleges and universities,  
recipients of billions in Federal funds,  
have a new relationship:*

# Life with Uncle



**W**HAT WOULD HAPPEN if all the Federal dollars now going to America's colleges and universities were suddenly withdrawn?

The president of one university pondered the question briefly, then replied: "Well, first, there would be this very loud sucking sound."

Indeed there would. It would be heard from Berkeley's gates to Harvard's yard, from Colby, Maine, to Kilgore, Texas. And in its wake would come shock waves that would rock the entire establishment of American higher education.

No institution of higher learning, regardless of its size or remoteness from Washington, can escape the impact of the Federal government's involvement in higher education. Of the 2,200 institutions of higher learning in the United States, about 1,800 participate in one or more Federally supported or sponsored programs. (Even an institution which receives no Federal dollars is affected—for it must compete for faculty, students, and private dollars with the institutions that do receive Federal funds for such things.)

Hence, although hardly anyone seriously believes that Federal spending on the campus is going to stop or even decrease significantly, the possibility, however remote, is enough to send shivers down the nation's academic backbone. Colleges and universities operate on such tight budgets that even a relatively slight ebb in the flow of Federal funds could be serious. The fiscal belt-tightening in Washington, caused by the war in Vietnam and the threat of inflation, has already brought a financial squeeze to some institutions.

A look at what would happen if all Federal dollars were suddenly withdrawn from colleges and universities may be an exercise in the absurd, but it dramatizes the depth of government involvement:

- ▶ The nation's undergraduates would lose more than 800,000 scholarships, loans, and work-study grants, amounting to well over \$300 million.
- ▶ Colleges and universities would lose some \$2 billion which now supports research on the campuses. Consequently some 50 per cent of America's science faculty members would be without support for their research. They would lose the summer salaries which they have come to depend on—and, in some cases, they would lose part of their salaries for the other nine months, as well.
- ▶ The big government-owned research laboratories which several universities operate under contract would be closed. Although this might end some management headaches for the universities, it would also deprive thousands of scientists and engineers of employment and the institutions of several million dollars in overhead reimbursements and fees.
- ▶ The newly established National Foundation for the Arts and Humanities—for which faculties have waited for years—would collapse before its first grants were spent.
- ▶ Planned or partially constructed college and university buildings, costing roughly \$2.5 billion, would be delayed or abandoned altogether.
- ▶ Many of our most eminent universities and medical schools would find their annual budgets sharply reduced—in some cases by more than 50 per cent. And the 68 land-grant institutions would lose Fed-



# *A partnership of brains, money, and mutual need*

eral institutional support which they have been receiving since the nineteenth century.

► Major parts of the anti-poverty program, the new GI Bill, the Peace Corps, and the many other programs which call for spending on the campuses would founder.

**T**HE FEDERAL GOVERNMENT is now the "Big Spender" in the academic world. Last year, Washington spent more money on the nation's campuses than did the 50 state governments combined. The National Institutes of Health alone spent more on educational and research projects than any one state allocated for higher education. The National Science Foundation, also a Federal agency, awarded more funds to colleges and universities than did all the business corporations in America. And the U.S. Office of Education's annual expenditure in higher education of \$1.2 billion far exceeded all gifts from private foundations and alumni. The \$5 billion or so that the Federal government will spend on campuses this year constitutes more than 25 per cent of higher education's total budget.

About half of the Federal funds now going to academic institutions support research and research-related activities—and, in most cases, the research is in the sciences. Most often an individual scholar, with his institution's blessing, applies directly to a Federal agency for funds to support his work. A professor of chemistry, for example, might apply to the National Science Foundation for funds to pay for salaries (part of his own, his collaborators', and his research technicians'), equipment, graduate-student stipends, travel, and anything else he could justify as essential to his work. A panel of his scholarly peers from colleges and universities, assembled by NSF, meets periodically in Washington to evaluate his and other applications. If the panel members approve, the professor usually receives his grant and his college or university receives a percentage of the total amount to meet its overhead costs. (Under several Federal programs, the institution itself can

request funds to help construct buildings and grants to strengthen or initiate research programs.)

The other half of the Federal government's expenditure in higher education is for student aid, for books and equipment, for classroom buildings, laboratories, and dormitories, for overseas projects, and—recently, in modest amounts—for the general strengthening of the institution.

There is almost no Federal agency which does not provide some funds for higher education. And there are few activities on a campus that are not eligible for some kind of government aid.

**C**LEARLY our colleges and universities now depend so heavily on Federal funds to help pay for salaries, tuition, research, construction, and operating costs that any significant decline in Federal support would disrupt the whole enterprise of American higher education.

To some educators, this dependence is a threat to the integrity and independence of the colleges and universities. "It is unnerving to know that our system of higher education is highly vulnerable to the whims and fickleness of politics," says a man who has held high positions both in government and on the campus.

Others minimize the hazards. Public institutions, they point out, have always been vulnerable in this

*Every institution, however small or remote, feels the effects of the Federal role in higher education.*





sense—yet look how they've flourished. Congressmen, in fact, have been conscientious in their approach to Federal support of higher education; the problem is that standards other than those of the universities and colleges could become the determining factors in the nature and direction of Federal support. In any case, the argument runs, all academic institutions depend on the good will of others to provide the support that insures freedom. McGeorge Bundy, before he left the White House to head the Ford Foundation, said flatly: "American higher education is more and not less free and strong because of Federal funds." Such funds, he argued, actually have enhanced freedom by enlarging the opportunity of institutions to act; they are no more tainted than are dollars from other sources; and the way in which they are allocated is closer to academic tradition than is the case with nearly all other major sources of funds.

The issue of Federal control notwithstanding, Federal support of higher education is taking its place alongside military budgets and farm subsidies as one of the government's essential activities. All evidence indicates that such is the public's will. Education has always had a special worth in this country, and each new generation sets the valuation higher. In a recent Gallup Poll on national goals, Americans listed education as having first priority. Governors, state legislators, and Congressmen, ever sensitive to voter attitudes, are finding that the improvement of education is not only a noble issue on which to stand, but a winning one.

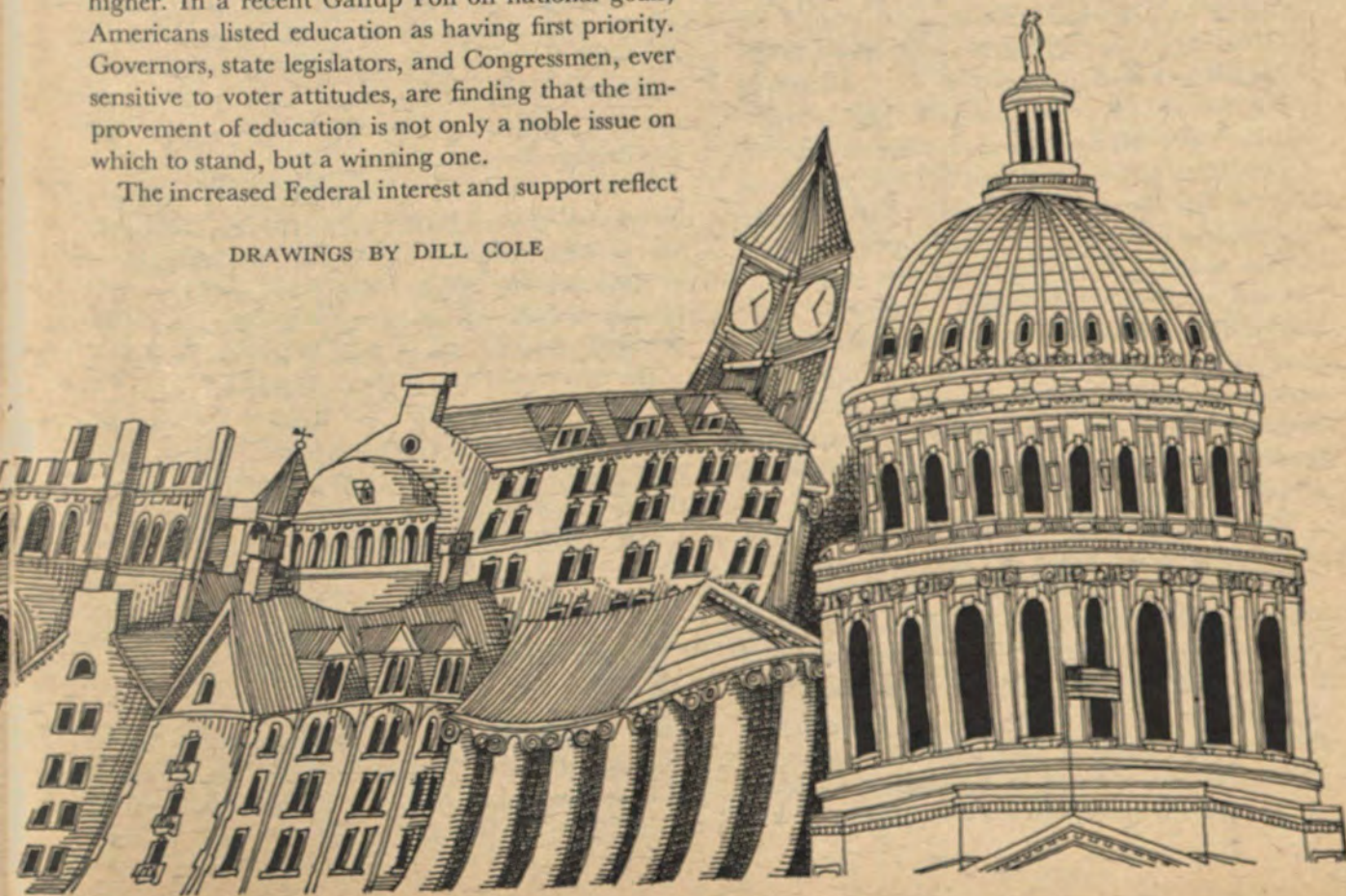
The increased Federal interest and support reflect

another fact: the government now relies as heavily on the colleges and universities as the institutions do on the government. President Johnson told an audience at Princeton last year that in "almost every field of concern, from economics to national security, the academic community has become a central instrument of public policy in the United States."

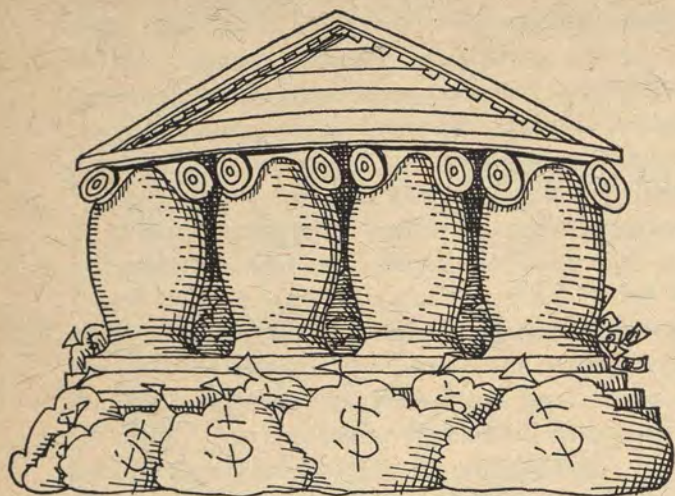
Logan Wilson, president of the American Council on Education (an organization which often speaks in behalf of higher education), agrees. "Our history attests to the vital role which colleges and universities have played in assuring the nation's security and progress, and our present circumstances magnify rather than diminish the role," he says. "Since the final responsibility for our collective security and welfare can reside only in the Federal government, a close partnership between government and higher education is essential."

**T**HE PARTNERSHIP indeed exists. As a report of the American Society of Biological Chemists has said, "the condition of mutual dependence be-

DRAWINGS BY DILL COLE







## *The haves and have-nots*

concentration of funds. When the war ended, however, the lopsided distribution of Federal research funds did not. In fact, it has continued right up to the present, with 29 institutions receiving more than 50 per cent of Federal research dollars.

To the institutions on the receiving end, the situation seems natural and proper. They are, after all, the strongest and most productive research centers in the nation. The government, they argue, has an obligation to spend the public's money where it will yield the highest return to the nation.

The less-favored institutions recognize this obligation, too. But they maintain that it is equally important to the nation to develop new institutions of high quality—yet, without financial help from Washington, the second- and third-rank institutions will remain just that.

In late 1965 President Johnson, in a memorandum to the heads of Federal departments and agencies, acknowledged the importance of maintaining scientific excellence in the institutions where it now exists. But, he emphasized, Federal research funds should also be used to strengthen and develop new centers of excellence. Last year this "spread the wealth" movement gained momentum, as a number of agencies stepped up their efforts to broaden the distribution of research money. The Department of Defense, for example, one of the bigger purchasers of research, designated \$18 million for this academic year to help about 50 widely scattered institutions develop into high-grade research centers. But with economies induced by the war in Vietnam, it is doubtful whether enough money will be available in the near future to end the controversy.

Eventually, Congress may have to act. In so doing, it is almost certain to displease, and perhaps hurt, some institutions. To the pessimist, the situation is a sign of troubled times ahead. To the optimist, it is the democratic process at work.

tween the Federal government and institutions of higher learning and research is one of the most profound and significant developments of our time."

Directly and indirectly, the partnership has produced enormous benefits. It has played a central role in this country's progress in science and technology—and hence has contributed to our national security, our high standard of living, the lengthening life span, our world leadership. One analysis credits to education 40 per cent of the nation's growth in economic productivity in recent years.

Despite such benefits, some thoughtful observers are concerned about the future development of the government-campus partnership. They are asking how the flood of Federal funds will alter the traditional missions of higher education, the time-honored responsibility of the states, and the flow of private funds to the campuses. They wonder if the give and take between equal partners can continue, when one has the money and the other "only the brains."

Problems already have arisen from the dynamic and complex relationship between Washington and the academic world. How serious and complex such problems can become is illustrated by the current controversy over the concentration of Federal research funds on relatively few campuses and in certain sections of the country.

The problem grew out of World War II, when the government turned to the campuses for desperately needed scientific research. Since many of the best-known and most productive scientists were working in a dozen or so institutions in the Northeast and a few in the Midwest and California, more than half of the Federal research funds were spent there. (Most of the remaining money went to another 50 universities with research and graduate training.)

The wartime emergency obviously justified this

**R**ECENT STUDENT DEMONSTRATIONS have dramatized another problem to which the partnership between the government and the campus has contributed: the relative emphasis that is placed



## *compete for limited funds*

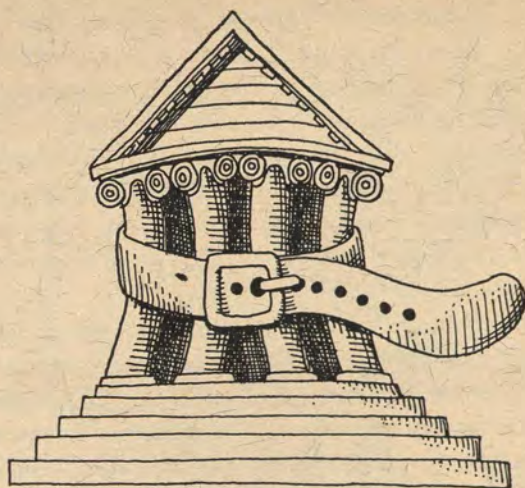
on research and on the teaching of undergraduates.

Wisconsin's Representative Henry Reuss conducted a Congressional study of the situation. Subsequently he said: "University teaching has become a sort of poor relation to research. I don't quarrel with the goal of excellence in science, but it is pursued at the expense of another important goal—excellence of teaching. Teaching suffers and is going to suffer more."

The problem is not limited to universities. It is having a pronounced effect on the smaller liberal arts colleges, the women's colleges, and the junior colleges—all of which have as their primary function the teaching of undergraduates. To offer a first-rate education, the colleges must attract and retain a first-rate faculty, which in turn attracts good students and financial support. But undergraduate colleges can rarely compete with Federally supported universities in faculty salaries, fellowship awards, research opportunities, and plant and equipment. The president of one of the best undergraduate colleges says: "When we do get a young scholar who skillfully combines research and teaching abilities, the universities lure him from us with the promise of a high salary, light teaching duties, frequent leaves, and almost anything else he may want."

Leland Haworth, whose National Science Foundation distributes more than \$300 million annually for research activities and graduate programs on the campuses, disagrees. "I hold little or no brief," he says, "for the allegation that Federal support of research has detracted seriously from undergraduate teaching. I dispute the contention heard in some quarters that certain of our major universities have become giant research factories concentrating on Federally sponsored research projects to the detriment of their educational functions." Most university scholars would probably support Mr. Haworth's contention that teachers who conduct research are generally better teachers, and that the research enterprise has infused science education with new substance and vitality.

To get perspective on the problem, compare university research today with what it was before World War II. A prominent physicist calls the pre-war days "a horse-and-buggy period." In 1930, colleges and universities spent less than \$20 million on scientific research, and that came largely from pri-



vate foundations, corporations, and endowment income. Scholars often built their equipment from ingeniously adapted scraps and spare machine parts. Graduate students considered it compensation enough just to be allowed to participate.

Some three decades and \$125 billion later, there is hardly an academic scientist who does not feel pressure to get government funds. The chairman of one leading biology department admits that "if a young scholar doesn't have a grant when he comes here, he had better get one within a year or so or he's out; we have no funds to support his research."

Considering the large amounts of money available for research and graduate training, and recognizing that the publication of research findings is still the primary criterion for academic promotion, it is not surprising that the faculties of most universities spend a substantial part of their energies in those activities.

Federal agencies are looking for ways to ease the problem. The National Science Foundation, for example, has set up a new program which will make grants to undergraduate colleges for the improvement of science instruction.

More help will surely be forthcoming.

**T**HE FACT that Federal funds have been concentrated in the sciences has also had a pronounced effect on colleges and universities. In many institutions, faculty members in the natural sciences earn more than faculty members in the humanities and social sciences; they have better facilities, more frequent leaves, and generally more influence on the campus.



The government's support of science can also disrupt the academic balance and internal priorities of a college or university. One president explained:

"Our highest-priority construction project was a \$3 million building for our humanities departments. Under the Higher Education Facilities Act, we could expect to get a third of this from the Federal government. This would leave \$2 million for us to get from private sources.

"But then, under a new government program, the biology and psychology faculty decided to apply to the National Institutes of Health for \$1.5 million for new faculty members over a period of five years. These additional faculty people, however, made it necessary for us to go ahead immediately with our plans for a \$4 million science building—so we gave *it* the No. 1 priority and moved the humanities building down the list.

"We could finance half the science building's cost with Federal funds. In addition, the scientists pointed out, they could get several training grants which would provide stipends to graduate students and tuition to our institution.

"You see what this meant? Both needs were valid—those of the humanities and those of the sciences. For \$2 million of private money, I could either build a \$3 million humanities building *or* I could build a \$4 million science building, get \$1.5 million for additional faculty, and pick up a few hundred thousand dollars in training grants. Either-or; not both."

The president could have added that if the scientists had been denied the privilege of applying to NIH, they might well have gone to another institution, taking their research grants with them. On the other hand, under the conditions of the academic marketplace, it was unlikely that the humanities scholars would be able to exercise a similar mobility.

The case also illustrates why academic administrators sometimes complain that Federal support of an individual faculty member's research projects casts their institution in the ineffectual role of a legal middleman, prompting the faculty member to feel a greater loyalty to a Federal agency than to the college or university.

Congress has moved to lessen the disparity between support of the humanities and social sciences on the one hand and support of the physical and biological sciences on the other. It established the National Foundation for the Arts and Humanities—a move which, despite a pitifully small first-year allocation of funds, offers some encouragement. And close observers of the Washington scene predict that

## *The affluence of research:*

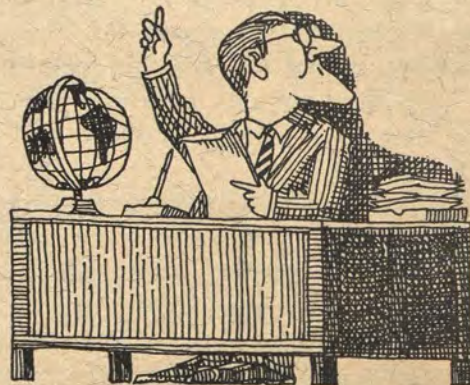
the social sciences, which have been receiving some Federal support, are destined to get considerably more in the next few years.

**E**FFORTS TO COPE with such difficult problems must begin with an understanding of the nature and background of the government-campus partnership. But this presents a problem in itself, for one encounters a welter of conflicting statistics, contradictory information, and wide differences of honest opinion. The task is further complicated by the swiftness with which the situation continually changes. And—the ultimate complication—there is almost no uniformity or coordination in the Federal government's numerous programs affecting higher education.

Each of the 50 or so agencies dispensing Federal funds to the colleges and universities is responsible for its own program, and no single Federal agency supervises the entire enterprise. (The creation of the Office of Science and Technology in 1962 represented an attempt to cope with the multiplicity of relationships. But so far there has been little significant improvement.) Even within the two houses of Congress, responsibility for the government's expenditures on the campuses is scattered among several committees.

Not only does the lack of a coordinated Federal program make it difficult to find a clear definition of the government's role in higher education, but it also creates a number of problems both in Washington and on the campuses.

The Bureau of the Budget, for example, has had to





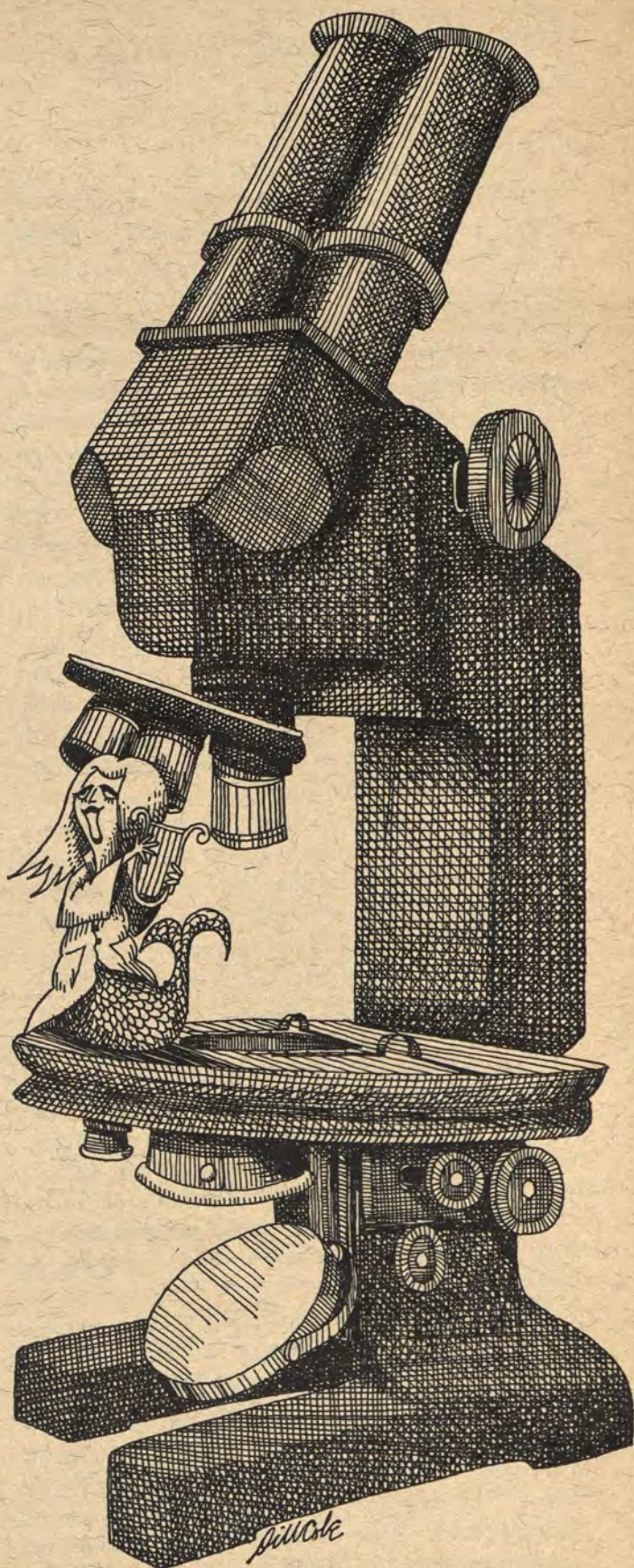
## *a siren song to teachers*

wrestle with several uncoordinated, duplicative Federal science budgets and with different accounting systems. Congress, faced with the almost impossible task of keeping informed about the esoteric world of science in order to legislate intelligently, finds it difficult to control and direct the fast-growing Federal investment in higher education. And the individual government agencies are forced to make policy decisions and to respond to political and other pressures without adequate or consistent guidelines from above.

The colleges and universities, on the other hand, must negotiate the maze of Federal bureaus with consummate skill if they are to get their share of the Federal largesse. If they succeed, they must then cope with mountains of paperwork, disparate systems of accounting, and volumes of regulations that differ from agency to agency. Considering the magnitude of the financial rewards at stake, the institutions have had no choice but to enlarge their administrative staffs accordingly, adding people who can handle the business problems, wrestle with paperwork, manage grants and contracts, and untangle legal snarls. College and university presidents are constantly looking for competent academic administrators to prowl the Federal agencies in search of programs and opportunities in which their institutions can profitably participate.

The latter group of people, whom the press calls "university lobbyists," has been growing in number. At least a dozen institutions now have full-time representatives working in Washington. Many more have members of their administrative and academic staffs shuttling to and from the capital to negotiate Federal grants and contracts, cultivate agency personnel, and try to influence legislation. Still other institutions have enlisted the aid of qualified alumni or trustees who happen to live in Washington.

**T**HE LACK of a uniform Federal policy prevents the clear statement of national goals that might give direction to the government's investments in higher education. This takes a toll in effectiveness and consistency and tends to produce contradictions and conflicts. The teaching-versus-research controversy is one example.





# Fund-raisers prowl the Washington maze

President Johnson provided another. Last summer, he publicly asked if the country is really getting its money's worth from its support of scientific research. He implied that the time may have come to apply more widely, for the benefit of the nation, the knowledge that Federally sponsored medical research had produced in recent years. A wave of apprehension spread through the medical schools when the President's remarks were reported. The inference to be drawn was that the Federal funds supporting the elaborate research effort, built at the urging of the government, might now be diverted to actual medical care and treatment. Later the Secretary of Health, Education, and Welfare, John W. Gardner, tried to lay a calming hand on the medical scientists' fevered brows by making a strong reaffirmation of the National Institutes of Health's commitment to basic research. But the apprehensiveness remains.

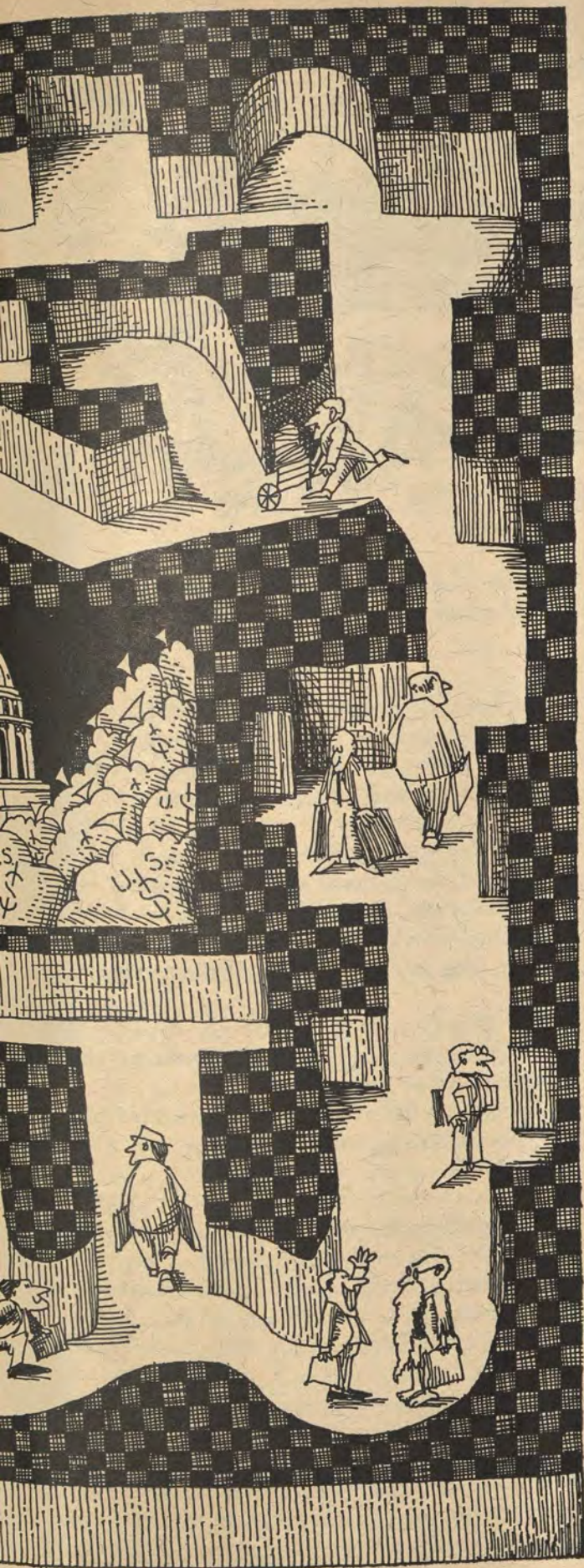
Other events suggest that the 25-year honeymoon of science and the government may be ending. Connecticut's Congressman Emilio Q. Daddario, a man who is not intimidated by the mystique of modern science, has stepped up his campaign to have a greater part of the National Science Foundation budget spent on applied research. And, despite pleas from scientists and NSF administrators, Congress terminated the costly Mohole project, which was designed to gain more fundamental information about the internal structure of the earth.

Some observers feel that because it permits and often causes such conflicts, the diversity in the government's support of higher education is a basic flaw in the partnership. Others, however, believe this diversity, despite its disadvantages, guarantees a margin of independence to colleges and universities that would be jeopardized in a monolithic "super-bureau."

Good or bad, the diversity was probably essential to the development of the partnership between Washington and the academic world. Charles Kidd, executive secretary of the Federal Council for Science and Technology, puts it bluntly when he points out that the system's pluralism has allowed us to avoid dealing "directly with the ideological problem of what the total relationship of the government and universities should be. If we had had to face these ideological and political pressures head-on over the







past few years, the confrontation probably would have wrecked the system."

That confrontation may be coming closer, as Federal allocations to science and education come under sharper scrutiny in Congress and as the partnership enters a new and significant phase.

**F**EDERAL AID to higher education began with the Ordinance of 1787, which set aside public lands for schools and declared that the "means of education shall forever be encouraged." But the two forces that most shaped American higher education, say many historians, were the land-grant movement of the nineteenth century and the Federal support of scientific research that began in World War II.

The land-grant legislation and related acts of Congress in subsequent years established the American concept of enlisting the resources of higher education to meet pressing national needs. The laws were pragmatic and were designed to improve education and research in the natural sciences, from which agricultural and industrial expansion could proceed. From these laws has evolved the world's greatest system of public higher education.

In this century the Federal involvement grew spasmodically during such periods of crisis as World War I and the depression of the thirties. But it was not until World War II that the relationship began its rapid evolution into the dynamic and intimate partnership that now exists.

Federal agencies and industrial laboratories were ill-prepared in 1940 to supply the research and technology so essential to a full-scale war effort. The government therefore turned to the nation's colleges and universities. Federal funds supported scientific research on the campuses and built huge research facilities to be operated by universities under contract, such as Chicago's Argonne Laboratory and California's laboratory in Los Alamos.

So successful was the new relationship that it continued to flourish after the war. Federal research funds poured onto the campuses from military agencies, the National Institutes of Health, the Atomic Energy Commission, and the National Science Foundation. The amounts of money increased spectacularly. At the beginning of the war the Federal government spent less than \$200 million a year for all research and development. By 1950, the Federal "r & d" expenditure totaled \$1 billion.

The Soviet Union's launching of Sputnik jolted





*Even those campuses which traditionally stand apart from government find it hard to resist Federal aid.*

the nation and brought a dramatic surge in support of scientific research. President Eisenhower named James R. Killian, Jr., president of Massachusetts Institute of Technology, to be Special Assistant to the President for Science and Technology. The National Aeronautics and Space Administration was established, and the National Defense Education Act of 1958 was passed. Federal spending for scientific research and development increased to \$5.8 billion. Of this, \$400 million went to colleges and universities.

The 1960's brought a new dimension to the relationship between the Federal government and higher education. Until then, Federal aid was almost synonymous with government support of science, and all Federal dollars allocated to campuses were to meet specific national needs.

There were two important exceptions: the GI Bill after World War II, which crowded the colleges and universities with returning servicemen and spent \$19 billion on educational benefits, and the National Defense Education Act, which was the broadest legislation of its kind and the first to be based, at least in part, on the premise that support of education itself is as much in the national interest as support which is based on the colleges' contributions to something as specific as the national defense.

The crucial turning-points were reached in the Kennedy-Johnson years. President Kennedy said: "We pledge ourselves to seek a system of higher edu-





cation where every young American can be educated, not according to his race or his means, but according to his capacity. Never in the life of this country has the pursuit of that goal become more important or more urgent." Here was a clear national commitment to universal higher education, a public acknowledgment that higher education is worthy of support for its own sake. The Kennedy and Johnson administrations produced legislation which authorized:

- ▶ \$1.5 billion in matching funds for new construction on the nation's campuses.
  - ▶ \$151 million for local communities for the building of junior colleges.
  - ▶ \$432 million for new medical and dental schools and for aid to their students.
  - ▶ The first large-scale Federal program of undergraduate scholarships, and the first Federal package combining them with loans and jobs to help individual students.
  - ▶ Grants to strengthen college and university libraries.
  - ▶ Significant amounts of Federal money for "promising institutions," in an effort to lift the entire system of higher education.
  - ▶ The first significant support of the humanities.
- In addition, dozens of "Great Society" bills included funds for colleges and universities. And their number is likely to increase in the years ahead.

The full significance of the developments of the past few years will probably not be known for some time. But it is clear that the partnership between the

Federal government and higher education has entered a new phase. The question of the Federal government's total relationship to colleges and universities—avoided for so many years—has still not been squarely faced. But a confrontation may be just around the corner.

**T**HE MAJOR PITFALL, around which Presidents and Congressmen have detoured, is the issue of the separation of state and church. The Constitution of the United States says nothing about the Federal government's responsibility for education. So the rationale for Federal involvement, up to now, has been the Constitution's Article I, which grants Congress the power to spend tax money for the common defense and the general welfare of the nation. So long as Federal support of education was specific in nature and linked to the national defense, the religious issue could be skirted. But as the emphasis moved to providing for the national welfare, the legal grounds became less firm, for the First Amendment to the Constitution says, in part, "Congress shall make no law respecting an establishment of religion. . . ."

So far, for practical and obvious reasons, neither the President nor Congress has met the problem head-on. But the battle has been joined, anyway. Some cases challenging grants to church-related col-

*A new phase in government-campus relationships*



# Is higher education losing control of its destiny?

leges are now in the courts. And Congress is being pressed to pass legislation that would permit a citizen to challenge, in the Federal courts, the Congressional acts relating to higher education.

Meanwhile, America's 893 church-related colleges are eligible for funds under most Federal programs supporting higher education, and nearly all have received such funds. Most of these institutions would applaud a decision permitting the support to continue.

Some, however, would not. The Southern Baptists and the Seventh Day Adventists, for instance, have opposed Federal aid to the colleges and universities related to their denominations. Furman University, for example, under pressure from the South Carolina Baptist convention, returned a \$612,000 Federal grant that it had applied for and received. Many colleges are awaiting the report of a Southern Baptist study group, due this summer.

Such institutions face an agonizing dilemma: stand fast on the principle of separation of church and state and take the financial consequences, or join the majority of colleges and universities and risk Federal influence. Said one delegate to the Southern Baptist Convention: "Those who say we're going to become second-rate schools unless we take Federal funds see clearly. I'm beginning to see it so clearly it's almost a nightmarish thing. I've moved toward Federal aid reluctantly; I don't like it."

Some colleges and universities, while refusing Federal aid in principle, permit some exceptions. Wheaton College, in Illinois, is a hold-out; but it allows some of its professors to accept National Science Foundation research grants. So does Rockford College, in Illinois. Others shun government money, but let their students accept Federal scholarships and loans. The president of one small church-related college, faced with acute financial problems, says simply: "The basic issue for us is survival."

**R**ECENT FEDERAL PROGRAMS have sharpened the conflict between Washington and the states in fixing the responsibility for education. Traditionally and constitutionally, the responsibility has generally been with the states. But as Federal support has equaled and surpassed the state alloca-

tions to higher education, the question of responsibility is less clear.

The great growth in quality and Ph.D. production of many state universities, for instance, is undoubtedly due in large measure to Federal support. Federal dollars pay for most of the scientific research in state universities, make possible higher salaries which attract outstanding scholars, contribute substantially to new buildings, and provide large amounts of student aid. Clark Kerr speaks of the "Federal grant university," and the University of California (which he used to head) is an apt example: nearly half of its total income comes from Washington.

To most governors and state legislators, the Federal grants are a mixed blessing. Although they have helped raise the quality and capabilities of state institutions, the grants have also raised the pressure on state governments to increase their appropriations for higher education, if for no other reason than to fulfill the matching requirement of many Federal awards. But even funds which are not channeled through the state agencies and do not require the state to provide matching funds can give impetus to increased appropriations for higher education. Federal research grants to individual scholars, for example, may make it necessary for the state to provide more faculty members to get the teaching done.



*"Many institutions not only do not look a gift horse in the mouth; they do not even pause to note whether it is a horse or a boa constrictor."*—JOHN GARDNER



Last year, 38 states and territories joined the Compact for Education, an interstate organization designed to provide "close and continuing consultation among our several states on all matters of education." The operating arm of the Compact will gather information, conduct research, seek to improve standards, propose policies, "and do such things as may be necessary or incidental to the administration of its authority. . . ."

Although not spelled out in the formal language of the document, the Compact is clearly intended to enable the states to present a united front on the future of Federal aid to education.

**I**N TYPICALLY PRAGMATIC FASHION, we Americans want our colleges and universities to serve the public interest. We expect them to train enough doctors, lawyers, and engineers. We expect them to provide answers to immediate problems such as water and air pollution, urban blight, national defense, and disease. As we have done so often in the past, we expect the Federal government to build a creative and democratic system that will accomplish these things.

A faculty planning committee at one university stated in its report: ". . . A university is now regarded as a symbol for our age, the crucible in which—by some mysterious alchemy—man's long-awaited Utopia will at last be forged."

Some think the Federal role in higher education is growing too rapidly.

As early as 1952, the Association of American Universities' commission on financing higher education warned: "We as a nation should call a halt at this time to the introduction of new programs of direct Federal aid to colleges and universities. . . . Higher education at least needs time to digest what it has already undertaken and to evaluate the full impact of what it is already doing under Federal assistance." The recommendation went unheeded.

A year or so ago, Representative Edith Green of Oregon, an active architect of major education legislation, echoed this sentiment. The time has come, she said, "to stop, look, and listen," to evaluate the impact of Congressional action on the educational system. It seems safe to predict that Mrs. Green's warning, like that of the university presidents, will fail to halt the growth of Federal spending on the campus. But the note of caution she sounds will be well-taken by many who are increasingly concerned

about the impact of the Federal involvement in higher education.

The more pessimistic observers fear direct Federal control of higher education. With the loyalty-oath conflict in mind, they see peril in the requirement that Federally supported colleges and universities demonstrate compliance with civil rights legislation or lose their Federal support. They express alarm at recent agency anti-conflict-of-interest proposals that would require scholars who receive government support to account for all of their other activities.

For most who are concerned, however, the fear is not so much of direct Federal control as of Federal influence on the conduct of American higher education. Their worry is not that the government will deliberately restrict the freedom of the scholar, or directly change an institution of higher learning. Rather, they are afraid the scholar may be tempted to confine his studies to areas where Federal support is known to be available, and that institutions will be unable to resist the lure of Federal dollars.

Before he became Secretary of Health, Education, and Welfare, John W. Gardner said: "When a government agency with money to spend approaches a university, it can usually purchase almost any service it wants. And many institutions still follow the old practice of looking on funds so received as gifts. They not only do not look a gift horse in the mouth; they do not even pause to note whether it is a horse or a boa constrictor."

**T**HE GREATEST OBSTACLE to the success of the government-campus partnership may lie in the fact that the partners have different objectives.

The Federal government's support of higher education has been essentially pragmatic. The Federal agencies have a mission to fulfill. To the degree that the colleges and universities can help to fulfill that mission, the agencies provide support.

The Atomic Energy Commission, for example, supports research and related activities in nuclear physics; the National Institutes of Health provide funds for medical research; the Agency for International Development finances overseas programs. Even recent programs which tend to recognize higher education as a national resource in itself are basically presented as efforts to cope with pressing national problems.

The Higher Education Facilities Act, for instance, provides matching funds for the construction of

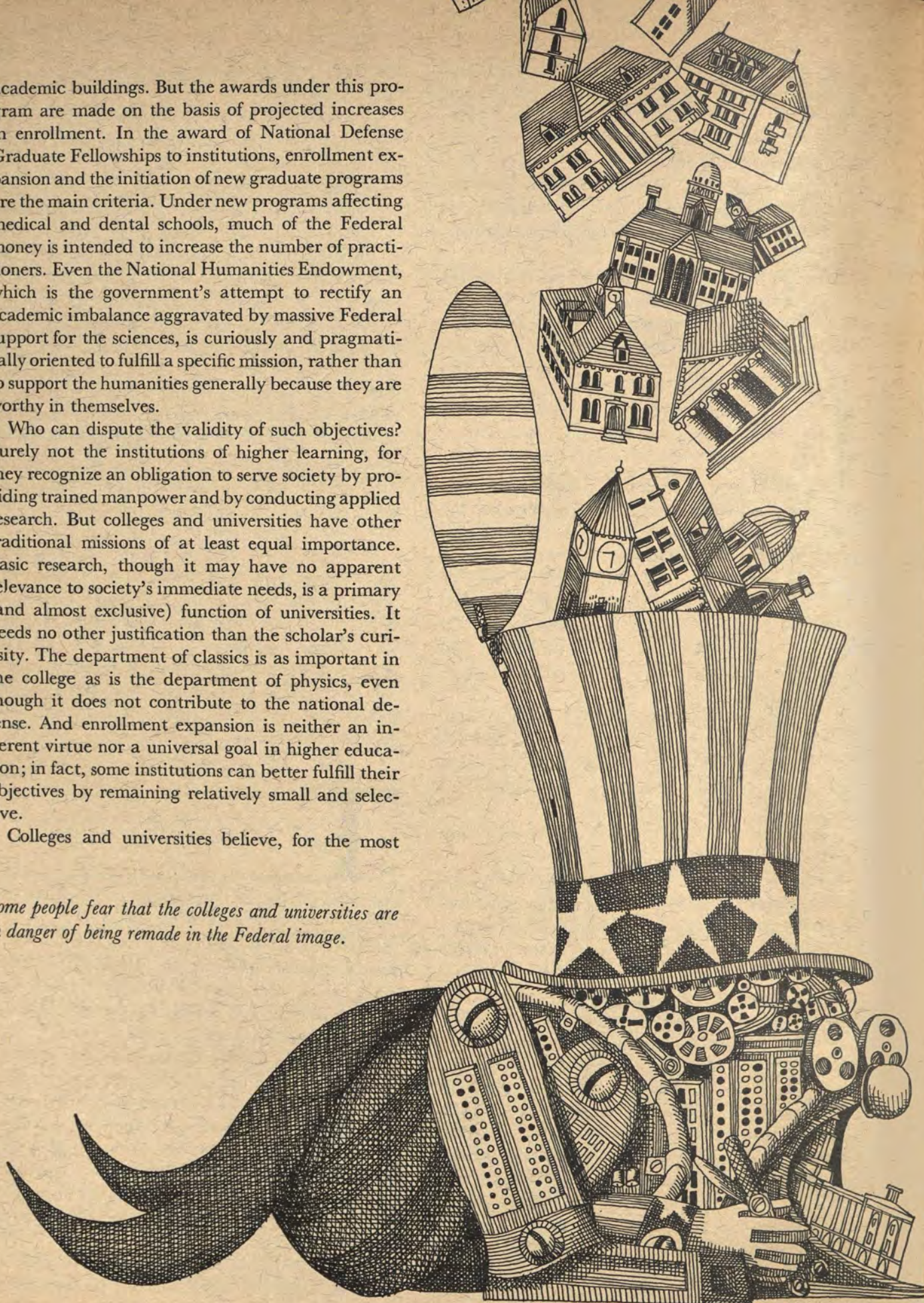


academic buildings. But the awards under this program are made on the basis of projected increases in enrollment. In the award of National Defense Graduate Fellowships to institutions, enrollment expansion and the initiation of new graduate programs are the main criteria. Under new programs affecting medical and dental schools, much of the Federal money is intended to increase the number of practitioners. Even the National Humanities Endowment, which is the government's attempt to rectify an academic imbalance aggravated by massive Federal support for the sciences, is curiously and pragmatically oriented to fulfill a specific mission, rather than to support the humanities generally because they are worthy in themselves.

Who can dispute the validity of such objectives? Surely not the institutions of higher learning, for they recognize an obligation to serve society by providing trained manpower and by conducting applied research. But colleges and universities have other traditional missions of at least equal importance. Basic research, though it may have no apparent relevance to society's immediate needs, is a primary (and almost exclusive) function of universities. It needs no other justification than the scholar's curiosity. The department of classics is as important in the college as is the department of physics, even though it does not contribute to the national defense. And enrollment expansion is neither an inherent virtue nor a universal goal in higher education; in fact, some institutions can better fulfill their objectives by remaining relatively small and selective.

Colleges and universities believe, for the most

*Some people fear that the colleges and universities are in danger of being remade in the Federal image.*





# *When basic objectives differ, whose will prevail?*

part, that they themselves are the best judges of what they ought to do, where they would like to go, and what their internal academic priorities are. For this reason the National Association of State Universities and Land-Grant Colleges has advocated that the government increase its institutional (rather than individual project) support in higher education, thus permitting colleges and universities a reasonable latitude in using Federal funds.

Congress, however, considers that it can best determine what the nation's needs are, and how the taxpayer's money ought to be spent. Since there is never enough money to do everything that cries to be done, the choice between allocating Federal funds for cancer research or for classics is not a very difficult one for the nation's political leaders to make.

"The fact is," says one professor, "that we are trying to merge two entirely different systems. The government is the political engine of our democracy and must be responsive to the wishes of the people. But scholarship is not very democratic. You don't vote on the laws of thermodynamics or take a poll on the speed of light. Academic freedom and tenure are not prizes in a popularity contest."

Some observers feel that such a merger cannot be accomplished without causing fundamental changes in colleges and universities. They point to existing academic imbalances, the teaching-versus-research controversy, the changing roles of both professor and student, the growing commitment of colleges and universities to applied research. They fear that the influx of Federal funds into higher education will so transform colleges and universities that the very qualities that made the partnership desirable and productive in the first place will be lost.

The great technological achievements of the past 30 years, for example, would have been impossible without the basic scientific research that preceded them. This research—much of it seemingly irrelevant to society's needs—was conducted in univer-

sities, because only there could the scholar find the freedom and support that were essential to his quest. If the growing demand for applied research is met at the expense of basic research, future generations may pay the penalty.

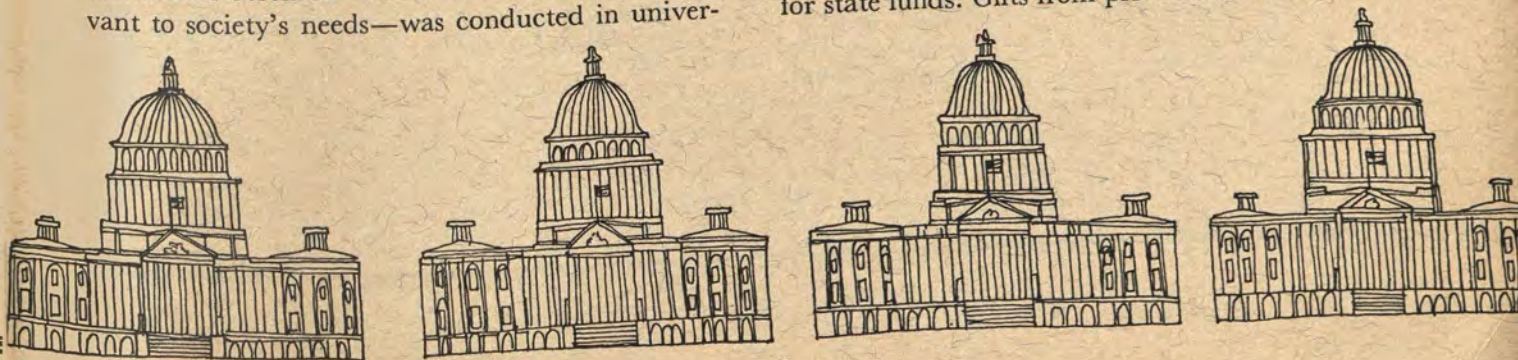
One could argue—and many do—that colleges and universities do not have to accept Federal funds. But, to most of the nation's colleges and universities, the rejection of Federal support is an unacceptable alternative.

For those institutions already dependent upon Federal dollars, it is too late to turn back. Their physical plant, their programs, their personnel are all geared to continuing Federal aid.

And for those institutions which have received only token help from Washington, Federal dollars offer the one real hope of meeting the educational objectives they have set for themselves.

**H**OWEVER DISTASTEFUL the thought may be to those who oppose further Federal involvement in higher education, the fact is that there is no other way of getting the job done—to train the growing number of students, to conduct the basic research necessary to continued scientific progress, and to cope with society's most pressing problems.

Tuition, private contributions, and state allocations together fall far short of meeting the total cost of American higher education. And as costs rise, the gap is likely to widen. Tuition has finally passed the \$2,000 mark in several private colleges and universities, and it is rising even in the publicly supported institutions. State governments have increased their appropriations for higher education dramatically, but there are scores of other urgent needs competing for state funds. Gifts from private foundations, cor-





porations, and alumni continue to rise steadily, but the increases are not keeping pace with rising costs.

Hence the continuation and probably the enlargement of the partnership between the Federal government and higher education appears to be inevitable. The real task facing the nation is to make it work.

To that end, colleges and universities may have to become more deeply involved in politics. They will have to determine, more clearly than ever before, just what their objectives are—and what their values are. And they will have to communicate these most effectively to their alumni, their political representatives, the corporate community, the foundations, and the public at large.

If the partnership is to succeed, the Federal government will have to do more than provide funds. Elected officials and administrators face the awesome task of formulating overall educational and research goals, to give direction to the programs of Federal support. They must make more of an effort to understand what makes colleges and universities tick, and to accommodate individual institutional differences.

**T**HE TAXPAYING PUBLIC, and particularly alumni and alumnae, will play a crucial role in the

evolution of the partnership. The degree of their understanding and support will be reflected in future legislation. And, along with private foundations and corporations, alumni and other friends of higher education bear a special responsibility for providing colleges and universities with financial support. The growing role of the Federal government, says the president of a major oil company, makes corporate contributions to higher education more important than ever before; he feels that private support enables colleges and universities to maintain academic balance and to preserve their freedom and independence. The president of a university agrees: "It is essential that the critical core of our colleges and universities be financed with non-Federal funds."

"What is going on here," says McGeorge Bundy, "is a great adventure in the purpose and performance of a free people." The partnership between higher education and the Federal government, he believes, is an experiment in American democracy.

Essentially, it is an effort to combine the forces of our educational and political systems for the common good. And the partnership is distinctly American—boldly built step by step in full public view, inspired by visionaries, tested and tempered by honest skeptics, forged out of practical political compromise.

Does it involve risks? Of course it does. But what great adventure does not? Is it not by risk-taking that free—and intelligent—people progress?

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

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## it's what's happening . . .

by  
LESLIE  
FISHER  
'69



and  
SHELLEY  
CARPENTER  
'69



### APATHY? WE WONDER.

Since our arrival at Conn two years ago we have heard a great deal about apathy. The student body here has been accused, has denied, but has also in many ways displayed apathy. Some people still seem to think that all we students do is go along in our own little ruts—go to class, do the work, take the test, go away for the weekend, go to class again. There has also been a cry from the students that there is no challenge, no stimulus, that we're not considered mature or interested, that we're not given a chance to prove ourselves, to respond. We wonder.

A funny thing happened last month. The campus came alive with discussion and activity over something other than the Yale Prom or someone's engagement. It was the all-school election for President of Student Government. At first it appeared that the cries of "apathy" were not unfounded, for there were no candidates for President. But before long we had three, and three platforms. As the candidates made their usual dinner tours to talk with the students it became obvious that this was to be a real controversy over proposals and platforms, not personalities. One of them even proposed to abolish Student Government. This revolutionary idea was based on her belief that the formal structure of Student Government, the "red tape," was stifling the activists on the campus. She proposed that by eliminating the Executive and Legislative branches of our government we would eliminate the trivia with which we are too often concerned. Only imperative issues which the student body felt strongly about would rise up out of the sea of little gripes and be presented to the governing administration. Since fewer issues would come up they would have greater strength and merit better consideration. If no such issues arose, if there were no activists, no initiators, if nobody cared, then we would have to face our "apathy" and accept it. For the most part this proposal met with cries of "the activists are the Student Government," "the administra-

tion and faculty need a *body*, a *group* to respect," there'd be nothing but *chaos*" and "any system is better than *no* system." Perhaps these opponents of abolition were right. But, we wonder.

This is the administration's school in that they still have the final word, they make the decisions—and that's really the only way it can be. Should we not accept this fact and leave all the governing to them? But let us relate this to our discussion of apathy. The Student Government is made up of the concerned, active people on the campus. These people with spirit and interest are spoon-feeding the others. They provide a communications link. Anyone can know what's going on by going to Amalgo (which is required anyway) and by reading Conn-Census. There is no need to get personally involved, to take part or voice an opinion—it's being done *for* us. Student Government tries to instill in us the spirit we lack, but we don't need it because we've elected them to have it for us. But what if this spirit and link weren't there? We'd be forced to talk to each other, to faculty and administration. We'd have to ask questions for ourselves and make our opinions and desires known individually and collectively. We'd have to seek respect, not as a group, a "thing," but as individuals with maturity, interest, motivation and intelligence—or we'd soon be nothing more than ostriches with our heads in the sand. Perhaps by returning the interest, the spirit and the caring to the mass and eliminating the elite we'd overcome "apathy" and develop the sense of community spirit and responsibility—a sense of democracy—which is lacking now. We wonder.

The all-school election challenged us. It made us talk, think and choose. More important still, nearly every girl on this campus stated her choice. The number of voters was greater than ever before. We voted for "the system"—perhaps out of fear of none, perhaps out of security in one, perhaps because now we can sit back and relax again, or, perhaps because we *do* care. We wonder.





## Books

### Second novel by young alumna

*Rakossy*. Cecelia Holland, Atheneum Press, 1967.

Cecelia Holland of the class of 1965 continues to cover herself—and her *alma mater*—with glory. She has recently published her second historical novel, *Rakossy*. Again we meet the Holland hero, the tough soldier who fights as much for love of the game as for any particular ideology. He is a figure at once reminiscent of a Hemingway hero in his spare prose and of Heathcliff in his elemental force. We see Rakossy, the Magyar soldier fighting both against the Turk and against the feudal social structure as personified by his superior, the ineffectual Malencz. And we see Rakossy, in comparison with Laeghaire of the *Firedrake*, in a broader range of action. We find him quite as impressive in diplomacy, in sensing the overtones of conversations and gestures, as in physical battle.

Miss Holland is at her best in giving us an immediate sense of what fighting was in the days of the horse, the sword, and the crossbow. In one scene she describes a raid by Rakossy and fifty men on horseback against a Turkish outpost. After the Turks nearly succeed in ambushing them, the Magyars escape through the pines near the timberline under cover of night. Beyond this immediate sense of battle with its tense silences and straining horses, Miss Holland suggests the larger scene, the thunder in the air that existed when the Turk was still terrible. The action of the book occurs in the year 1525 when Suleiman the Magnificent was organizing his climactic drive through Hungary that would end in the destruction of the Magyar nobility at the battle of Mohacs and in the siege of Vienna. No one could then predict that the Turk would become in two hundred years the "sick man of Europe" and so quaint and exotic, the inspiration for the Turkish marches of eighteenth-century musicians.

With superb economy Miss Holland conveys the dilemma of the Holy Roman Emperor as he tried to defend Christendom against both the Turks and the Protestants:

"The emperor fighting his wars in Italy and France and scratching where the heretic monk

itched. The Emperor, could not be bothered about a little war on the edge of Europe." (p. 199)

Her oblique reference to Luther may lead some to consider the contemporary relevance of the book. For Luther, and Erasmus too, devoted a good deal of thought to the moral problems presented by war. Luther saw the war as being fought on two levels: (1) a carnal war fought under the aegis of the secular authorities against the military force of the Turk—a just war in that it was a war of defense; (2) a holy war fought against the Devil who was backing the Turk, a war that could be fought only by spiritual means, prayer and fasting. Luther accused the Pope of trying to fuse the two wars into a single crusade at once holy and carnal.

There is in *Rakossy* a good deal of reflection on the moral tensions that affect those who patrol the marches of a civilization in any age. We see the brother of Rakossy, Denis, move under the pressure of events from idealistic detachment to complete commitment. Later, one of Rakossy's lieutenants, Arpad, insists on the wickedness of fighting just for the sake of fighting:

"We must fight and die for God and the Magyar race. If we fight for nothing it is wickedness." (p. 228)

Rakossy himself would, I think, join the long line of those from Luther to Abraham Lincoln (and in our own time George Kennan) who try to resist the dynamics of war, i.e. the popular pressure to make a just war for limited ends into a holy crusade for transcendent goals. The evidence for this can be seen in Rakossy's calm acceptance of the departure of the priest Father Halassy from the Castle of Vrach before the Turkish attack and in the paradoxical judgment which his arch-enemy Mustafa pronounces on him:

"Rakossy is a man of honor . . . He hates priests and he is, after all, a child of Satan, but he is at heart a Christian, as, doubtless, all wicked men are." (p. 227)

Rakossy fought hard and died with style,—the final proof that he was a man of honor. Though he thought of the issues of the war, he refused the comfort of idealiz-





## Club Notes

CHAIRMAN OF CLUBS: Elizabeth Gordon Van Law '28  
(Mrs. J. M.) 3 Glenn Rd., Larchmont, New York 10538

### In union there is strength

The Connecticut College Club of Baltimore held a joint meeting April 4th with the Baltimore area alumnae clubs of Chatham, Wells, and Wheaton Colleges. Because all of us are plagued by small numbers, we combined forces for mutual benefit and pleasure.

Mr. William Boucher, an expert on urban redevelopment and executive director of the Greater Baltimore Committee, was invited to speak. Even after combining clubs we had only about forty people out to hear him, but the alumnae audience was interested and congenial.

The brand-new Baltimore Club has held a luncheon for undergraduates and their mothers in September and a covered-dish supper in November. We are looking forward enthusiastically to a walking tour through historic Annapolis which will be followed by a luncheon, in May.

ROLDAH NORTHUP CAMERON '51

CAPE COD PICNIC — an informal get-together for all CC alumnae, students, faculty, and their families.

Harding Beach, West Chatham

Wednesday, July 26, 1967

Rain date Thursday, July 27

11 A.M. to 3 P.M. Bring your own picnic

Use second parking lot Look for CC banner

For information after July 1st you may telephone: Betsy Allen '25 and Jean Howard '27 at Harwich 432-1604. If you want a

July reminder, send your summer address to: Mrs. Lawrence B. Barnard, 43 Garden Road, Wellesley Hills, Mass.

ing his own cause. One senses that he would agree with Lincoln in seeing his own side as the "almost chosen people." Still one has the feeling that personal honor, not placing the war in some framework of meaning, was the main issue for Rakossy. Here again we see in the book a kind of supra-historical interest. Rakossy has the same timeless appeal that Robert Warshow has noted in the Westerner of the movies:

"... the image the Westerner seeks to maintain can be presented as clearly in defeat as in victory: he fights not for advantage and not for right, but to state what he is, and he must live in a world that permits that statement. The Westerner is the last gentleman, ... [in him we see a concept of honor that is not just virtue] ... it is a style, concerned with harmonious appearances as much as with desirable consequences, and tending therefore toward the denial of life in favor of art."

RICHARD D. BIRDSALL  
Associate Professor of History

*St. Patrick's Day.* Mary Cantwell, Thomas Y. Crowell, 1967.

The only fair way to review a book meant for children is to check with those for whom it is meant. Consequently, after reading the book myself, I tried it out on a number of my younger friends. All of them report that it is an interesting story of St. Patrick and that the illustrations by Ursula Arndt are delightful. My friend, Miss Innes, who has just turned ten, reported that this book would be excellent for any child who was interested in fact and not just myth, for this story demolishes some of the legendary aspects of St. Patrick without destroying interest in his real achievements. Miss Innes further concluded that the book was perhaps a little young for her and so she recommends it as excellent for boys and girls around the age of eight.

Alice E. Johnson  
Associate Professor of English  
and Dean of Freshmen

The author, Mary Cantwell Lescher '53, has contributed to *Vogue*, *Vogue Children*, and *Mademoiselle*, and is now chief copywriter for *Mademoiselle*.



# REUNION WEEKEND 1967

for alumnae and husbands

FRIDAY, SATURDAY AND SUNDAY --- JUNE 9, 10 AND 11

'20, '21, '22, '42, '58, '60, '61

all other alumnae are encouraged  
to return as the CLASS OF 1911

## *Alumnae College*

"China - Yesterday, Today and Tomorrow"

intellectual stimulus in words and pictures

## *Class Activities*

Rekindle the spirit of Connecticut for Present and Future

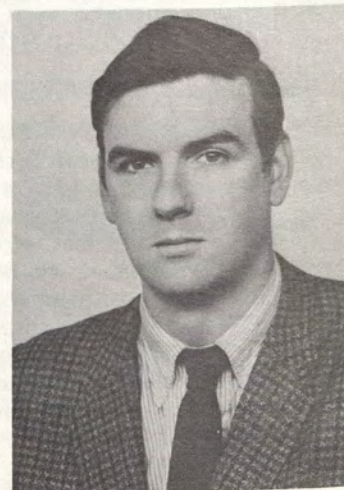
## Alumnae College Faculty Profiles . . .

### **Jonathan D. Spence**

*Assistant Professor of History  
Yale University*

### **Contemporary China in Historical Perspective**

Jonathan D. Spence, a specialist in modern Chinese history, is a native of England. He attended Winchester College in 1949-1954 and then studied at Clare College, Cambridge University, receiving his B.A. degree in 1959. At Cambridge, he was Editor of the newspaper, *Varsity*, and co-editor of the literary magazine, *Granta*. He came to Yale for graduate study under a Mellon Fellowship which supports an exchange of top-ranking students between Yale and Clare College. He received both his M.A. and Ph.D. degrees from Yale, and was appointed to the Yale faculty in 1965. As a Yale Fellow in East Asian Studies, he travelled and studied in 1962-1964 in Australia, Japan, Taiwan, and London. His Ph.D. dissertation at Yale received the John Addison Porter Prize and was published by the Yale University Press under the title: *Ts 'Ao Yin and the K'Ang-Hsi Emperor, Bondservant and Master*.







**Miss Cynthia Enloe '60**

*Instructor, Department of Political Science  
University of California, Berkeley*

### **China's Sphere of Influence in Southeast Asia**

Cynthia Enloe graduated cum laude from Connecticut College in 1960 as a government major. After working in a New York publishing firm for one year, she entered graduate school in Political Science at the University of California, Berkeley. There she completed a thesis on political parties in Burma and Malaya for her M.A. in 1963. In 1965-66, under a Fulbright grant, Miss Enloe spent almost a year in Malaysia doing research for her Ph.D. dissertation on Malaysian problems in achieving national integration. She is presently completing her Ph.D. while teaching American politics at Berkeley, and has recently accepted a position as Assistant Professor in Political Science at Miami University, Ohio, this fall.



**Mr. John P. deGara**

*Instructor, Department of Government  
Connecticut College*

### **China and the Contemporary International Community**

Born in Szekesfehervar, Hungary, in 1931, John deGara left his native Hungary in 1956. He came to Connecticut College as Instructor in the Government Department in September 1965, and teaches courses in international politics, the United Nations and American Foreign Policy. Previously, he was a teaching associate at Indiana University, an assistant professor at the College of Europe in Belgium and preceptor at Princeton University. He received M.A. degrees from both Indiana and Princeton. Mr. deGara was special editor of the September 1965 edition of *International Conciliation*, a publication of the Carnegie Endowment for International Peace. Included in the edition is one of his own articles dealing with problems of Chinese membership in the United Nations. Mr. deGara also is the author of *Trade Relations Between the Common Market and the Eastern Bloc*, published in 1964. In the summer of 1966, he was invited by Brookings Institution to its third United Nations Summer Seminar as one of 15 outstanding young social scientists from American academic institutions. The seminar is part of Brookings' UN Policy Studies Program financed by the Ford Foundation.



**Mr. Charles J. Chu**

*Assistant Professor of Chinese  
Connecticut College*

### **Exhibition and Demonstration of Chinese Art**

Mr. Charles Chi-jung Chu lives three lives. He is by nature an accomplished artist in the traditional Chinese brush technique; by training a specialist in China's political affairs, and by profession an inspiring teacher of Chinese language and literature. He joined the Connecticut College faculty in September 1965 creating a department of Chinese language study. Now, one year later, under Mr. Chu's leadership the College is one of the nation's first small liberal arts colleges to offer a major in Chinese language and literature. Born at Hopeh, China, Mr. Chu became a naturalized citizen in 1954. He received his B.A. degree in Political Science from the National Central University in Chungking and his M.A. in Political Science from the University of California, Berkeley. He did graduate study in government at Harvard and in political science at Yale, with emphasis on Soviet affairs. He has served on the faculties of Yale University, San Francisco State College, the Army Language School at Monterey, California, and the National Central University, Chungking, China. His publications include three works published by Far Eastern Publications, Yale University, and collaboration in the preparation of four others issued by that publisher.





## Class Notes

### Editor of Class Notes:

Mrs. Hubert Clark  
(Marion Vibert '24)  
East Main Street  
Stockbridge, Mass. 01262

### 1919

CORRESPONDENT: Mrs. Enos B. Comstock  
(Juline Warner), 176 Highwood Ave.,  
Leonia, N. J. 07605

### 1920

CO-CORRESPONDENTS: Mrs. Philip M. Luce  
(Jessie Menzies), 2930 Rolyart Road,  
Petersburg, Va. 23803  
Mrs. Reginald C. Massonneau (Eleanor  
Seaver), 45 Degnon Blvd., Bay Shore,  
L. I., N. Y. 11706

In June, 1920 will be gathering on the CC hilltop for another reunion, our 47th. As *Dorothea Marvin Detwiler* expects to come from California and *Clarissa Ragsdale Harrison* from Florida, those of us who live near or nearly near should show that we are still interested and able to make the trip to New London. *Eunice Gates Collier* will be back from England and *Fanchon Hartman Title* will have returned from Hawaii and Japan.

*Kathryn Hulbert Hall*, after a summer spent at her Nantucket home, where all her children and grandchildren visited her, is back in Wellesley Hills. She is in the church choir again and enjoys the Boston Symphony every other Tuesday. As Massachusetts State President of the National League of American Pen Women ('66-'68) she keeps in touch with her writing friends. Kay visited her children, Nancy and Dave, and their families during the holidays. Since her son John is teaching in Concord, Mass., she sees those grandchildren frequently. In October *Dora Schwartz Knapp* made her second trip since 1958 to Israel. She went particularly to see Technion University (the MIT of the East), being on the national board here, and was much impressed by its growth and the development in all of Israel, especially the Negeb region where cities are springing up right in the desert. Dora and her daughter, our 1920 class baby, *Edith Sudarsky '43*, went to Mexico

### IN MEMORIAM

LEILA C. STEWART	'28
ELIZABETH BUTLER SHAMEL	'31
NONA MURRELL KIP	'31
MARY SCHOEN MANION	'36
KATHRYN CHATTEN HOYT	'38
MARY DEANE NEILL	'40
NANCY CUSHING BISGROVE	'41
MARJORIE VOSGIAN FEELY	'48
FRANCOISE M. DAL PIAZ	'63
NANCY A. DENNIS	'66

in January. The Poteats, *Isabelle Rumney* and John, had a four months trip last summer which took them to 11 European countries. Since their return to Tryon, John has been in the hospital. They had to give up their plan to spend Christmas with their children but were happy to be able to be with John's sister in Charlotte during the holidays. *Clarissa Ragsdale Harrison* has retained her membership in Grove House but is no longer active in an administrative capacity. Grove House, now six years old, is the art center and art school in Miami which *Clarissa* helped found and of which she was director for several years. She and her husband Tom, now retired, keep busy with volunteer service and community projects. *Dorothy Matteson Gray* and her husband are on a so-called air cruise to Athens by way of Paris and Rome and will be in the Holy Land for Easter. Dotty has two sons and two daughters-in-law, and four grandchildren. She has lived in New Haven for the last 35 years and summers in Madison. She worked at the Yale University Press and has been production manager of the *Journal of Biological Chemistry* whose editorial office is at Yale. Since her LAST retirement five years ago, she has been continuing this work at home. *Marion Gammons* spent Thanksgiving with *Kathryn Troland Floyd '21* and she hopes soon to visit her daughter in California. *Esther Doolittle Long* hasn't been east in a long time. She has one son a lawyer, another a forest ranger, and a third in business in San Diego. *Marjorie Viets Windsor*, since retiring, teaches English two days a week at the Univ. of Connecticut-Hartford Branch. She and *Winona Young '19* had dinner with *Emma Wippert Pease* and sent

word that *Katherine Schaefer Parsons* recently kept house for her grandchildren for three weeks while her son and his wife were on a cruise. *Maude Carpenter Dustin* has welcomed her 14th grandchild.

*Calfernia Smith Hinz* and her husband live in Wallingford. As Ken is now retired, they often visit their young folks in Huntington, L.I. where there are twins, Austy and Becky, 4½ and Sarah 8. *Margaret Davies Cooper* and Bennett spent the holidays in Springfield, Va. and for the first time the 12 members of their family were together. They braved the snows and went to Reading, Pa. where Bennett attended the Vanity Fair Xmas party to which retirees had been especially invited. *Arvilla Hotchkiss Titterington* attended her 50th reunion at St. Margaret's School last May. She and her husband Raymond are now at Ormond Beach, Fla., considering it for a permanent place of retirement. Arvilla had planned to retire from Southbury Training School in 1964 but was asked to remain two years more. A year later due to illness, she was forced to give up her work. She tested, planned programs and assisted in preparing teen-agers for their return to community living as self-supporting citizens. At a surprise retirement party, she was given an Award of Merit and farewell tribute by the Sunshine Club of the education and training department, a "This is your life, Mrs. T" highlighted by taped messages and personal appearances from past and present employees with, among others, congratulations from Mr. Schmickel, deputy commissioner of mental retardation for the state of Connecticut; from Dr. White, who holds the same position in Colorado; from superintendents of institutions in New Jersey, Arizona and Washington; and from Gov. Dempsey.



The Baldwins, *Edith Lindholm* and Ray, have moved to Middletown. We were saddened to learn of the death of their daughter-in-law, Mrs. Lucian Baldwin, '47 and we extend our sympathy.

### 1921

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



## 1922

CO-CORRESPONDENTS: Mrs. David H. Yale (Amy Peck), 579 Yale Ave., Meriden, Conn. 04650

Miss Marjorie E. Smith, c/o Thistle, 3 Chester Rd., Upper Montclair, N. J. 07043

Marjorie Wells Lybolt retired in May but did two months' extra work in the summer. She spends some of her time at her hillside cabin among the redwoods in Fairfax, Calif. Recently she took a course in the philosophy of religion at the Univ. of California Extension in San Francisco. Gertrude Avery Krout and Ralph have bought a retirement home in Marietta, Ohio. As their daughter June and her family live upstairs, it is "something of a cooperative household." Ralph retired from full-time ministry. Gert is still teaching in Friendship School. Their son David, in the Navy Air Force, is married. Claudine Smith Hane and Elmer entertained their daughter Constance Langtre and her family for Christmas. Con lives at the eastern end of Lake Ontario in New York state and her husband is a captain who pilots freighters on the lake. Mildred Duncan had a trip to Alaska last summer. Olive Tutbill Reid writes from "thirty miles from Cleveland in the snowiest spot in Ohio, high enough up so we can see Lake Erie 17 miles away on a clear day" and says her daughter Pat and her family live in Fort Washington, Md. where Bob is in the oceanographic division of the Coast Guard. Pat's oldest daughter is in college near enough to visit Olive occasionally. Red Cross drive kept Wrey Warner Barber from our October meeting at Gert's but she hopes to come to reunion in June. She collects Canton china. Gladys Smith Packard has moved to Clearwater, Fla. and writes of the lazy life there. Dorothy Kilbourne '25 from Hartford visited her in the winter.

Mary Thomson Shepard attended the dinner at which her daughter Nellie was honored as "outstanding teacher of Southington" by the Junior Chamber of Commerce. Mary is active in the ticket sale of the Community Concerts. Marjorie Lewis Schoonmaker spent some time in Chicago last winter visiting relatives. Gertrude Traurig flew to Arcadia and Beverly Hills, Calif. for her winter vacation, and while there, visited the Camellia Gardens in Pasadena and had tea in the Japanese tea house there. She also went to New Orleans, and revisited Puerto Rico and the Virgin Islands after 12 years. Helen Stickle Downes wrote of their "nomadic life". They spent Christmas with their daughter in Princeton and then visited another daughter in Virginia on their way to Florida. Marjorie Smith and Margaret Miller Wall had lunch recently at Amy Kugler Wadsworth's '19 home. Others there were Olive Doherty '20, Louise Avery Favorite '21 and Bertha Francis Hill '29. The four from the first four classes talked of the 50th reunion of the first class and how nice it would be if we could all be at College together for the event. Marje is busily preparing to leave for England in March. My (Amy's) chief activity this winter is at-

tending a Bible study class Thursdays.

Two items of sadness: Mabel King Nelson's husband died on Christmas day in 1966. Elizabeth Merrill Blake's son and his two small sons died in a fire that destroyed their home in Kingston, N.H. early in January.

## 1923

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

## 1924

CORRESPONDENT: Mrs. C. Doane Greene (Gladys Westerman), Decoy Farm, Rock Hall, Md. 21661

At Christmas I received a photograph of Janet Preston Dean on her horse Tex, the card reading, "Grandma rides again to wish you a Merry Christmas." Janet, who lives on a farm in Pine Bush, N.Y., has one horse, ponies, chickens and 50 pheasants. She and her husband spent winters in Florida and summers on Cape Cod. Edith Kirkland retired recently; she had her own studio in Austin, Texas and Orlando, Fla. Her adopted daughter Carolyn and son-in-law Stan, a major in the Air Force, live in Riverside, Calif. but expect to be transferred soon. They have a son Stephen. Margaret Dunham Cornwell is living in Wethersfield, Conn. Peg still rides horseback. Her hobbies are writing, drawing and dogs. Daughter Susan, now Mrs. Kirk Melen, lives in Baltimore and is in biology research at Goucher College. Polly graduated from Simmons College and is in bio-chemistry at the Children's Hospital in Boston. Agnes Jones Staebner drove to Florida in 1966 with her husband who has retired from the Bell Laboratory technical staff. Daughter Patricia Staebner Ellman has three sons and a daughter. Agnes' hobbies are collecting antiques, courses in art appreciation and furniture restoration. Olivia Johnson, living in Ridgefield, Conn., is librarian at the Wilton Library Ass'n. She enjoys numerous trips through New England. Datha White spent last 4th of July weekend with her.

Lucille Moore has just retired after being with the Active Life and Casualty Company for 24 years as claim examiner. She is still enjoying the festivities of her retirement, a surprise dinner dance and gifts, and looking forward to a more leisurely life. Hazel Converse Laun has built a new ranch house in Ellington, Conn., where Lucille visited her recently, for the first time since college days. Katherine Hamblet had two months in the Mediterranean area; in Athens, Greece, with her nephew Tom Greene and his family; in Tehran with a nephew who is with the American Embassy there; cruising Mediterranean ports; and in Italy. In January while she was attending the meeting of the Boston CC chapter, her car was stolen from the parking lot and wrecked. Most of Clara Cooper Morton's travels consist in moves around the U.S., ending with California from Denver, Colo. Her elder son is teaching at Rochester Inst. of Tech-

nology and has two children. Her daughter is married, lives in San Francisco and has four daughters. Her younger son was severely injured in an automobile accident but is teaching art at San Francisco State College and at San Francisco Art. Inst. Clara enjoys making dresses for her granddaughters. She and her husband have a small business. Helen Douglass North and her husband took their boat to Florida in November via the Intercoastal Waterway, destination Pompano. They left it there and returned to New Haven by car but drove back the day after Christmas. Dougie spent the month of January at her sister's home in Pompano. She has been elected recording secretary of the Conn. Chapter of the National Society of Daughters of Founders and Patriots. Virginia Hays Fisher couldn't make reunion because of garden club activities. Ginnie had a trip to Britain and Ireland last May, motoring and seeing wonderful gardens. In December Gloria Hollister Anable and her husband attended the annual joint meeting of the Explorer's Club and the Society of Women Geographers in NYC, at which meeting she met Emily Mehafeey Lowe. At the fall show of the Chester-town Garden Club, I (Gladys Westerman Greene) won the highest award given by the Federated Garden Clubs of Maryland for my specimen of celosia. My two arrangements won a red ribbon and honorable mention. On Dec. 7 a huge doe ran into the front of my car, doing considerable damage. Fortunately we were not hurt.

## 1925

CORRESPONDENT: Dorothy Kilbourn, 18 Townley St., Hartford, Conn. 06105

## 1926

CORRESPONDENT: Miss Hazel M. Osborn, 152 East 94th St., New York, N. Y. 10028

Theodosia Hewlett Stickney, her husband Dick and sister Ruth attended the Eisteddfod (National Singing Festival) in Port Talbot, Wales, in August. They particularly enjoyed the competition of the male choirs of 70 to 100 voices each and the final stirring hymn, *Cum Rhondda*. Following the Festival, the Stickneys toured northern Wales and spent a week in the Lake District in England. During the fall and winter months, back home in Wilmington, N.C., Teddy, Dick and their dog Brownie (the mascot at our 40th reunion) put on their thermal long-johns, gathered around their on-board wood stove and cruised the inland water ways. Their most recent cruise took them to Savannah, Ga. Lorraine Ferris Ayres and her husband Pat left early in March for a two-months trip around the world. Madelyn Smith Gibson made her annual business trip to the Far East in February and March. Dorothy Brooks Cobb and San had their entire family at home for Christmas in Downers Grove, Ill. The 21 members came from points as widely separated as Long Beach, Calif. and St. Paul, Minn. In February Mildred Dornan Goodwillie was one of ten alumnae who attended a tea at Florence Hopper Levick's '27 in



## the even years report . . .

Bellaire, Clearwater, Fla. They gathered to found the Florida Suncoast Connecticut College Club. Mildred and Karla Heurich Harrison '28 join most of the bird walks that are scheduled by their chapter of the Audubon Society and are also attending a Great Books discussion group, now in its fourth year.

Amy Wakefield continues in her post as a labor markets economist for the Division of Employment Security in the Commonwealth of Massachusetts. She is the only member of 1926 who attends the meetings of the CC Club in Boston. Amy recently heard from Doris Barton who has professional responsibility for one of the municipal laboratories maintained by the city of Bridgeport. Frances Green writes three columns on food each week for the Worcester Evening Gazette. In between columns, she continues her hobby of helping the wives of Japanese scientists who are at the Worcester Foundation for Experimental Biology to improve their ability to speak English. Fran has not yet learned Japanese but during the winter she and a friend exchanged weekly cooking lessons with five Japanese women. They alternated Japanese and American cooking and ended with a tea ceremony. Fran has enjoyed seeing Harriet Stone Warner's daughter Anne '59 who is living in Worcester while her husband, David Webb, is studying at Worcester Tech. Prior to their arrival in Worcester, the Webbs spent several years in Mt. Selinda, Rhodesia. In December Imogen Hostetler Thompson retired from the Child Welfare Division of the Dept. of Public Welfare in the District of Columbia. She had spent 21 years and 11 months working with the department. For the past four years, Imo had been supervisor of the children's unit, with responsibility for unmarried mothers and their infants. Her immediate plan is to catch up with her friends and then do volunteer work. Imo had recent word from Harriet Gillette Reynolds that she and her husband Homer were leaving to visit their daughter in Japan and to tour the Orient.

### 1927

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

### 1928

CORRESPONDENT: Mrs. Alexander C. Mitchell (Louise Towne), 15 Spruce St., Cranford, N. J. 07016

Margretta Briggs Noble visited her daughter Helen and family in Fair Oaks, Calif. over Thanksgiving, after a few days in Phoenix, Ariz. "I loved seeing the strange cacti and other desert growths, as well as Frank Lloyd Wright's Taliesin West. Brian 4½ and David 2½ really began to know us as grandparents, so we thoroughly enjoyed our visit with them. Helen and Clarke are avid sailors, even taking their 'Flying Dutchman' to San Diego and San Francisco for some races. Our younger two, daughter Debbie and husband Roger, are finishing their stay in Storrs while Roger is doing his thesis for

his Ph.D. in English. He has just accepted a position for next year at Carnegie Tech in Pittsburgh. We have so enjoyed having them near and being able to see Christopher (1 year in February). I shall finish my term on the National Board of YWCA this April but hope to keep active locally in our new Regional YWCA. Maybe I'll have more time to pursue the writing hobby." Peg had her "usual interesting Christmas letter from Mary Dunning McConnell from Teheran. She spoke of having a wonderful 'leave' in the U.S. last summer to visit their children and grandchildren in Wyoming and to meet a new daughter-in-law and their son in Texas. Alan, an airman, was scheduled for overseas duty soon after they left. She wrote about the people who work for them in Teheran, 'Hossein, who leaves a bouquet of roses on John's desk each morning; Ali, who patrols a compound for possible snakes and explores caves to discover bones over 5,000 years old.' Their ecumenical, international services and Christmas carol sings were fascinating to read about." Prudence Drake still spends five months of the year in Ogunquit, Me., the rest of the time in Verona, N.J. She went back to Greece in the fall of 1965 for the first time since she was there twenty years ago, working for UNRRA. At that time she spent ten months on the Gaza Strip and two years in northern Greece. In '65, she cruised among the Greek islands, spent some time in Athens, and saw a few of her Greek friends of twenty years ago.

Mildred Rogoff Angell is happy and busy with her work as supervisor of student-teachers of English for Adelphi University, and her husband David is still busily engaged in law practice in New

York. Their daughters were both married two years ago. Judie writes the "station break" material for Channel 13 (educational TV). Her husband is a writer in the advertising field. Janie attended CC for two years, then was married, and was graduated last January from Brooklyn College. She is teaching at an elementary school in Brooklyn and her husband teaches at a nearby high school. They also work several evenings a week at the "Y" where Janie's husband is an assistant administrator. Mildred says she and her husband have developed "travel fever." They've been to the coast and to many of the European countries and this summer they plan to visit the Soviet Union, Poland, Czechoslovakia and London. Marguerite Reimann Roberts is back in Glenbrook, Conn. after 19 months in Cleveland where her husband's office was transferred due to a merger. Her stay in Ohio was brightened by the fact that Margaret McKay Rieth, a roommate of hers at CC, is a native Cleveland. "We found the people very friendly and pleasant but are most happy to be back in New England again. I had an interesting time working in a branch of the Cleveland Public Library while out there, and am now back in the reference department of the Ferguson Library in Stamford." Abbie Kelsey Baker and her husband are enjoying his retirement on July 1. They had six weeks in Europe in the fall and went down to Florida in January for several months. Margaret Crofoot began a new job last September as admissions worker for Philadelphia Presbytery Homes. The Presbytery owns and operates two retirement homes and a nursing home and is planning to develop a large retirement center. "So here I am launched on a new career. It's most

Celestia Denniston Hoffman ex '27 and Pat Hine Myers, '29 below, were co-chairmen of the Central Connecticut Flower Show, "Spring Surrounds Us," held in April in West Hartford, Conn. More than 50 garden clubs participated for the benefit of the American School for the Deaf, the New Britain Children's Museum, and the Roaring Brook Nature Center of Canton. Featured were competitive classes in both the Horticulture and the Artistic Design divisions, as well as special educational, conservation, and civic beautification exhibits.

Hartford Courant photo





interesting and quite a change from being a Director of Christian Education."

*Henrietta Owens Rogers'* daughter *Katharine* was married on Mar. 11 to Dr. *Irvine McQuarrie*. *Kathie*, a *Sarah Lawrence* graduate, received a master's degree in social work from *Columbia*. She is with the social service department at *New York Hospital*, where her husband is a resident surgeon planning to specialize in neurosurgery. *Kathie's* sister *Cornelia (Patsy)* is a composer and teacher of music at the *New Lincoln School* in *NYC*. In addition to being maid of honor for her sister's wedding, she composed the music for the processional and recessional, which was played by ten students from her school on percussion instruments with the organ. Their brother *Jimmy* is finishing his junior year at *Yale*, having spent last year at the *Univ. of London*, where he was in the *School of Economics*.

It is sad to report the death of *Leila Stewart* on Feb. 6, 1967. Plans are being developed by *Karla Heurich Harrison* and *Edna Kelley* for some form of memorial.

## 1929

CORRESPONDENT: Mrs. Thomas L. Stevens (Adeline McMiller), 287 Overwood Road, Akron, Ohio. 44313

## 1930

CORRESPONDENT: Mrs. Paul T. Carroll (Ruth Cooper), 6017 N. 16 St., Arlington, Va. 22205

*Gertrude Kabne* is in charge of one of the largest branches of the *Cleveland Public Library*. She recently gave a travel talk with color slides on her trip to *Norway*, *Sweden*, and *Denmark*. She writes, "My cousin, Mrs. Katherine Elkins White, is U.S. ambassador to *Denmark*. I stayed with her at the Embassy in *Copenhagen*." *Helen Oakley Rockbold* has moved to *Henniker, N.H.* "We have a remodeled house with nine apartments. We live in one and rent eight. We have our office in *Concord—C S Practitioners*. Our son *Allan* graduated from *Princeton* in '66, is getting his master's at *San Francisco State*. *Carol* was married in *March* to *Wesley Miller*, living in *NYC*. This is our first winter in *N.H.* Snow, snow, snow . . . but we love it." *Mary Cary* has purchased 71 acres of land in *Mebane, N.C.* north-west of *Chapel Hill*. She has "a 6 room house, a 4 room cottage, 3 barns, storehouse, 2 chicken coops and a view! When I first moved in everything but EVERYTHING was going wrong. But I'm meeting challenges and enjoying life." *Bianca Ryley Bradbury* has a new granddaughter born in *November*. *Bianca* and *Brad* have a cabin cruiser and a new lease on life. They spend every available weekend sailing out of *Groton*. *Elizabeth Avery Hatt* has moved to *Oxbow, N.Y.* where her husband serves as minister of three Presbyterian churches. Her older son *Bill* is working for his Ph.D. in the field of astrophysics at *Univ. of California*. He went to *Bolivia* last fall to study a total eclipse of the sun.

*Pete Brooks Foster* wrote a note just before leaving for a week of skiing in

*Vermont*. Her husband is giving a talk at a medical meeting on "The Doctor's Role in the Muddle of Marriage." He also talks on marriage to teen-agers, as one of his side line interests. *Pete's* daughter, *Robin Spaulding '61*, and two children live in *Worcester, Mass.* *Pete's* son *Whit* has returned from duty with the *Peace Corps* in *Nigeria*, is now at *UCLA* working on his MA in *African studies*. *Pete* writes, "I have the greatest job I ever had—working with the ladies committee for the *Museum of Fine Arts*." She also works for church and hospital boards. *Louisa Kent* spends every August in her house at *Orleans, Cape Cod*, overlooking *Nauset Beach*. *Ruth Barry Hildebrandt* and her husband are going into cattle raising. *Sunny* attended a beef cattleman's course at *Cornell*. "A very complex business, believe me! Our seven girls arrived last year, our *BULL 'Rupert'* this spring—then problems, problems." *Helen Benson Mann's* husband retired in *January*. They spent three glorious weeks in the Caribbean at *St. Lucia* and *Granada*. *Helen*, as president of our class, urges that we support the *Alumnae Giving* program this year to meet the challenge of *Mr. Charles A. Dana* who has offered a grant of \$400,000 for the new *Arts Center* provided the college raises an equal amount by *Dec. 1, 1967*. Contributions should be marked for the new building. *Helen* thanks *Frances Gabriel Hartman* for her work as our class agent. *Helen* is teaching piano classes, a rather revolutionary method for young beginners involving small groups with individual wooden keyboards and one or two pianos and with emphasis on rhythmic games and competition. She is also studying piano again and doing some duo-piano work.

Our sympathy to *Louisa Kent* on the death of her father last summer and to *Marion Ransom* on the death of her mother last May.

## 1931

CO-CORRESPONDENTS: Mrs. Richard M. Jones (Constance Gano), 25 Bloody Brook Road, Amherst, New Hampshire 03031

Mrs. Fred R. Harriff (Mary More), 22 Red Brook Road, Great Neck, New York 11024

## 1932

CORRESPONDENT: Mrs. Edward T. Clapp (Ruth Caswell), 5 Brainerd Drive, Portland, Conn. 06480

*Margaret Cornehlson Kern* and husband had enough of the "Big City" and moved to *Pompano Beach, Fla.* according to their "pre-retirement" plan. *Lowell* is employed in an electronics research and development laboratory and *Margaret* is working with the *Florida State Alcoholic Rehabilitation Program*. They fish from their backyard. Your correspondent ran across *Alice Higgins* at a church gathering and learned that she is society editor for the *Norwich, Conn. newspaper*. She had a pleasant trip to *Puerto Rico* not long ago. *Elizabeth Root Johnson* keeps active in CC affairs as secretary and treasurer

of the CC club of *Worcester, Mass.* They sell hand-blocked linen calendars to raise money for the *Scholarship Fund*. Both she and *Priscilla Moore Brown* wrote of the occasion when *President Shain* was an honored guest of the club. The *Browns* and *Johnsons* have sailed together in *Narragansett Bay*. *Virginia Stephenson* vacationed this year in *Puerto Rico* and the *Virgin Islands* away from her work with the *National Education Ass'n.* *Laura Taft Clements* continues to skate and practice curling. She belongs to a team that kept in first place during the season. *Adelaide Thompson Hicks'* husband retired in *March* after 40 years of service with *Bell Laboratories*. *Alice Van Deusen Powell* has been named librarian of the *Beverly Hills-Haw Creek Branch Library* in *Asheville, N.C.* She has served in various library departments since 1962. *Eleanor Wilcox Sloan* came up in the fall from *Alabama* to *Madison, Conn.* for a grandson's christening and visited *CC*. She thinks it is "still one of the most beautiful colleges in the world." She and *Bill* enjoy their boat and fishing and keep busy with scouts, clubs, and yard work. *Janet Rothwell Way* and husband have sold their home and await a new haven. Two children are married and another is in *Vietnam*. One more is at the *University of Miami, Fla.* *Janet* plays bridge, badminton and bowls on a club team. *Jean Richards Schramm* has six grandchildren, five of them boys, and their "Deb" 16 is spending the year in *Paris* at the *American School*, living with their second son and family who are there on a *Fulbright*. *Gus* worked for 35 years as president of an oil equipment firm. *Jean* took care of five children and sold real estate. When their three sons were at *Dartmouth*, they vacationed in *Manchester, Vt.* Eight years ago they bought a retreat in *Dorset Hollow* where they opened a real estate business and a shop for *Madame Alexander* dolls and *Grandad's Famous Wooden Toys* from *Vermont*. Outgrowing this home led them to *Manchester Depot* to a charming country house with the "Enchanted Doll House" attached.

## 1933

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

## 1934

CORRESPONDENT: Mrs. George W. Holtzman (Marion Bogart), 902 Primrose Rd., Apt., 303, Annapolis, Md. 21403

*Helen Andrews Keough*, who lives in *San Diego, Calif.* has a married daughter living in *Vermont*. Her daughter is a medical lab technician and after her training did some *East Coast* touring, including *CC*. Son *Andy* is at *Cal. Poly* at *Pomona* studying to be an electronics engineer. He and *Helen's* husband *Nick* took a two-week boat trip down the *Colorado River* from *Lee's Ferry* to *Lake Mead* last fall, feeling that with the threat of two more dams in the *Grand Canyon*, they had better see it all as it is now. *Emma Howe Waddington* and husband



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Les visited with Helen for a few days in September. They hadn't gotten together since 1941. They did a lot of "tongue-wagging" and touring, as it was Emma's first trip to California. *Harriet Isherwood Power's* daughter, a former student at Connecticut, was married in September at the Coast Guard chapel to an ensign and is now attending Northeastern in hope of getting her degree before her husband is transferred again. Harriet did a beautiful job as class agent chairman of our class. *Allison Jacobs McBride* and I enjoy travelling around and keeping up old friendships, with my husband as chauffeur. Last October, after a trip to Maine, we dropped in on *Grace Nichols Rhodes* in Amherst, Mass. As it was Columbus Day, both Grace and her professor husband Arnold were home. Grace called *Elma Kennel Varley* and she and her husband Lee plus two grandchildren came over too. In March Ali, George and I were house-hunting for our younger son in the area between Hartford and Springfield and dropped in on *Alice Miller Tooker* in West Simsbury. Alice lives in a beautiful house on a mountain road. We waited until Sterling came home and Alice added to her original dinner for a real celebration. Adin, the Tooker's older son is in Vietnam and Christopher, the younger, is at Fort Dix. Ali too has a son in Vietnam and is looking forward to his return in May.

### 1935

CO-CORRESPONDENTS: Mrs. John B. Forrest (Betty Lou Bozell), 198 Larchmont Ave., Larchmont, N.Y. 10538  
Mrs. H. Neal Karr (Dorothy Boomer), 16 Dogwood Lane, Darien, Conn. 06820  
Mrs. John E. Gagnon (Marjorie Wolfe), 511 Saw Mill Road, North Stamford, Conn. 06903

### 1936

CORRESPONDENT: Mrs. Newton D. Crane (Alletta Deming), Wesskum Wood Road, Riverside, Conn. 06878

### 1937

CORRESPONDENT: Dorothy E. Baldwin, 109 Christopher St., Montclair, N. J. 07042

### 1938

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

MARRIED: *Jane Swayne Stott* to William B. Mattimore; *Alice Parker Scarritt North* to George L. Gordon.

Jane is now living in Bay Shore, N.Y. Douglas Kinney Jr., son of Douglas and Jeanette (Jeddie) Dawless Kinney was married to Judith Ann Jones in Canton, Ohio last November. Their daughter Debbie 13 was one of the six attendants and son Fred 17 was "the tallest usher." Doug Jr. is continuing his education at Western Reserve Law School while his bride is receiving training as a medical technologist at the Cleveland Clinic.

Jeddie's husband made his second trip to Paris as U.S. representative to the Commission for the Geological Map of the World and was elected vice president for North America of the commission. *Carman Palmer von Bremen's* son Bob is at Dean Jr. College in Franklin, Mass. Katherine Reynolds, daughter of *Wilhelmina Foster Reynolds*, is a senior at Conn. College where she is concentrating on organ music and is a member of the madrigal group which has had many singing engagements. Billie's daughter Sue has been accepted at Vassar on the early decision plan. At present she is on the high honor roll at Springside School and an ardent sports participant. Billie herself is half way through her second term as president of the board of the YWCA of Germantown. Tom, the oldest son of H.G. and *Audrey Krause Maron*, is presently teaching junior high math and physical education near Los Angeles. Last summer the Marons entertained *Mary Mory Schultz* and family on an "all too short visit" to southern California.

*Evelyn Falter Sisk's* daughter Carole presented them with their third grandchild, "a grandson, first boy in OUR family in years." *Marjorie Mintz Deitz's* daughter Jane and her husband are living in Worcester, Mass. where Jane is working at the Family Service Ass'n. *Grace Smyth Weisenbach's* daughter Judy was named to the dean's list at Cazenovia College, N.Y. *Katherine Boutwell Hood* lives in Winchester, Mass. Son Stephen 24, is working for his Ph.D. in speech and hearing at the Univ. of Wisconsin; Jane 22, graduated from Hood College, is working at the Deaconess Hospital in Boston; Bill 20, is a sophomore at Colorado College; and Nancy 18, is a freshman at Hood College. Last fall *Dorothea Bartlett* attended the National Dietetic Convention in Boston. In Buffalo, N.Y. *Anne Darling Hwoschinsky* is on the programming committee for the Russian Cultural Club, whose activities consist of putting on folk dances, planning lectures on Russian art and music, and organizing full course Russian dinners. When not in the air, flying to or from their home in Maine, Nance is secretary of the Luft Flying Club, and indulges in her hobbies of gardening and stamp collecting. Her daughter returned from a VW tour with friends and relatives in Germany. Dave and *Helen Swan Stanley* celebrated their 25th wedding anniversary in April. In June, after seeing their daughter Mimi graduated from Bucknell and Betsy graduated from high school, they took off for the Pacific Northwest where Dave had business in Oregon. From there they rented a camper to vacation at Mt. Hood, Mt. Rainier and the Olympic Peninsula. Their son David II returned from Peace Corps work in India and is doing graduate work in American studies at the Univ. of Minnesota. Mimi works at the Office of Education in Washington, D.C. Betsy entered Mt. Holyoke after a summer of personnel work with the Navy Dept. Helen is in her fourth year of teaching, having one class in sociology and four in government.

In October *Elizabeth Fielding* finally made it to Europe and "fell madly in love with Switzerland." The next month she was in Chicago attending a conference on the draft, at which she came face to face with the college atmosphere and its views on politics. *Margaret Mulock Bannister* has a part-time job at a neighborhood gift shop in Des Moines, Iowa.

*Jeanne Murphy* has moved to Longmeadow, Mass. *Marcella Brown* is at Hopkinson House in Philadelphia. Next time you pick up McCall's you will note that *Barbara Laurence* is editorial advisor. Recently she built a house on Cape Cod where she can escape from New York to do some reading and writing.

Last year her first published poem appeared in the New Yorker. *Jane Hutchinson Cauffield* has six Dalmatians in the house now, one champion, "Peppercorn", having won 30 Best of Breed. Her husband Ed won the Tri-State Amateur Fine Harness Championship and their daughter Carolyn, a high school junior, remains the "top rider." The other children are Cathy, a junior at Michigan State Univ., a Latin major who spent last summer studying in Italy; John, a medical technician at Akron City Hospital before entering Akron University; and Jim, a pre-med freshman at Akron University. *Anne Oppenheim Freed* is teaching for her third summer at Smith College School of Social Work in the doctoral program and has winter classes of doctoral and advanced students at the Judge Baker Guidance Center in Boston. Last summer she and Roy were in London and the Netherlands where she visited social workers, old friends and new, and Roy spoke about computers to groups at the Hague and met with Honeywell personnel in London and Amsterdam. Both of their children attend Brandeis University, Barbara a junior and Bruce working for his Ph.D. in American civilization. Sons of *Winifred Frank Havell* were June graduates, Bruce from Yale and Fred from Stanford Graduate School. Daughter Nancy received her early admission acceptance to Conn. College. During the summer they enjoyed a long weekend with the Northcotts in Minneapolis. *Winifred Nies Northcott* completed her M.A. at the Univ. of Minneapolis with 48 extra credits and was the recipient of a specialist certificate in administration of special education. Now she has a full-time position as hearing consultant in the Minnesota Dept. of Education, responsible for innovation and expansion of programs for all hearing-impaired children in the state. Her husband John is president of Big Brother Inc. and serves on the Health and Welfare Council. Son Hal has been accepted at Columbia under the early decision plan. Two of his many interests are in oratory and politics. Heather is in the 9th grade and launched her first girl-boy party at Christmastime. Both of *Hazel Davenport Buck's* boys 8 and 5 are in school this year and she is treasurer of the Franklin School PTA. They spend part of their summer vacation-





ing in Vermont but also enjoy their beach in Stamford, Conn. *Jean Ross Howard* was elected president of the American Newspaper Women's Club in May '66. Hops joined the Aerospace Industries Ass'n in 1945 as staff assistant to the public relations director of the Personal Aircraft Council and in 1950 was promoted to her present position as assistant director of the Vertical Lift Aircraft Council. She holds both a private and helicopter pilot's license and is the founder of the Whirley-Girls.



## 1939

CO-CORRESPONDENTS: Mrs. Gaynor K. Rutherford (Barbara Curtis), 21 Highland Avenue, Lexington, Mass. 02173  
Mrs. Robert R. Russell (Martha Murphy), 14 Fairview Avenue, Arlington, Mass. 02174

## 1940

CO-CORRESPONDENTS: Mrs. Charles I. Forbes Jr. (Gladys Bachman), Five Brook Lane, Plainfield, N. J. 07060  
Mrs. William J. Small (Elizabeth Lundberg), 131 Sewall Ave., Brookline, Mass. 02146

I, *Gladys Bachman Forbes*, am taking sewing lessons. Everybody laughed when I sat down at my new zigzag machine, but I'm having a ball. With two girls, I'm committed at least to produce one garment each. Hope to make kilts from the FORBES tartan I brought back from England 1½ years ago. Patty 13 is constantly practicing to be a cheerleader; Kathy 10 is our flute-playing entertainer(?). Charlie is doing a self-portrait at present. He did a watercolor for our Christmas card which is one of my favorites and is hanging in our living room. *Elizabeth Lundberg Small* saw *Barbara Wynne Secor* twice in two weeks last fall, first in Boston at lunch at the top of the new Prudential building, and then at Bobbie's home in Waterbury where Lundie's husband Bill had to make a business call. *Sybil Bindloss Sim's* husband Harold has started a new job with American Cyanamid in Princeton, helping launch their new RCA computer installation. Billie continues with her many volunteer activities, as chairman for Newcomers and with a three-year term on the Princeton YWCA board of directors. In spring and fall she teaches sailing for the "Y" on Lake Carnegie. *Barbara Deane Olmsted* and family, on a sweltering July 4, took off to the annual Barnum Festival Parade in Bridgeport, Conn. Four Olmsteds and four others were riding pintos in formation when another horse caused Bumpy's horse to rear, lose his balance, and fall on her, breaking six of her ribs. After 23 years with Pratt & Whitney, husband Buzz began a new job in September with the Loc-Rite division of Kelsey Hayes. Daughter Ann is a sophomore at Univ. of Connecticut. Carolyn, Tim and Deane are at Ellington High School.

*Marietta Luccock Phillips* writes, "Twas good to get your card . . . and timely. Since I've just driven into my office in

Augusta from our Readfield (population 1100) home, I'm bursting with a dozen paragraphs . . . The Kennebec and multiple lakes have given off enough moisture to turn the 12 miles into a photographers' paradise of crystal. We took an extra 15 minutes to memorize it. We made the flight from the city in May 1965 after an "all's well that ends well" series of events, some comic and some otherwise. My husband negotiated an early retirement from Pittsburgh Plate Glass and we hastened to become year-round residents in the Boothbay Harbor area where we had summered for years. I'm working in the State Dept. of Health and Welfare as a medical social consultant, much travel from Kittery to Eastport and back by way of Fort Kent and the Allagash. We frequently make a family outing and take our two Brittany spaniels along, leaving our two barn cats home to mind the shop. Life is good, unhurried and basic." *Natalie Klivans Dworcen's* husband Harv had a heart attack and so they spent a quiet January at home. He is back at the hospital now, "looking fine, watching his weight, and using his exercycle faithfully." They enjoyed a few days vacation visiting Washington, Williamsburg and Columbus, Ohio, where Nat talked to *Jane Clark Heer* whose husband Dick, a full colonel in the Reserves, is in the savings and loan business. Jane was especially busy with the arrangements for Jack Nicklaus' appearance in Columbus for the benefit of the Children's Hospital, which Jane, being an ardent golfer, had arranged. Bill 19, the son of our president, *Evelyn McGill Aldrich*, has recently returned from his 6-month Marine training. Evelyn and husband Tom spent Christmas in Florida with Tom's family. During Christmas I talked to *Jeannette Bell Winters* who was visiting her mother in Upper Montclair. Harold Winters is still successful in growing orchids. Daughter Evie is a junior in high school and son Chip is 12.

*Elizabeth Gebrig Streater* surprised me with a visit for lunch one day during Christmas vacation. Betty is teaching 2nd grade. Daughter Noel is a senior at Courtland; Jim a freshman at Niagara; and Susie is 15. Betty and Hayd are looking forward to spring and golf. *Virginia Clark Bininger* and Jack have just completed a large addition to their home and Ginger is once again back in her kitchen after 2½ months of eating out. Daughters Sue and Nan share an apartment in Cambridge, Mass. and are having a whirl. Son John is president of Student Government in his high school. Edward, son of Karl and *Elise Haldeman Jacobi*, was married last September and is living in Cambridge where he is in his last year at Harvard Law School. Jeff 12 is a Boy Scout, interested in camping. *Helen Burnham Ward* and Phil are in Little Ferry, N.J. where Phil is a minister. Helen is teaching three days a week and helping with the North Rockland High literary magazine. Son Jay is at Mt. Hermon and daughter Sarah at Northfield. *Irene Kennel Pekoc* and Bob have seven. Their oldest, Joan, is a junior at CC and doing very nicely, us-

ually on the Dean's List. Son Christopher has had many one-man shows . . . he draws beautifully, is largely self-taught, but is now taking a course at the Cleveland Institute of Art and has won three Best Drawing awards in exhibits during the past three years. *Elizabeth Heedy Williams'* son Jeff will be married in August, son David is in his 1st year at Babson, daughter Kathy is in her 1st year at Stephens, and Nancy 10 is at home, in 4th grade. *Elizabeth Lamprecht Slobey* has a son attending one of the local colleges (she lives in Cleveland) and her daughter is a high school junior. Talked via telephone to *Barbara Homer Beckham* from Miami Beach about her daughter Barbie who is 16 and ready for college in the fall. Last fall I picked up the New York Times and saw *Alice Wilson Umpleby's* picture with her committee for their church affair.

*Frances Kelley Bump* sent me a newspaper picture of her and her Red Cross committee in Ashland, Ky. The headline above the picture said, "Self-styled 'Boston Strangler' is Recaptured." Frannie writes, "Wouldn't happen again in a lifetime here. I'm involved in the Altar Guild of my Episcopal Church, which means a busy pre-Easter and Easter season. Have already played tennis three times—once with patches of snow around the courts. Daughter Cindy is married and living in San Francisco. Daughter Barbie was graduated from Hollins last June and has a good job at the First Nat'l City Bank of N.Y. Two raises since September! Son Morrison is a sophomore at Yale and son Laury is in 8th grade, hoping for Andover. Budge and I plan to take pictures of Ashland's flood gates going up during his lunch hour . . . and so it goes." *Gladys Tillinghast Shaw* has lived in Marlborough, Conn. one and a half years. They miss the shore but have a gorgeous yard which presents a tremendous challenge. Pat and her husband Dave are alone. Sandra was married two weeks after she graduated from Colby College in Maine and now works in their Boston office. Susan was married last June after just one year of college. *Elizabeth Gilbert Fortune's* daughter Candee was graduated from the University of Texas in June. *Evelyn Gilbert Thorner's* daughter #1 is a junior at American University, #2 is a freshman at Univ. of Miami, #3 is a high school freshman. *Annette Osborne Tuttle* and Howard will spend their summer repairing their charming old farmhouse at Madison, Ohio. Their son Billy is a 7th grade boarder at Rumsey Hall, Washington, Conn. and enjoys it, including skiing all over the Eastern seaboard. Son Howard is a high-school senior awaiting word of college admission. Christeen is a high school sophomore. *Shirley Rice Holt* is a brokerage supervisor for an insurance company, traveling around the Miami and Ft. Lauderdale areas. Her hair is "frosted", she is having some difficulty maintaining her waistline, she has worn contact lenses for a few months, and she plays a lot of golf. Oldest daughter, Carla, has been married for two years, lives and works as executive secretary in



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San Francisco, while her husband attends graduate school. Daughter Cindy is working for Eastern Airlines in Atlanta, Ga. Shirley writes, "Spent Christmas with her together with Dick (my husband with whom I don't live, though we're great friends). We've maintained separate apartments for about three years and although it sounds kooky, it's really quite an ideal arrangement." Son Rip is at Broward Junior College. *Elizabeth Pfeiffer Wilburn* writes from Texas that they spent three wonderful years '63-'66 living in Paris, France, where Bill was on the staff of the American delegation to NATO. "The experience was especially rewarding with the opportunity to meet and know representatives from many countries and to travel extensively throughout Europe. Son Dick 14 was the only American in all his French school and consequently speaks and reads French fluently. Bill Jr., now a freshman at Johns Hopkins, attended a German boarding school for two years and gained an excellent knowledge of German. Our daughter Anne visited each summer but returned each fall to Mt. Holyoke where she is now a senior. My husband Bill is retired from the Navy and has embarked on a second career in *operations research* with General Dynamics Corp."

Our sympathy to *Mary Testwuide Knauf* on the death of her mother, to *Evelyn Gilbert Thorner* whose mother died in February 1966 and to *Annette Osborne Tuttle* whose father passed away last February.

Our deepest sympathy to the family of *Mary Deane Neill* who passed away on Mar. 5, 1967 after a lengthy illness. Babsie and Bob and their two boys 12 and 10 had been living in Paris for a year and a half before they returned last fall.

### 1941

CORRESPONDENT: Mrs. Janet P. McClain (Janet Peto), 4657 Walford Rd., Suite 12, Warrensville Heights, Ohio 44128

### 1942

CORRESPONDENT: Mrs. Paul R. Peak, Jr., (Jane Worley), 1735 Susquehannock Dr., McLean, Va. 22101

Reunion plans are taking shape. Response from the class has been great, and we hope that the rest of you who are on the fence will decide in favor of togetherness this once. *Frances Hyde Forde*, our reunion chairman, dropped some hints about duck drawstring bags with class numerals, candles and flowers for the banquet, snapshots and dues that are pouring in. As of Feb. 20, those planning to attend are: Bentley, Bowden, Burns, Carlson, Clark, Daoust, Esselborn, Franklin, Harris, Hingsburg, Holohan, Hughes, Hyde, Kramer, Kurtzon, Lederer, Lemon, Little, Nelson, Smith, Small, Staats, Stevens, Stickney, Stumm, Swan, Till, Tingle, Tobias, Weld, Weyand, Weseloh, Worley. Thirty-three is a pretty good number for February; by June it should be doubled.

Freshmen daughters of 1942 at CC are: Janet Allen (daughter of *Edna Fuchs*), living in Hamilton; Deborah Stone (*Olive*

*Mauthe*), Windham; and Tena Williams (*Beth Tobias*), Mary Morrisson. Upperclassmen are sophomore Nancy Brush (*Eloise Stumm*), Rosemary Park; juniors Fredricka Chapman (*Cecil Johnson*), Lambdin; Margaret Gehrig (*Mary Elizabeth Franklin*), Plant; and Lesley Guyton (*Doris Boies*), Hamilton; and senior Betsy Young (*Helen Hingsburg*), Vinal. As she has for several years, *Mary Rita Powers* welcomed these girls to college for the class. Sis is our class AAGP agent, coordinating the work of our 13 regional agents. In addition to all the work she does for the Class of 1942, she holds down an important and unusual job at the Navy Underwater Sound Lab in New London (see the March News). It has also taken her aboard the *Nieuw Amsterdam* and the *France*. Richard Mitchell Rose, son of Dick and *Marjorie Mitchell Rose*, and Janet Virginia Bowers were married on Sept. 3 in Cortland, Ohio. Rick and Janet met when they were working at a school for the retarded in Vermont, Janet as a social worker, and Rick a psychiatric aide. Rick is now at Boston University getting a degree in special



Mr. and Mrs. Richard M. Rose. Mr. Rose is the son of Marjorie Mitchell Rose '42.

education for the handicapped, although he expects to enter the Army Medical Corps soon. Marjorie's daughter Tina is a freshman at the Boston Conservatory of Music, majoring in dance. The Peak family is now reasonably well settled in suburban Washington and I have located eight classmates in this area. Ray and *Eleanor King Miller* moved to Kensington, Md. from Baltimore last summer. Ray is deputy comptroller at Coast Guard headquarters. Ellie is active in church work, is taking a class in portrait painting, and keeps a family of six children organized.

David is working toward a Ph.D. in mechanical engineering at the Univ. of North Carolina, on a NASA fellowship. He has a commission in the Air Force and will take his active duty when he finishes his studies. Patty is a freshman at Towson State College in Baltimore. John is a senior in high school and Helen a freshman. Stephen is in 3rd grade and Philip in kindergarten. For the first year in 23, Ellie has all her children in school.

Back from Burma after 15 years and living in Beltsville, Md. is *Patricia King Helfrich*, Ellie's twin. Baird Helfrich is with the State Dept. and there are 8 little Helfrichs—or not so little. Paula was married in January 1966 to Leonard Gogol and lives in Chicago. Eleanor 19 was hit by a truck last November, a month after their return to the States, and is recuperating from multiple fractures of her leg. Stuart is in high school, Mary and Lizzie in junior high, Tom and Christina in elementary school and 3-year-old Catherine at home. I think Pat and *Sallie Turner McKelvey* are tied for the class record at 8 children each. The Helfrichs loved Burma and look forward to returning there when the political situation improves and the missionary schools are reopened. For the children, Burma is home, English is a second language, and Washington is a bewildering, if exciting, place to live. Jim and *Shirley Wilde Andrews* have lived in Annandale, Va. for three years. Jim, a Navy captain, is assistant chief of personnel. They have two daughters: Susan, a 1965 Wellesley graduate with a master's from the Univ. of Penn., now teaching high school English in Philadelphia; and Nancy, a high school freshman. The Andrews family participate in Episcopalian church affairs, and Jim and Shirley golf. But Shirley's real enthusiasm is her work as a licensed guide in Washington. Guide Service of Washington is the organization, and they arrange tours for all kinds of groups. Shirley recommends it, both as an interesting occupation and a wonderful way to see Washington. Before coming to D.C., Jim was the commanding officer of the *USS Boston*, based in Boston. At that time Shirley arranged a dinner reunion on board the ship. Attending were *Agnes Hunt Goss* up from Florida on a golfing vacation; Bill and *Ann Whitmore Carter*, neighbors of Shirley's brother in Millsboro, Del.; Bob and *Edna Roth Griffith* of Holden, Mass.; and Bob and *Janet Carlson Calvert* from Norwich. Ann Carter has a daughter who will be graduating from the Univ. of Delaware and being married soon afterwards; so Ann won't be able to go to reunion. She also has a son in the Navy and a son who is a sophomore at Delaware.

Living in McLean is *Anne Dorman Atherton*, whose husband Albert is an engineer for Tracor, Inc. They have three quite grown children: Carol, a medical secretary for a diagnostic laboratory in New Jersey; Tim, now home with a mild case of mononucleosis, at Cornell where he is a fraternity brother of *Louise Spencer Hudson's* son Richard; and Bill, a sopho-





*Hilmer's Harem are the children of Alice Adams Hilmer '44. Left to right, Dedee 15, Abby 12, Nicky 8, and Mary 17.*

more in high school. Chuck and *Charlotte Craney Chamberlain* have a home near Alexandria. Chuck, a lawyer by profession, has been a representative from Michigan for 10 years now, serves on the Armed Services Committee, and is a captain in the C.G. Reserve. Having a husband in Congress is like having one in the military service, Charlotte observes; you never plan more than two years ahead. Although Chuck travels back and forth frequently, Charlotte and the children spend the school year in Washington, the summers at their Michigan home. The children are Ellen, a sophomore at Newton College in Boston; Christine, a freshman at a private school in Georgetown; and Charles, Jr., in 7th grade. Also living in the Washington area are *Verna Pitts Browne* in McLean; *Sylvia Martin Utke-Ramsing*, Alexandria; *Sarah Guion Fisher*, Chevy Chase; and *Alice Richard Waldschmitt*, Rockville, Md.

The sympathy of the class goes to *Priscilla Redfield Johnson*, whose husband Neil died in January in Norton, Kansas. It is with real sadness that I report the death of *Muriel Thompson Wittmann* in West Palm Beach, Fla.

## 1943

CORRESPONDENT: Miss Barbara Hellmann, 52 Woodruff Road, Farmington, Conn. 06032

## 1944

CO-CORRESPONDENTS: Mrs. Neil D. Josephson (Elise Abrahams), 83 Forest St., New Britain, Conn. 06052

Mrs. Orin C. Witter (Marion Kane), 7 Ledyard Road, West Hartford, Conn. 06117

MARRIED: *Margaret Nash Manchester* to Sidney W. Bond.

*Madeleine Breckbill Driscoll* has been teaching for the past five years. She has one English class, two mythology classes and is public relations coordinator for the school system in Bristol, Conn. Her eldest enters college in the fall (they're hoping for CC). Their older son will go into college the following year and second son the next year. "Then we have a four year

**Editor's note:** *It is not our intention, by printing the two family pictures on these pages, to encourage a flood of faces of alumnae children. Pictures of this type more properly belong in reunion scrapbooks. Rather, we suggest newsworthy pictures of business or community activities of alumnae, alumnae gatherings or projects, or possibly the one taken when you planted the flag on Mt. Everest.*

break before the next one." *Mary White Rix* who spent '42-'43 at CC is now head of the English department in a private preparatory school in Hartland, Wisc. *Karla Yepson Copithorn* is still president of the Babylon, L.I. chapter of the American Field Service. Her twin sons are seniors and have been accepted at Colby College (Fred) and University of Michigan (Rip). "Rip is well along in hours towards his commercial flying license, trying to catch up with his Dad. Tina is 15, loves all sports, now riding most of all." From *Helen Crawford Tracy*, "We are now living in Laguna Beach where I'm doing substitute teaching in art and reading. Son David married Frances Ramis, a dear girl he met when in Europe at school. She is from London and Tangier, and plans to work while he finishes college. Bill's new hobby is flying gliders at Lake Elsinore." *Joan Decker McKee* reports that the furniture manufacturing plant that they bought two years ago has "proved a very rewarding venture. I also enjoy it, as I find my assistance needed at the plant when things get busy. Our oldest daughter, Barbara, is a freshman at Westminster College, New Wilmington, Pa. Susan, our 14 year old, is looking forward to summer and a horse of her own." *Ann Little Card* is trying to get used to an empty house and "biding my time until the golf season starts. Our oldest son, Dick 22, graduated from Syracuse University last June and has just started Army basic training preparatory to attending OCS in ordnance. He has been working with the Conn. Bank and Trust Co.

in Hartford. One twin, David 20, is an X-ray technician in Korea. The other, Bill, is married and is an Army office clerk at Fort Hood, Texas. They are living in Killeen. Our youngest, Tom 19, is a freshman at Union College in Barbourville, Ky." Anne and Walt were planning a brief vacation in the Bahamas.

Peter Bradford Kelley joined the *Barbara Barlow Kelley* clan 6/13/66, with three brothers and two sisters making it a full house. "Ken," writes Bobbie, "still travels extensively and right now is in South America through March. Elder daughter, Sue, is a freshman at Wheelock in Boston; No. 2 daughter, Sandy, a high school junior; David an 8th grader; Scott in 3rd and Brian in 2nd. I've cut back in my activities, just local blood bank, AAUW, bridge and PTA until Peter B. gets a little more self-sufficient." Bobbie had a reunion with *Eleanor Townsend Crowley* and her husband. They had just seen Ted and *Marjorie Alexander Harrison* at Andover, while spending parents' weekend at Abbott Academy with their daughter Anne. *Susan Marquis Ewing's* daughter Deborah Jane is a junior at CC. Susie is a senior in high school waiting for answers to college applications. Sue has been made an admissions aide for CC and is finding the work most interesting. *Catherine Wallerstein White's* family seems academically oriented. Her husband David is chairman of the journalism dept. at Boston University. "Son Steven (married and the father of two baby girls) is finishing his second year at Yale Medical School. Son Richard finishes Harvard this spring and is applying to law schools. Max is a high school junior. I have been working in a biochemistry laboratory for seven years. Lately I have been taking a course here and there, and should get a master's degree this summer." *Ethel Sproul Felts* has two daughters in college. Barbara is a senior at Earlham in Indiana and Janet is a freshman at Wilmington in Ohio. *Elizabeth Travis Sollenberger* writes from McLean, Va. that Gus has left the Navy and is hoping to remain in the Washington area. "Dick is definitely aiming for medical school. Rob graduated from Annapolis in June. Both boys are happy, and we are, to be near both of them this past year." *Jean Klingman Meyers* son Phil is at Choate and Beanie was planning a skiing visit with him and her daughter Pam, a freshman at Smith. The Meyers took the family to Europe last summer. From *Marion Drasher Berry*, "This year the Berrys have given up the commuter's life and settled down into a new (for us) old (1700) house in Portsmouth, N.H. Now that our only, and belated, son Tom has reached the hyperactive age of 5, I find that chasing, ferrying and entertaining him and his pals, as well as being paperhanger, painter and carpenter has brought outside activities to a minimum for a while. Had a junket back to CC last June with *Janet Giese Oyaas* to pick up her daughter Peggy, a junior there." *Alice Carey Weller* writes, "After four very satisfying years in Norfolk, George and I now have large, ugly, but lovable quarters on Governor's Island. Valerie 16 and Suzanne 14 attend high



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school in Manhattan and are fascinated by the activities available in the city. Steve and Karen and their college friends find this an exciting vacation haven. In fact all of us deeply appreciate this country village one mile from Wall St."

### 1945

CO-CORRESPONDENTS: Mrs. Walter Griffith (Betty Jane Gilpin), 8704 Hartsdale Ave., Bethesda, Md. 20034

Mrs. Norman Barlow (Natalie Bigelow), 20 Strawberry Hill, Natick, Mass. 01760

### 1946

CORRESPONDENT: Mrs. Sidney H. Burness (Joan Weissman), 280 Steele Road, West Hartford, Conn. 06117

From New England Mutual Life Insurance Company comes word that *Cynthia Terry White* has received the Chartered Life Underwriter designation. She is associated with the field audit department as a traveling cashier. *Rawle and Theodora Cogswell Deland* are raising a family of three teen-age boys and a girl, Do, 10. The private school bills are something but they managed to cover nine national parks on a family trip to the west coast. *Muriel Duenewald Levitt* is the medical statistician for Irvington House Institute, the rheumatic fever clinic for children at NYU, and has co-authored several medical publications. Son Jeff is doing very well in 7th grade at Riverdale Country School. On a glorious two-week vacation last fall, Art and *Gloria Frost Hecker* saw some of the world's best shows in Las Vegas, old friends and the thrilling sights of San Francisco, and were greeted in Hawaii in true Hawaiian style by Dick and *Ruth Buchanan Ryzow*. Come spring,

Left to right: Art and *Gloria Frost Hecker* '46 being greeted in Hawaii by Dick and *Ruth Buchanan Ryzow* '46.



*Dana Davies Magee* starts the college trek with Alison, their oldest and a junior at Kent Girls' School. Andy is 14 and a gung ho teenager. Dana and husband Curt are grateful that Melissa 10½ is still uncomplicated because two teenagers at one time are sufficient. They ski and summer in New England, their favorite locale, and wish they could live there permanently. Along with the usual social, civic and children's activities, Dana has thoroughly enjoyed art lessons for the past 18 months—her bona fide excuse for avoiding some of the dull "busy work" dreamed up by so many people. *Suzanne Levin Steinberg* is taking teaching courses at Univ. of Bridgeport and doing her practice teaching at the same time. Her field is history and what with extensive reading, writing papers, planning future lessons and correcting students' papers, she finds time for little else except the children and what must be done. Joan 17 is playing the college waiting game; Bill 15 is adjusting to life at a private boys' school; and Dan is 10. Last summer Sue and I were partners in our annual golf get-together and we each received a lovely trophy for winning low gross.

We have just learned that *Marie Helmsold Broderick* died in May 1963. Our profoundest sympathy to her family.

### 1947

CORRESPONDENT: Mrs. Philip Welti (Janet Pinks), 5309 North Brookwood Drive, Fort Wayne, Ind. 46805.

### 1948

CORRESPONDENT: Mrs. Peter F. Roland (Ashley Davidson), 7 Margaret Place, Lake Placid, N. Y. 12946

Lunch in NYC with *Joanne Ray*

*Inches* brought news of classmates she had talked with in connection with Alumnae annual giving. *Emily Estes Whalen's* interest in art continues with drawing for a school magazine. She was a volunteer in the New York public schools teaching art in Harlem. Emily also interviews older people for a shop called "Elder Craftsmen" and encourages them in their work. *Janice Lieberman Karter* is active in bringing current art into The Lenox School where her daughter is in 5th grade. She borrows 6-8 paintings from different galleries and hangs them in the entrance hall, changing the series every six weeks. Two years ago she arranged a successful and profitable trip to the Barnes Foundation. This year she is head of the art benefit which will have an opening at The Frank Rehn Gallery. *Janet Evans McBride* started back to college on a degree completion program at Mundelien in Chicago where she is a speech pathology major. She hopes to have her degree in another year and go on for her master's. *Mary Lou McCredie Apgar* returned to school last summer hoping to get into school social work. She is still enjoying "the chase" as Westfield, N.J. truant officer. Her children are active with swimming, hockey, and football while Irv enjoys bowling, golf and Toastmasters. *Sela Wadhams Barker* is on her first course of four to get a certificate in computer programming from the Univ. of Conn. continuing education program. She is the only housewife in a class of businessmen, factory foremen, and one girl already working with computers. Although she feels outclassed, she's glad she has a husband who can help with homework. Dick is teaching and doing research in engineering and applied science at Yale. A year ago they went to Stuttgart, W. Germany, when Dick was chairman of the International Conference on Magnetics. They travelled to Jena, E. Germany, with special visas, spending five days behind the Iron Curtain at another conference where the East Germans made them feel very welcome. After ten days in the Bavarian Alps, Austria and along the Rhine, Sela flew home from Frankfurt while Dick continued to Japan where he lectured for a week.

*Nancy Beam Harnett*, travelling by car last fall, enjoyed the countryside and smaller towns in Holland, Germany, Austria and Switzerland. Nancy became a step-grandmother in November. *Margaret Reynolds Rist* was royally entertained by *Barbara Gantz Gray* in November and by *Elizabeth Brainard Sandwick* '49 in Akron in February. She has been substitute teaching and took three children by various means of transportation across the country last summer to San Francisco where she was marooned by the air strike and saw *Nancy Morrow Nee*. Soon she will be interviewing Greenwich High School students for college scholarships. *Mary-Louise Flanagan Coffin* and John have built a new house on the Canterbury School campus where John teaches math and physics. Wee enjoys teaching 6th and 7th grade modern math. Chris is in 9th grade and Jed in 7th. Tim is at Seaside in Waterford, a



regional center for the retarded. Wee is enthusiastic about Connecticut's efforts to decentralize facilities for the retarded, making it easier for families to visit. *Helene Sulzer Guarnaccia* is teaching Spanish full time at the junior high level now. She got her MA a year ago at Fairfield University. Last summer she and Paul drove down the Pan American Highway as far as Acapulco with Peter 16 and Steven 13. An "experimenter" from Bogota, Colombia who lived with them for a month last spring is now at Dartmouth. Also teaching Spanish is *Carol Paradise Decker*. Last semester she taught two undergraduate courses at the Stamford branch of Univ. of Conn. where she was on the faculty with her husband. Now she is working for the Continuing Education Program teaching a conversation course to a group of lively, well-travelled women using material she has compiled herself. She is also in church and community projects, partly with Spanish-speaking people in the area. *Diana Upjohn Meier* has been teaching for 7 years and is now teaching 1st grade. Fred is a sales engineer for Foxboro. Ricky 14 is an active Boy Scout, budding actor, and French horn player. Mardi 13 is a Campfire girl and flutist. The whole family works on community plays in Monroe, Mich.

Besides keeping up with the children and family hobbies of skiing and sailing on their sloop, *Barbara Gantz Gray* and Dick are involved in town government. He is a town meeting member and she is on the Planning Board whose projects include sign control, flood plain zoning and historic districts. *Frances Norton Swift's* children are all in high school. She has just resigned as Madison, Conn. editor of a local weekly. She loved her job but needed a pause. Jack travels out of NYC and was caught in Nicaragua for a time in January. *Eleanor Penfield Spencer* lives in Williamstown, Mass. where her husband is chairman of the math department at Williams. Their children are Guilford III 14, William 12, Martha 9 and Elizabeth 6. Two years ago they spent a wonderful year in St. Thomas of the Virgin Islands while on sabbatical leave. Penny is active in PTA and LWV and spends her summers at their blueberry farm in Maine where they have a new "Blue-nose" sailboat. *Frances Farnsworth Westbrook*, besides the usual suburban chores, has started figure skating lessons for pleasure and to keep in shape. Daughter Terry is in 8th grade at Renbrook School. Georgie is in 5th grade and interested in athletics. George is happily back at the insurance business after a five-week hospital stay last fall. *Louise Gold Levitt* is busy with Tom 15, Jim 12 and Jean 7. She serves on the Planned Parenthood Board, Florence Crittenton Board, and that of the Kansas City Philharmonic. *Nancy Morrow Nee* and Tom bought a small house in San Francisco and have been repairing and redecorating. She is now a senior librarian in the literature department at the public library and is still co-hosting a weekly author interview radio program over the local NBC station. *Polly Amrein* will spend two more years

teaching in Northern Nigeria but will be in California in March for home leave. *Virginia Doyle Thurston* and Bill have built a modern home in a country apple town, Harvard, Mass., where they live with their four children: Christine 17, Janet 15, Mark 12 and Bob 8. All are active in scout and church activities. Ginny is interested in the garden club, of which she will be president next year and LWV where she is working to clean up the Nashua River. She is a co-leader of Cadette Girl Scouts, and works in Cub Scouts with son Bob. Bill has been made vice president of planning at General Radio. They all love skiing and swimming and have travelled a month each summer to show the children the USA.

*Eleanor Barber Malmfeldt's* family is in Seattle. Barb is a senior active as a nurse's aide. Kit is in 9th grade and busy with Girl Scouts, Service Club and bowling. In 5th grade, Carl is playing the clarinet and puts on plays, while Ellen is interested in ballet, tap dancing and Girl Scouts. Ellie has just given up serving as recreation director at the Convalescent Center. She continues to serve as teacher-aide at



**In August 1953 Marjorie Vosgian Feely '48** fell acutely ill of polio. From that time until the day she died she was dependent upon mechanized respiratory aids. By 1958 she was able to come home from the hospital to the "dream house" her husband Herbert had built for her in Westwood, N. J., a house equipped with a basement generator for use in the event of a power failure. She managed to write using a mouthstick to punch the keys of an electric typewriter, to paint holding the brush in her mouth.

She especially enjoyed having people around her, and never complained in their presence. She could speak only on the exhale of the respirator, which put her at a disadvantage in a lively discussion.

In spite of her disabilities Marge was essentially a happy person who lived joyously. Herbert explained by saying, "Even paralyzed and sick, she could find ways to bring joy to others and thus be happy herself."

an elementary school, spending time on playground duty and in the library. She also has a part-time assignment as an assistant in a branch library. *Margaret Milliken Tyson* is involved in all phases of the civil rights movement. She helped organize the Birmingham-Bloomfield Hills, Mich. Committee on

Open Occupancy which is now a 500-member group of which she is secretary. Next she became chairman of the Birmingham-Bloomfield area of the Greater Detroit Committee for Fair Housing Practices where she tried to get buyer and seller together by keeping a list of homes whose owners agreed to sell on an open basis. Many Negroes were shown homes but few bought. As she found a general distrust of the white community by the Negro, she is working on the more basic needs of the Negro to improve his self-image through rewriting textbooks to include contributions of Negroes to American history etc. This is leading her to the poverty area in Pontiac and neighborhood self-determination groups.

It is with sadness that I report the passing of *Marjorie Vosgian Feely* on Feb. 19 at Goldwater Memorial Hospital in New York City. The class extends its sympathy to her family.

The class extends sympathy to *Helen Crumrine Ebler* in the sudden death of her husband Allyn on May 25, 1966.

## 1949

CORRESPONDENT: Mrs. B. Milton Garfinkle (Sylvia Joffe), 22 Vista Drive, Great Neck, N. Y. 11021

## 1950

CO-CORRESPONDENTS: Mrs. Joseph Mersereau (Mary Bundy), 10635 Ashby Place, Fairfax, Virginia 22030  
Mrs. Richard T. Hall (Polly Hedlund), 34 Glen Avon Drive, Riverside, Conn. 06878

## 1951

CORRESPONDENT: Mrs. Robert F. Sullivan (Barbara Nash), 52 Arrowhead Way, Darien, Conn. 06820

## 1952

CORRESPONDENT: Mrs. Virgil Grace (Margaret Ohl), 201 West Lally St., Des Moines, Iowa 50315

MARRIED: Dene Laib Ulin to Robert C. Nathan.

BORN: to James and Jean Latner Palmer a fourth child, first son, Samuel, in April '66; to Richard and Janet Kellock Dowling a second daughter, Elizabeth Kellock, in October; to Norman and Mary Herbert Railsback a third child, second son, Steven Lee, on Nov. 15.

ADOPTED: by Virgil and Margaret Ohl Grace a daughter, Karen Eileen, born Oct. 31.

With the arrival of Samuel after three daughters, Jean Latner Palmer is well aware that boys ARE different. She continues her interior decorating business as well as the usual volunteer work. She eventually sees all her CC pals who get



## the even years report . . .

to San Francisco at one time or another. *Dene Laib Ulin Nathan* was a house guest recently in connection with her stimulating life of helping others find new art. As a fine arts consultant Dene travels around the country. In Kansas City one of her artists had a large exhibition at Halls. In Los Angeles it was an exhibition of another artist in her now growing "stable." On her way there she enjoyed a visit with Jean in San Francisco. Later Dene looked forward to a Palm Beach jaunt to see her mother's one-man show of paintings in the Norton Museum. Then Dene had to decide whether to represent HER. Dene's husband stays home and takes care of the poodle while she gallivants around the country. A sample flyer told of exhibitions in the windows of Bonwit Teller and Tiffany in NYC where she lives. In Bethesda, Md., little Steven keeps *Mary Herbert Railsback* and her already active family busier. Kathie 5½ is in kindergarten and takes ballet. Eric is 3 (enough said). Until this year Mary has enjoyed taking school children through the National Gallery of Art on painting and sculpture tours for grades 2 through 6. She, *Jane Hough McElligott* and *Barbara "B.J." West McLaine* were commiserating over the telephone about being so old and having such young offspring. A new daughter added to an eventful year for *Janet Kellock Dowling*. Susie 11½ is in 6th grade. Janet is working on a master's degree at Union Theological Seminary and doing free lance editing on the side. Her husband Dick has started his own investment banking firm. They enjoyed a trip to Switzerland and had the fun of seeing *Cordelia Ettl McComas* on the plane. Cordy is working for a professor at Haverford.

A letter to *Jean Hewitt Thomas* told of Dick and Susie skiing while Janet enjoyed the amenities. Jean's nomadic Coast Guard existence has slowed somewhat as she and Dick start their 5th year in the D.C. area. Dick, J.D. '59 (a sometimes lawyer) helped represent the USA at a London conference last June and Jean happily joined the international scene. She accompanied him again in January to Montreal where they were headquartered at the magnificent new Chateau Champlain. Dick and daughter Heather hold up the family scholastically, the former taking advanced German and beginning French at George Washington Univ., the latter attending a Montessori School. 2-year-old Andrew expresses their home life with, "Go Mommy Go." Jean talked recently with an enthusiastic *Marguerite "Pidge" Hoadley O'Connell* who lived to the full her Paris trip with her husband. Many old memories came back to *Alida van Bronkhorst Knox* in November when for the first time since college she revisited CC. She accompanied her husband Jack who gave a paper (to be published) to the Philosophy Club. Their time schedule kept her from touring the grounds much but she encountered pleasant shocks like carpeting and glamorous lighting in Fanning Hall. "Jack lost his heart to the place." He was impressed with the Philosophy Dept. and the interest in teach-

ing undergraduate students—a feeling more and more lost in their Long Island area. Alida and Jack spent last summer with her family in Glens Falls, N.Y., including three days a week in the new Skidmore campus library. Arriving back home in Hempstead, N.Y., Alida began a year teaching kindergarten which has been made extra difficult by the Commissioner's racial balance plan. Under the letterhead "John Meyer of Norwich, country inspired sportswear," *Arlene Hochman Meyer* writes, "John and I just celebrated our 14th anniversary and I must admit they have been 14 beautiful years. Seven were devoted to child bearing and intense commitment to local and national women's organizations with part time designing for John on the side, plus a little painting for soul nourishment. Then as the children went off to school and that 'country inspired sportswear' look caught on round the country, I found myself more and more involved in business. Now it's a full time proposition and it's always



'exam week.' I head our design department and am responsible for our advertisements. A personal pleasure for me was to see so many of the prospective freshmen photographed in CC News wearing our clothes. John and I travel a lot and get to Europe at least once a year (a fringe benefit of which is spending my non-working hours in all the museums). For relaxation we golf in the summer and ski in the winter. We hurry to our home in Vermont every Friday night with the children and everyone skis Stratton Mt." Robert 10 and Emily 6 attend school in Norwich. Elise 12½ is a 7th grader at the Williams School. The family attends concerts and lectures at CC. Hocky says, "It is just great and for those who haven't seen the new buildings, the addition to the museum or the plans for the Arts Center, let me say they are a source of joy and pride. Alumnae money is an important factor here." Besides seeing Europe, Hocky has traveled around the world and has visited in South America. While in Brazil in 1961, she and John spent some lovely days with *Margherita Gagliasso Beatty*.

After 7½ years in San Diego, *Janet Lindstrom Telian* and family found it difficult to leave the beaches, sailing, mountains and zoo to move to Saratoga last summer. During 1965 Milan worked in Los Angeles at the Ampex Computer Products Division, commuting home on weekends. A year ago he started working on a new product for Ampex in Redwood City, 40 minutes from the Telians' new home, a large two story house with lots of room for a family of five. Steve 11, loves living only a block from school so he can be there perpetually in the midst of a football game. Lynn 9, has girls all ages on all sides, so she is either with them or cooking up something yummy in the kitchen. Donnie 6, started kindergarten, a big event for both him and mother. After six years of French, Jan is taking Spanish with her two younger children at an AAUW sponsored class. Steve has Spanish as part of his 6th grade

curriculum. She is also a member of the AAUW gourmet group, is making draperies and refinishing furniture, and is teaching 1st grade Sunday School. *Sara Maschal Sullivan* lives a few blocks away and read about the Telians' arrival in the local newspaper. *Nancy Laidley Nelson* managed a scientific conference for a research doctor in Aspen, Colo. in September. It took four months to plan. In October she and her husband Bill went to Tokyo to the International Cancer Congress, and then on around the world. Now Nancy is working as an office manager in the Division of Lab. Medicine at the Medical School. She loves her work and in her spare time there are always four children to manage. Skiing near their Denver home has been marvelous this year. Jud and *Jane Espy Speer* and their three children 11, 8, 4, live in Rochester, N.Y. where Jud is in practice in pediatrics. *Carolyn Fried Cohn* in Youngstown, Ohio, was delighted with a visit from Jon and *Roberta Katz Duker* from Pittsburgh—their first reunion in 7 years. Carolyn followed her responsibility as president of PTA with becoming president of the Council of Jewish Women. Steven 11½ and Brian 9 help keep things lively for Stan and her. *Barbara "Sis" Gueinzins Gridley* and family spent a lovely summer in Norfolk, Conn., in a "heavenly barn" redone a number of years ago. Kate 10 is at Brearley School and Billy 8 at St. Bernard's, both in NYC where the Gridleys live. Sis has traveled with her husband Bill to banking conventions and was looking forward to seeing *Jean Lattner Palmer* in San Francisco. While in O'Hare airport in Chicago she enjoyed chatting with *Fairfield Frank Dubois* but she missed visiting with *Jane Law Koessel* in Minneapolis because of the airplane strike. In Fairfield, Conn., *Sara Klein Klein* has made the move from substitute to full time teacher of English, speech and drama at Trumbull High School. She, Andy and their three children have been looking forward to their April move to a larger home. Last summer Sara spent several weeks in Santa Monica, Calif. recovering from a bad bout with pneumonia. After some very difficult years, *Francine Lapointe Buchanan* is thankful for her health and the well-being of her four children. With the months spent in mental hospitals and her divorce behind her, she is looking forward to a new life. She still lives at her Darien, Conn. address.

*Esther Hammaker Gray* has moved from New Mexico to Hampton, Va., where Campbell is stationed at Langley Air Force Base. They have bought their first house, a thrilling experience following rentals and government quarters. In December Campbell returned from a year in Vietnam where he flew F-4C Phantom Jets. War 3 keeps his parents hopping. In Sewickley, Penna., *Rachel Kilbourne Gould* and family continue to live near the school all six children attend. Last summer she and her husband took three of the children to Jackson, Wyo., where they stayed at a ranch at the base of the Grand Teton Mountains. At Mardi Gras time, Rachel and Locky spent five hectic days in New



Orleans. Otherwise her activities center around home and family. *Leila Larsen Klein's* children are Lisa 11 and Michael 8. Lee is enrolled in the Sarah Lawrence-N.Y.U. graduate teachers program for a master's degree in education. In addition she does volunteer work at school. The family lives in Harrison, N.Y. and had fun skiing together this winter. *Joan "Rusty" Katz Easton* has two children, Buffy 10 and Tom 8. Rusty has begun a job as assistant to the head mistress of a small private elementary school for emotionally disturbed children. She has worked closely with the children and has done some teaching. Rusty finds life in NYC full and exciting. The family summers in Wainscott, L.I. Having moved to Edina, Minn., Edward and *Catherine Kirch Dietrich* were fast becoming "Minnesotans." Then came the 75 inches of snow this winter, and after shoveling the driveway for the 20th time, they are beginning to long for warmer climes. Ned is working part time on a master's degree. Catherine is in her 6th year as a Girl Scout leader and has agreed to take the troop next year. Then she thinks she'll be ready for some other amusement. She corrects themes for a high school English teacher and listens ALL DAY LONG to her son Fritz 3. In the summer the family occasionally goes to Lake-of-the-Woods where Catherine's father has a houseboat. In November *Elinor Haider Soja* moved to Parkersburg, W.Va. Her husband Eugene is heading a new department with Marbon Chemical Co. The family bought a large stone house built in 1880 and reminiscent of *Please Don't Eat the Daisies*. They are still hoping to find a secret passage or cupboard. Elinor is treasurer of the Marietta, Ohio, Audubon Club and she and Eugene are in a duplicate bridge club. In February she spent a weekend with *Caroline Gibson Nugent* in Fairborn, Ohio, hardly enough time to catch up on the 11 years since they had last seen each other. Caroline's husband is in Vietnam.

Kaye (Bud) and *Annette Kunstler Frank* live in Detroit with their daughters Stephanie 16 and Lisa 13. Both girls attend Kingswood School Cranbrook where Annette is the 7th grade representative on the Parents Representative Council. Her activities since college have included mostly charitable endeavors, except for one year when she did some modeling. Lately her interests have centered around the Detroit Institute of Art, painting, drawing, sculpting and studying French (her CC major). She and Bud have a large collection of 18th century French furniture as well as a small collection of American contemporary art. They spend a fair amount of time traveling both in this country and Europe. Two years ago they spent five weeks in Europe with her daughters. Annette's other main interest, besides running a rather sizeable home, is working for the Women's Division of the Allied Jewish Campaign, an organization which locally supports worthwhile causes and internationally supports the state of Israel. This winter Annette saw *Elizabeth Blau-stein Roswell's* mother in NYC where Betty was singing with a choral group at

Carnegie Hall. Your class correspondent's life changed radically but joyously with the arrival of our little girl the day before Thanksgiving. Another change occurred the first of the year when Virgil became the pastor of an additional church. He now serves both the Fort Des Moines (city) and Scotch Ridge (country) Presbyterian congregations. I have resigned my part time social work position with a settlement house and my Jr. League membership to devote myself more to being a homemaker. I continue to do a little volunteer social work and am an active member of the church, including some local and state responsibilities. And, of course, I serve as your correspondent.

## 1953

CO-CORRESPONDENTS: Mrs. Bruce Barker (Jane Graham), 179 Lincoln Ave., Amherst, Mass. 01002

Mrs. Peter Pierce (Aleeta Engelbert), 4804 Sunnyside Road, Minneapolis, Minnesota 55424

## 1954

CO-CORRESPONDENTS: Mrs. Thomas D. Kent (Ann Matthews), 81 Woodland Avenue, Summit, N. J. 07901

Mrs. David M. Reed (Carolyn Chapple), 3708 Cleveland Place, Metairie, La. 70003

BORN: to Orlin and *Constance Demarest Wry* a second child, first son, Orlin Vincent Jr., on Jan. 16; to Ted and *Martha Flickinger Schroeder* a third child, second daughter, Hope, in September.

*Carolyn Chapple Reed* is moving back to Philadelphia where David will be in the department of psychiatry in the Univ. of Pennsylvania Medical School. When Tom and *Ann Matthews Kent* flew to Bermuda last fall for a tennis tournament, they had a reunion 25,000 feet up over the Atlantic with Dick and *Jean Briggs Quandt* who were on their way to a family reunion. The next day Ann bumped into Dan and *Elizabeth Cleveland Lackey* on Front St. in Hamilton. The Lackeys live in Irvington, N.Y. where Esu lives the normal busy suburban life. On Bermuda's tennis courts was *Ernesta Quick Hanley*, whose tennis prowess got her to the semi-finals of the Ladies Doubles. Ernie and Bob live out on Long Island and raise Labrador retrievers. *Dona McIntosh Buchan* writes from Englewood, Colo. that she and Peter see a lot of Carolyn Diefendorf Smith '55 and Preston. *Cynthia Fenning Rehm*, Jack and their four children are presently in Cherry Hill, N. J. while Jack works in Philadelphia. Cindy reports that *Mary Lee Matheson Larsen* has gone back into interior decorating in Washington, D.C. One of her accomplishments is the Jr. League headquarters in Washington. Cindy had a visit recently with *Ann Dygert Brady*. *Beatrice Brittain Braden's* husband Bill's book, *The Private Sea*; *LSD and the Search for God*, has recently been published. He is a reporter for the Chicago Sun-Times. Bea writes, "We are a bit awed by the wonderful reception such an 'egg head' book is receiving" and describes the old house they had bought in Dundee, Ill., "lots of work remodeling and re-

decorating as the only thing it had going for it was lots of charm and indoor plumbing." A chat with *Deborah Phillips Haviland* brought news that *Carol Gardner-Ertman* has moved into a Victorian type home in Hingham, Mass. just two doors away from *Constance Meehan Chapin*. *Joan Silverherz Brundage* saw *Barbara Garlick Boyle* and *Connie Demarest Wry* at a Christmas gathering of the Essex County area alumnae group. *Renee Rapaport Trustman's* husband Alan has made a movie for United Artists.

*Susan Shaeffer Gould* is the business manager of a new monthly magazine, *The Bay Leaf*, designed primarily for schools to acquaint children with the fascination of the San Francisco Bay area. Sue, who has a master's degree in history from Tufts Univ., has "the pleasant job of checking out the recommended excursions" listed in each issue. *Nancy Blau Laiser* is secretary of the board of the Youth Employment Service (YES), in Millburn, N.J. *Judith Haviland Chase* is in charge of the Headstart program in Easton, Penna. *Joan Aldrich Zell* and her two boys, 3 and 5, visited overnight with *Jan King Evans* in Washington, D.C. and they were joined for lunch by *Norma Hamady Richards*. *Shirley J. Daniel* has been in show business for nine years, dancing and singing. She is currently in *Hello Dolly* in Chicago. *Carol Connor Ferris*, Tom and their three children are in Oxford, England until next fall when they will return to Yale. She writes, "Tom is teaching and doing research at the University. Oxford University is a fantastic place; the Bodleian Library is devouring our time." *Lasca Huse Lilly* moved to London with Richard and their two children last July. "Unlike NYC we have lots of room and lots of help, plus our own large garden which opens into a park." *Nena Cunningham Dahling* and Bill combined business and pleasure on a trip to Mexico City and Acapulco. *Ann Olstein Berson* who organizes and directs our Annual Alumnae Giving has sent the following list of '54 gals who serve her as agents: *Bea Brittain Braden*, *Constance Cichowitz Beaudry*, *Helene Kesterman Handelman*, *Lois Keating*, *Sybil Rex Addison*, *M'Lee Catledge Sampson*, *Nancy Powell Beaver*, *Cynthia Fenning Rehm*, *Ann Matthews Kent*, *Barbara Rice Kashanski*, *Ellen Sadowsky Hertzmark*, *Gretchen Taylor Kingman*, *Dianne Robinson Leventhal*, and *Ann Olstein Berson*. *Connie Demarest Wry*, *Barbara Garlick Boyle* and *Ann Matthews Kent* had the privilege of watching Mr. Charles Chu, assistant professor of Chinese at Connecticut, demonstrate traditional brush painting at the joint meeting of the Central New Jersey and Essex County alumnae groups.

It is with regret that we report the death of Charles Edward Gorvine, the son of William and *Enid Sivigny Gorvine* in December 1966.

## 1955

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



## 1956

CO-CORRESPONDENTS: Mrs. D. Graham McCabe (Jacqueline Jenks), 879 Rivard Blvd., Grosse Pointe, Mich. 48230

Mrs. Norris W. Ford (Eleanor Erickson), 4 Buckboard Ridge, Wilton, Conn. 06897

MARRIED: Heidi Schweizer to Robert C. Ely on Aug. 13.

BORN: to Bob and Helen Cary Whitney a third child, second son, David John, on Sept. 1; to Bill and Janet Heim Head a third child, second daughter, Elizabeth Gardner, on Aug. 22; to Dan and Adele Olmstead Sullivan a daughter, Andrea Joan, on Oct. 23; to Jay and Suzanne Rosenbirsch Oppenheimer a third child, second son, Joshua, on Jan. 16; to Charlie and Ann Robertson Thompson a son, Mark Maxwell, on Sept. 8; to Dick and Mary Roth Benioff a fourth child, first daughter, Sarah Catherine, on Sept. 20; to Bob and Janet Torpey Sullivan a son, Lawrence Robert, on Mar. 21, '66.

Gale Anthony Clifford, midst the adventures of her three boys, is doing charcoal portraits of friends' children. Nellie Beetham Stark, as a research associate with the Desert Research Institute of the Univ. of Nevada, is developing a new device to measure the rate of transpiration of shrubs and trees. Nellie's recent achievements include a book on highway planting, teaching ecology to gifted students in summer school, and being nominated as a candidate for Outstanding Young Women of America.

Marilyn Dunn Mapes and family moved to Rockville, Md. where Ted works for Tracor, Inc. Sally Eustis Gerken and family moved to a new home in Seattle, Wash. where Ted is branch chief of civil engineering at the district office. Judy Gregory Bowes and family moved to Washington, D.C. where Dave is a correspondent for the St. Louis Post Dispatch. Janet Heim Head moved to Ventura, Calif. and enjoyed the L.A. alumnae reception and dinner for Pres. and Mrs. Shain. Also present were Esther Pickard Wachtell and Ann Lewis Warinner. Elise Hofheimer Wright was elected to the board of trustees of the Valentine Museum. Peggy Mark Heller is financial secretary of Theresa Grotta Center for Restorative Services and serves on the boards of the PTA, Easter seals, United Nations Ass'n, N.J. Ass'n for Brain-injured Children. Peggy and her family recently took a trip to Curacao and Aruba. Joan Mikkelsen Etzel is now living in Pound Ridge, N.Y. Al started his own business as business consultant in Northern Westchester. Jean Pentz Leonard asks that all '56ers mark our reunion in 1968 on our calendars now. Jean lives in Brookfield, Conn. where Walter is manager in Fairfield and Stamford with Hertz-Truck Leasing Division. Martha Kobr Lewis, Ed and her three daughters are in San Juan, Puerto Rico, where Martha writes, "we are comfortable due mainly to three air conditioners working 24 hour shifts. The beaches are beautiful and the island is so green due to frequent rain. Old San Juan is a seamstress' paradise with fabric shops lining

the streets." Cynthia Korper Porter and son John 5 will remain in Ames, Iowa, next year when Jack leaves for Vietnam after completing his master's degree in September. Marcia Mills is now working at the Nat'l Institute of Arthritis and Metabolic Diseases, one of nine institutes at Bethesda, Md. Dick and Judy Reycroft Larson are in Ft. Devens, Mass. where Dick is completing his army obligation. Dick returned in March from a year's tour in Vietnam as a surgeon to be greeted by a new daughter, Susan, born last August and son Geoff 3. Mary Roth Benioff visited the college recently for a finance committee meeting.

Heidi Schweizer Ely is living in Anchorage, Alaska, where Bob is a lawyer. Heidi and Bob met in Washington, D.C. when Bob was special counsel for Sen. E. L. Bartlett (D. Alaska). Joyce Schlacht Scher recently did a science project on electricity, batteries and light, in which the nursery school children acted out the parts of electrons on a chalk drawn circuit. With just three weeks notice, Mary Ann Hinsch Shaffer and her two boys went to Caracas, Venezuela to visit her sister. She writes, "After a week, I brought her two boys back to Cincinnati to visit their cousins for five weeks. Fun, but frantic." Victoria Sherman May and sons Ron 7, Steven 5 and Robert 2 moved to Alliance, Ohio, where Dick is executive director of the YMCA. Betty Ann Smith Tylaska was a substitute industrial arts teacher in junior high but is now retired until both boys are in elementary school. Tom and Nancy Teese Arnott enjoyed a fabulous week of skiing at Stowe. Nan attended Alumnae Council and is busy with Republican politics, Great Books, and guiding at Winterthur Museum. This past fall Sally Whittemore Elliot started a cooperative nursery school which her sons attend. Marsden Williams Gresham completed a MFA in 1966 and is teaching sculpture to adults and drawing and painting to children part-time. Bud and Eleanor Erickson Ford, Laura 6 and Eric 4 have moved to Wilton, Conn. Bud was transferred to the White Plains AT & T offices where he is information department supervisor. "Our move was aided by two CCers, our realtor, Betty Morton '29 and Prudence Murphy Parris who served us dinner on moving day. It's great to be back home again."

## 1957

CO-CORRESPONDENTS: Mrs. Edmund A. LeFevre (Nancy Keith), 13 Vining Lane, Wilmington, Del. 19807

Mrs. Richard W. Purdy (Nancy Stevens), 260 Glen Road, Weston, Mass. 02193

## 1958

CO-CORRESPONDENTS: Mrs. Edson Beckwith (Jane Houseman), 215 West 92nd St., New York, N. Y. 10025

Mrs. Richard D. Parke (Carol Reeves), 309 West 104th St., Apt. 4-C, New York, N. Y. 10025

BORN: to Ward and Gretchen Diefendorf Smith a second daughter, Meredith Ward, on Oct. 2; to William and Ann McCoy

Morrison a second child, first son, James Reid, on Nov. 27; to Ted and Jane Houseman Beckwith a third child, second son, Andrew McLaren, on Dec. 26; to Bob and Blanche Steger Ellis a third son, Edward Keating on May 25, '66; and to our foreign student-classmate Makrina Kasnaki Koutalides and her husband Andrew a daughter, Olga Eftihia (Happy), on July 12.

ADOPTED: by Jewell and Cassandra Clark Westerman a daughter, Amy Elizabeth, born on Oct. 26.

Our peripatetic Nancy Dorian writes of a trip to L.A. for a linguistics institute which she coupled with a visit to M. J. Driggs Pacholczyk and family in Tucson.

Nancy has been teaching a graduate course in linguistics at the Univ. of Penna. along with her regular courses in German and linguistics at Bryn Mawr.

"It's a 4/3rds time job this year . . . Will be on leave next year, teaching linguistics (in German) at the Univ. of Kiel in N. Germany, and doing more fieldwork on Gaelic dialects in the Scottish highlands during summers '67 and '68, and during the generous German university vacations." Katrina Van Tassel Anderson's husband Max has completed his doctorate at Arizona State and begun work on computer research with Autonetics. Bannie Steger Ellis reports a family addition, a house in Hopewell, N.J., and a husband with a new job. Bob is now a commuter, the Regional Sales Manager, International Division, for John Wiley & Sons, in NYC. Clara Carr, writing from Washington, says that "being on the move with A.I.D. just doesn't let anyone stay in one place . . . I expect to be in D.C. one more year and then hope to go to Latin America." Audrey Bateman Georges is among those hoping to schedule reunion into her family vacation plans and schedules. B. L. Jenks Harris says, "It's people like us who create havoc . . . have moved 16 times in 8½ years. We are now enjoying Virginia while Bob helps build the submarine RAY." The three Harris boys are now 7, 5 and 3. Jane Maurey Sargent tells of an ankle broken skiing on a Swiss holiday in the winter of '66 but announces that ten months later she was back on skis, after two operations and three months in bed. Bob has been transferred from Antwerp to Saigon for 20 months, so Jane, Robby 6 and Ann 4 are near Washington, D.C. for now. One consolation has been finding old friends to visit, including Elaine Wolf Stein and Kathryn Gregory Hoare. Kathy and her family have moved from Illinois to Syracuse, N.Y. where Bruce is with GE. Betsy is 6 and Andrew 3.

Other restless souls include Simone Lasky Liebling, back in Connecticut after eight years in the south, with Wendy 7, Suzy 4½ and Pam, just a year old; our class treasurer, Helen Melrose Sims, in Vernon, Conn., where "I'm enjoying a year of no outside activities while I can . . ."; and Susan Miller Lowenstein, who reports two "moves"—the first a vacation in Jamaica, the second a new home in Riverside, Conn. Sally Lewis



Horner regrets she won't make reunion, as Mike is finishing his MBA at Wharton, and they will probably be in the middle of a move. *Ann McCoy Morrison* reports not only their addition to the family, but Jr. League work and indoor tennis. Sara 2½ has been in a play group, "a boon to all 2's and their mothers." The *Doebblers* (*Marie Iselin*) live a frog-hop from Lake Pattagansett's lily pads. Joe has his master's degree and is working in oceanography at the Sound Lab in New London, the same place that Mary Rita Powers '42 wrote about in the March *Alumnae News*. Marie's life is filled with Carl, Sarah and Jonathan, CC alumnae and church activities, and a co-op nursery school. Your correspondent (C.R.P.) finds working plus wife and motherhood strenuous but delightful. I am a full-time librarian with the N.Y. Public Library, working in a branch close to home, having received an MS in Library Service from Columbia in 1966. Strong arches, a blind eye toward the condition of our apartment and an understanding spouse all help, though I sometimes wish there were a couple of extra hours in each day. *Susan Hirth* and *Rae Lunnie* ended 1966 skiing in Vermont. Sue fractured her foot—on the last day—but it didn't prevent her from previewing EXPO '67 in Montreal—in a blizzard—nor from visiting the Pentagon a week later—in a snowstorm—for another DIGEST assignment. *Lynn Jenkins Brown* has had a two man show at the Bristol Museum with a sculptor from the R.I. School of Design, and is now "hung" in a gallery in Worcester. On the domestic front, Geoff and Binky are in pre-primary and nursery school. Eric is now Freshman Dean at Brown, "we're up to our ears in freshmen and their stomachs (spaghetti, spaghetti, spaghetti!)" *Barbara Kalik Gelfond* reports the twins, Helaine and Ellen in 1st grade, and 2-year-old Patricia at home. She saw *Philippa Iorio Bilotti* recently. Phil herself writes that home, husband, garden and child keep her occupied, adding that she is looking forward to reunion this year. In Cambridge, *Suzanne Kent* is working on an MA in French, hoping to teach in the fall, but says, "My main love is the violin. I give small concerts now and then around Cambridge. Just got a new violin which is superbly beautiful and a joy to play."

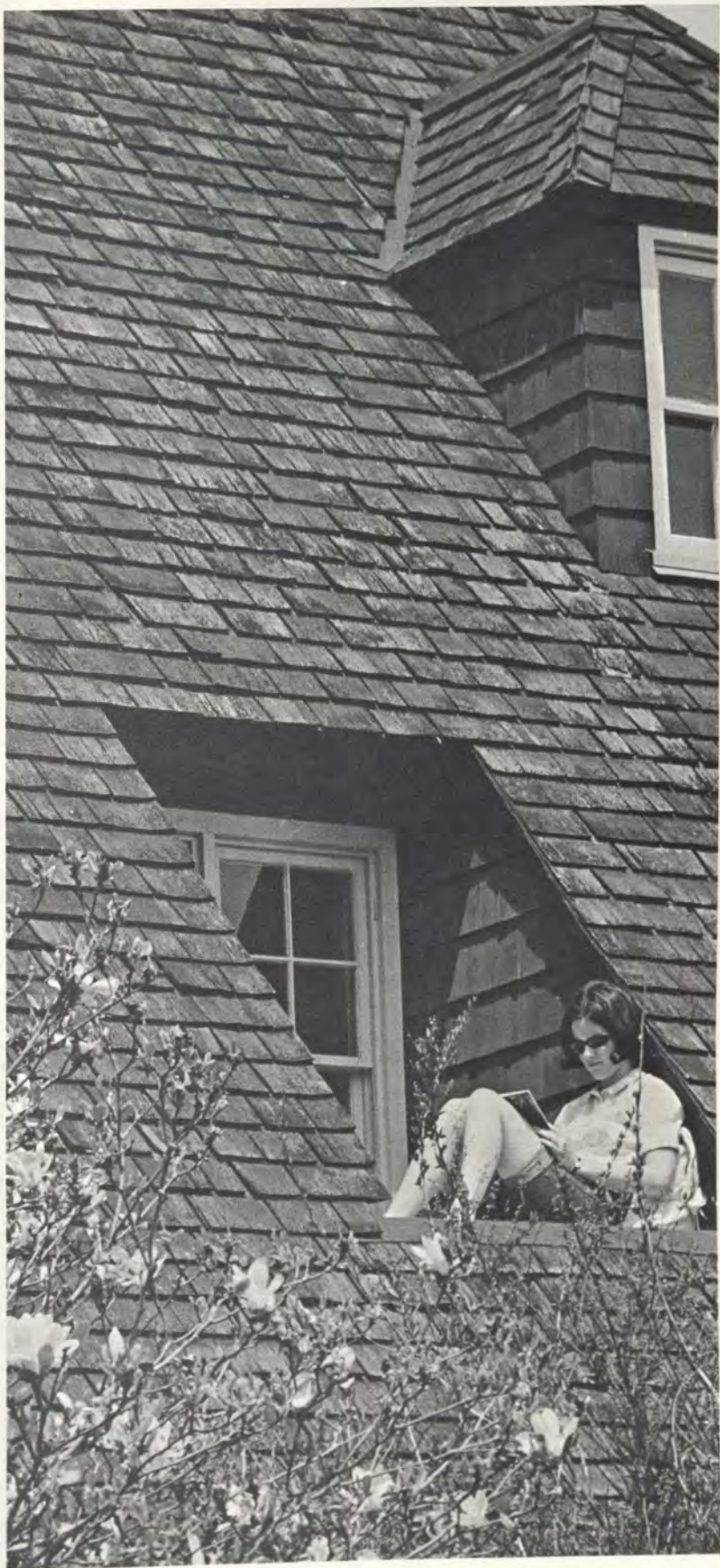
Your class correspondents will both "retire" with this issue of the class notes and at reunion our class will elect new correspondents. We will miss hearing from many of you via visit and post card, but look forward to fresh enthusiasm and a new point of view in the notes.

## 1959

CO-CORRESPONDENTS: Mrs. Robert N. Thompson (Joan Peterson), 3483 Woodside Lane, San Jose, Calif. 95121

Mrs. Nathan W. Oakes Jr. (Carolyn Keefe), 3267 Ingleside Road, Shaker Heights, Ohio. 44122

BORN: to Charles and *Gail Glidden Goodell* a daughter, Cary Elizabeth, on Nov. 20; to Owen and *Margaret Wellford Tabor* a third child, first son, Owen Britt Jr., on Feb. 22; to Robert and *Anne Rod-*





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man Jacobs a third child, first daughter, Karen Rodman, on May 6, '66.

ADOPTED: by Charles and *Juliane Solms-sen Steedman* a daughter, Sarah Fiske, in December.

### 1960

CORRESPONDENT: Mrs. W. Jerome Kier-nan (Maureen Mehls), 170 Garvin Road, Mt. Carmel, Conn. 06518

MARRIED: *Emily Sue Montgomery* to John D. Lynch on Dec. 2 in Branford College Chapel at Yale; *Elizabeth A. Newman* to Joseph Warren Young III on Sept. 3; *June Salamy* to Henry Krisch on Oct. 8.

BORN: to Jack and *Mary Kurtz Baynum* a second son, Timothy Hugh, on Nov. 12; to Bob and *Mary Hope Missimer McQuiston* a daughter, Mary Hope, on Nov. 23, '65; to Dick and *Patricia Wertheim Abrams* a second son, Douglas Mark, on Jan. 12; to Elihu and *Jane Silverstein Root* a third child, first daughter, Irene Elizabeth, on Dec. 6; to Keith and *Nancy Bald Ripley* a third son, on Dec. 20; to Charles and *Gail Fiore Davenport* a son, Lane John, on Aug. 3, '65 and a second son, Forrest Edwards, on Aug. 22, '66; to James and *Bayla Solomon Weisbart*, a second daughter, Catherine Merle, on Feb. 17, 1967.

John and *Sue Montgomery Lynch*, after a honeymoon in Antigua, BWI, are now living in NYC where John, a Harvard graduate with an MA from NYU, is with an investment firm. Joe and *Betsy Newman Young* are presently in Syracuse; Joe in the life and health insurance field and Betsy a psychiatric social worker in a day care psychiatric clinic. She received her MS last June from Simmons College of Social Work. Elihu and *Jane Silverstein Root* moved back East to Yorktown, Va. for two years. Eli is serving in the Army at Ft. Eustis. When the "hitch" is up, they plan to return to Houston where Eli will continue practicing internal medicine. Their sons are now 2 and 4. Danny keeps Jane and the new baby company at home while Teddy attends nursery school. Myron and *Mary Sherwood Johnson* are proud tax-paying home owners in Barrington, R.I. where Myron is a pediatrician. Winnie is taking part in a reading group twice a month—"reading all those books I never got around to in college." Henry and *June Salamy Krisch* reside in NYC. Henry teaches part-time at Columbia and is writing his dissertation in the field of Soviet studies. June received her MA in June 1962 and has been teaching social studies at Charles Evans Hughes H.S. in Manhattan where she is also the college advisor. "Hughes is one of the schools that sends its girls to Connecticut for the summer program in the humanities, a most worthwhile program." Henry and June often see George and *Susan Herbst Ehrenhaft* who live in Katonah, N.Y. and have a young son David. Bob and *Katherine Polsky Sexton* are now living in Rhode Island with a new baby girl.

David and *Karen Widder Levett* have moved to Stamford, Conn. where Dave has joined a law firm. *Mary Hope Missimer McQuiston* spent four years teaching

world cultures (African and Asian history) at a high school in Bewyn, Pa. after receiving her MAT at Tufts in 1961. In June of 1962 she married Bob, a graduate of Harvard Law School, who is with the Philadelphia firm of Ballard, Spahr, Andres and Ingersoll. Missy is secretary of the CC Club of Philadelphia and recently served as the student admissions aide for CC in the area. Art and *E. Diane Endres Spring* now have four children: Arthur, twins Sara and Amy, and Matthew. Diane and *Georgiana Silverthorne Wardle* are in the real estate business. John and *Robin Schaw Hardiman* have been living in Paris for the past four years, and just recently were transferred to Belgium, where John is with the International Division of Ford Motor Co. They have two children, Mark 4 and Jennifer 2, who speak both French and English fluently. Robin has played hostess to several CC friends who've managed to get across the blue Atlantic: Sid and *Maxine Rabin Kabin* and Peter and *Jody Silverthorne Wardle* have been there on skiing vacations and have held "reunions with the Hardimans." Since leaving CC after sophomore year to marry Sid, Maxine has managed to earn her BA and MA and have three children: Jeffrey 8, Robin 6 and Steve 2. Sid works in New York for Lehman Bros., a brokerage firm. Maxine has been doing volunteer work at one of the NYC hospitals. Chet and *Martha Simonson Lieb* are well established at the Univ. of Texas in Austin where Chet is a member of the philosophy dept. He was on campus the day the "mad sniper Whitman" shot people from the bell tower but fortunately was in a building. Besides being mother to Michael 5, Mart is trying her hand at writing, primarily short stories. *Jill Reale Mervin* was in charge of the benefit performance of *A Man for All Seasons* given by the NYC Conn. College Club in February. She and Bob entertained Pres. and Mrs. Shain at a dinner before the performance; Dick and *Pat Wertheim Abrams* and Joe and *Joan Wertheim Carris* were among the guests. Representing our class at Alumnae Council weekend in March were *Eleanor (Tommie) Saunders*, *Pat Wertheim Abrams*, *Joan Wertheim Carris*, and *Judith Van Law Loucks*, who will be the admissions aide for CC in the Philadelphia area, taking Missy's place. More plans were made at that time for reunion in June. *Marilyn Hinkes*, after two years in Guatemala with the Peace Corps, is now a graduate student at CC in zoology and also a housefellow in Blackstone. *Tommie met Anne Stilson Alvord* on campus recently when Ann was interviewing seniors for teaching positions in the Glastonbury, Conn. school system, where Anne works for the Board of Education.

The sympathy of the class is extended to the family of *Inga-Gun Bjaler*, foreign student who studied with our class. Inga had just completed her degree of FIL. MAG. at the Univ. of Lund in English, Spanish and philosophy, and was on her way to a vacation in Spain when she was killed in an automobile accident in southern France.

### 1961

CORRESPONDENT: Mrs. James F. Jung (Barbara Frick), 268 Bentleyville Rd., Chagrin Falls, Ohio 44022

BORN: to Donald and *Jeannette Smith Sarstedt* a daughter, Gretchen Christine, on Jan. 21.

*Lee White Graham* did some junior high substitute teaching this fall and found the experience enjoyable. She is now taking piano lessons and continues as treasurer of the CC Club of Hartford. *Barbara Negri* has a new job as the "second person in a two person office" with an investment banking firm. It is quite a challenge doing everything from meeting with Wall St. financiers to filing. Barb is still open to nominations to be presented at reunion. If you would be interested in a certain job, let her know this too. We hope you are all planning to attend reunion: husbands are welcome. Don't miss this wonderful opportunity to renew old friendships and see our changing campus.

### 1962

CO-CORRESPONDENTS: Mrs. E. Benjamin Loring (Ann Morris), 27 Old Meadow Plains Road, Simsbury, Conn. 06070 Mrs. Charles E. Wolff II (Barbara A. Mac-Master), 25 Constantine Place, Summit, New Jersey 07901

MARRIED: *Alice Dawn* to Jan Robert Polatschek on Oct. 9; *Sue Feldman* to Peter Cohen on Jan. 28; *Susan Hall* to John Beard Jr. on Aug. 13; *Anne Kimball* to Harold Alan Davis on Dec. 29; *Sandra Loving* to Ronald J. Linder on June 12; *Ann Pope* to Christopher D. Stone on July 26, 1962; *Elizabeth Richards* to David Mundel in August.

BORN: to Richard and *Leila Edgerton Trismen* a daughter, Amanda Edgerton, on Sept. 30; to Arial and *Tamsen Evans George* a daughter, Dorinda, on Nov. 30; to Raymond and *Joyce Heal Payer* a son, Raymond Briggs, on Dec. 20; to Francis and *Patricia Ingala Scalzi* a daughter, Gina Francesca, on June 30; to Robert and *Nancy Blake Paul* a son, Stephen Robert, on Nov. 16; to Michael and *Paula Berry Langsam* a son, Russell Perrin, on June 27; to Joseph and *Emily Haugen Talbert* a son, Stephen Harrison, on Dec. 22; to Donald and *Elise Irving Tucker* a daughter, Rebecca Joslyn, on Oct. 4; to Paul and *Carolyn Phillips Brown* a second child, first daughter, Katherine, on Oct. 8; to Keith and *Sally Scott Aldrich* a son, Scott Standish, on Oct. 29; to Michael and *Doris Ward Lawson* a daughter, Molly, on Nov. 29; to John and *Solveig Weiland Stetson* a son, John B. Stetson V, on Nov. 12; to Joseph and *Barbara Weinberg Cohen* a son, Jarrod Michael, on Jan. 25.

*Marjory Genat Gottlieb* is a systems programmer for Washington Univ. Computer Center in Missouri. Her husband Jeffrey is an intern at Barnes Hospital in St. Louis. Peter and *Constance Kaufman Dickinson* are situated in NYC where Peter is working for a publisher of scientific textbooks and Connie is teaching in a pilot-project school for emotionally disturbed, delinquent teen-age boys. Dwight and



Barbara Hockman Baldwin are at Miami Univ. where Dwight is assistant professor in geology. Patricia Ingala Scalzi is enjoying her new house in Hudson, Ohio. This fall Judith Karr vacationed at a dude ranch in Tucson, Ariz. before returning to work at the Smithsonian Astrophysical Observatory as a personnel assistant. Alice Dawn Polatschek is teaching French at Adelphi Academy in Brooklyn, N.Y. She received her master's degree in French from Teachers College, Columbia Univ. Sue Feldman Cohen is working for Vitro Electronics at Goddard Space Center while husband Peter is a doctoral candidate at Univ. of Maryland. Joan Addison Flom is attending Brooklyn College as a history major. Robert and Nancy Blake Paul have bought a new home in Lake Bluff, Ill. Recently Bob was made manager of Arthur Anderson Co., an accounting firm. John and Susan Hall Beard are living in a house forty minutes from the center of Tokyo, Japan. John is working as an assistant to the general manager of the Far East division of Time-Life International. Sue has been "attacking the language with a vengeance—eight hours a week," teaching in a nearby high school and recording English tapes to be used in public schools in conjunction with a grammar book. They recently spent a week skiing in the Japan Alps. Joe and Emily Haugen Talbert will be leaving Hawaii soon for Montgomery, Ala. where Joe will attend the Air Force Staff and Command College.

Anne Kimball Davis is working on a master's degree and teaching at the Bishop's School in La Jolla, Calif. Her husband Harold is a graduate student in physics at the Univ. of Calif. After a honeymoon in Hawaii, Ron and Sandy Loving Linder returned to San Francisco where Ron is an attorney and CPA with the tax department of an accounting firm. Sandy keeps busy with her job as English department head at Sarah Dix Hamlin School. Incidentally, it was Linda Lear who toured Greece and England with Sandy in 1965. Navy Lcdr. Carl Master left in December for a year's tour on the staff in Saigon, South Vietnam. Carolyn Mandell Master and son Carl are living with her parents in Shaker Heights, Ohio, while her husband is away. Sacha Martin is enjoying the intricacies of the financial world in her job in the corporate finance department of Hornblower and Weeks—Hemphill, Noyes in Boston. John and Nancy Melnick Livingston love living in Denver where Nancy is teaching 1st grade and working toward her master's in elementary education. John is teaching at Colorado Women's College but took the summer off to supervise training programs for VISTA, working out of Washington, D.C. Linda Morris Toomre has many hobbies, including tailoring, cooking, bridge and exhibiting her Afghan hound. She also does substitute teaching and brass rubbing. For four years Linda and Juri have been in England while he gets his Ph.D. and continues his research in fluid dynamics and astrophysics. Gloria Henriques Patterson loves living in Portland, Ore. where Jack is still with the Coast Guard. After a refreshing vacation of skiing at Stowe, Vt., Carla Peterson returned to her job as a programmer-analyst in the Data Pro-

cessing Dept. of Conn. General Life Insurance Co. in Bloomfield, Conn. Not neglecting her art work, Carla is the staff artist for the Oval Summer Theatre in Farmington. Carolyn Phillips Brown and family are living in Virginia Beach, where Paul has recently been promoted to lieutenant commander. While Ben finishes out his service on an FBM submarine. Dorothy Pollock Cozadd is enjoying the fabulous Hawaiian way of life. Besides her family, she's busy with a Great Books discussion group, "gets the rusty wheels turning again," and the Wives Bowling League where she ran into Emily Haugen Talbert. Chris and Ann Pope Stone spent their first year in graduate school at the Univ. of Chicago. Then they moved to NYC where Chris practiced law and Ann finished work on her MA in English. They are now living in Los Angeles where Ann teaches English at Santa Monica City College and Chris is an associate professor of law at the Univ. of Southern California. David and Elisabeth Richards Mundel are living in Cambridge where she teaches 2nd grade at the Buckingham School. David is working on his doctorate in political science at MIT. Larry and Prudence Roberts Kidd moved from Traverse City, Mich. to Monterey, Calif. where he is at the Naval Postgraduate School. Prudy and daughters Jennifer 2½ and Betsy 1½ are enjoying the warm California weather. While Jack is a resident in surgery at Hartford Hospital, Susan Robertson Richards is busy with her job as director of admissions for the hospital. Sue's work, besides all the interviewing, involves traveling to various high schools in New England to speak to students interested in nursing. Pauline Sweet is in second year medical school in Brooklyn, N.Y. After he graduated from Yale School of Architecture last June, John and Solveig Weiland Stetson moved to Strafford, Pa. Solveig, enjoying living in the Philadelphia area again, keeps busy with her new house and her new son. Babs Weinberg Cohen finds her new son keeps her busy but she has time to take a painting course. Francis and Kathleen Wong Wu are in the hills of Yang Ming Shan, bright mountains, Taiwan, where Francis is a music professor at the College of Chinese

Culture. Kathy is taking Chinese painting lessons from "an old maestro 74 years old." They were both very busy last fall. he preparing to give a piano concert and she an art exhibit.

## 1963

CORRESPONDENT: Mrs. Ambrose P. McLaughlin, III (Milbrey K. Wallin), 372 Longwood Ave., Boston, Mass. 02115

## 1964

CORRESPONDENT: Mrs. William M. Senske (Kirk Palmer), 1907 Central Ave., Apt. K, Alameda, Calif. 94501

MARRIED: Noel Anderson to Hugh B. Redford in July; Christine Balanduk to James W. Palmer; Bette Bloomenthal to Alan Gorsman on Dec. 27; Anne Crowley to Daniel J. Kelly; Ellen Grob to Mark Allan Levy on Oct. 2; Cynthia Lynch to Joel A. Fedder; Evelyn Marcus to Richard Morton; Sandy Nowicki to Bruce L. Garick; Faith Orcutt to Robert M. Chase.

BORN: to John and Marcia Phillips McGowan a daughter, Jennifer Ara, on Jan. 1; to Paul and Ilene Wachter Budnick a daughter, Nancy, in September; to Alan and Michelle Rieff Grant a daughter, Jennifer Dawn, on Aug. 13.

Bette Bloomenthal Grosman and her lawyer husband Alan are making their home just outside NYC in New Jersey. Before her marriage, Bette taught 2nd grade in Cambridge, Mass. and spent the summer with the Head Start program there. She then moved to Chicago where she worked in an advertising agency. Bette sees Michelle Rieff Grant and Ellen Grob Levy quite often in NYC. Ellen is with the Community Development Agency there. Her new husband is a lawyer, having graduated cum laude from Harvard and received his MBA and LLD from Columbia. Janet Grant and Sandra Bannister have shared an apartment in NYC for several years. Sandy is still with Young & Rubicam and Janet just returned from a three-week European visit. Susan Bender, after receiving her EdM in human development from Harvard, started doing psychotherapy research with the Yale psychology department. She has since changed jobs





## the even years report . . .

to become a research assistant to a professor doing work in verbal learning. *Nancy Nyren* is teaching math and science in junior high and working on her masters at Southern Conn. State College. *Judith Wisbach Curtis* has her hands full with 3-year-old Betsy but still is able to teach. Judy also managed to squeeze in a tailoring course and to sit in on a chemistry course at Skidmore.

*Carol Aspinwall Miller* and Coast Guard husband Marty are back on the East Coast in Yorktown, Va. after a short stint in Hilo, Hawaii. Marty is an instructor at Officer's Candidate School and Carol is very happy teaching 6th grade near Williamsburg. *Brenda Hunt Brown* and husband Jeff recently moved from NYC to Toledo, Ohio. Brenda keeps busy working at the YWCA, setting up literacy classes for women who can't read but want to learn. She says, "Progress in this sort of endeavor is slow but most rewarding." *Patricia Arnold Onion* has been at Harvard for the past few years. She just passed her oral exams, which is "a great relief," and now has only her thesis to do in order to receive her Ph.D. Bob and *Joan Rengier McKean* are now in Philadelphia where Bob is attending Wharton Business School. *Bridget Caulley Murchison* and *Dianne Hyde Williams* are both back in the New London area. Navy orders brought Spencer and Bridget from South Carolina and Dave and Dianne from Hawaii. *Eleanor Jones* is on the move again in Europe. After spending four months working in London, she decided to take a look at Wales and Scotland. Then she went to Austria for the fabulous skiing. *Platt Townsend Arnold* came West to San Francisco for a month to meet husband Dave who was on his way to Vietnam with the Coast Guard. Before he left, Platt and Dave and Bill and I really painted the town red and also toured the famous wineries in northern California. We spent a

day in Golden Gate Park at the Aquarium where my 18-month-old daughter fell in love with the dolphins. We managed a visit with *Constance Hastert*, who is living in San Francisco and still working at the Federal Reserve Bank. *Catherine Layne*, deciding to do some skiing this spring, took a couple of weeks off from her work at a research lab in Cambridge and went to Utah for the great snow. *Carol Roblin*, after doing some public relations writing in Boston, headed West and has now settled in Palo Alto, Calif. and is doing social case work for the county.

## 1965

CORRESPONDENT: Elizabeth Murphy, 420 Temple St., Yale Univ., New Haven, Conn. 06520

## 1966

CORRESPONDENT: Joan M. Bucciarelli, 9 Chauncy St., Apt., 33, Cambridge, Mass. 02138

MARRIED: *Susan Worley* to Lt. Eric Thacher, USN, on June 25, '66; *Janet Sandberg* to Murray S. Horwitz on Aug. 14; *Margaret Wilson* to Robert Graham on Aug. 27; *Lea Wetterings* to Joseph S. van Kaenel on Sept. 3; *Courtney Ulrich* to Lt. Thomas Rutter USCG on Oct. 15; *Mary Moershel* to Lt. (jg) James McGaughy USN on Nov. 26; *Sandra Jones* to Lt. Albert F. Thomasson USN on Nov. 26; *Cynthia Fuller* to Ralph Davis. BORN: to Tom and *Sally Morse Aldrich* a daughter, Lisa; to David and *Susan Mathes Priddy* a son, Matthew, on Nov. 10.

*Sally Morse Aldrich* is living in Maine where husband Tom is restaurant manager of the Auburn-Lewiston Holiday Inn. In preparation for the job, Tom trained with American Motor Inns in Charlotte, N.C. last fall. Prior to that they spent two years in the Boston area, Sally working at Harvard and Tom with Sheraton Hotels. Now, however, Sally is busy working at home with baby Lisa. *Nanci Anton Bobrow* says that a TV special called *The Farthest Frontier* which was presented in January featured the research lab in which she works and she appeared on the program testing a child. Studying for her MA in education and history at Tufts is *Gale Washton Dubrow*. Ed is going to continue his medical residency in internal medicine at the Univ. of Colorado Medical Center. *Margaret Wilson Graham* is living in Syracuse where Bob is in his third year of law school at Syracuse University. Muffie is curator of research and information at the Everson Museum. *Janet Sandberg Horwitz* is teaching French to grades 6, 7 and 8 in Cromwell, Conn. Murray (Yale '65) is in his second year at Univ. of Connecticut School of Law in West Hartford. *Jacqueline Hall Wright* and *Diana Hall Ray* still keep in touch though miles apart. Dee works for the telephone company in Waltham, Mass. and often calls Jackie who is living in Pensacola, Fla. Dee's husband Larry (USCGA '65) is stationed in Boston while Jackie's husband Jim (USCGA '65) is in flight school in Pensacola. From New York

*Dorothy Hummel* reports that she is working for the Social Welfare Dept. as a caseworker in the Bronx. She's rooming with Deborah Camp and Katherine Karslake, both '65.

*Linda Conner Lapp* has 14 students in her 5th grade at an independent school in Princeton, N. J. John is working toward his Ph.D. in economics at Princeton. Both are finding their work hard but enjoyable. Linda doesn't think she ever worked so hard at Conn. as she does as a housewife and teacher. *Patricia Linder* is finishing her studies at Elmhurst College in her home town of Elmhurst, Ill. *Mary Moershel McGaughy* left her job at Harvard Medical School for the warmer climate of Charleston, S.C. where her husband, Jim McGaughy, is stationed with the Navy. Teaching 9th grade English in Old Tappan, N.J. is *Ivana Obst Martire*. She's busy with a newly formed Shakespeare club and finds herself jaunting from New York to Stratford. Her husband is "battling" his way through New Jersey College of Medicine. *Sandra Melnichuk* is working part time at Little, Brown and Company while studying for her MA in history at Boston University. Her job in the educational department deals primarily with medical books, quite a change of pace from the history books. *Courtney Ulrich Rutter* worked at the New Canaan Nature Center this past summer—right across the street from my home. After marriage in October and as a Coast Guard wife, she moved constantly from one station to another—in North Carolina, Virginia, Connecticut and California. Tom is now in Vietnam and Courtney is home in Darien. *Lea Wetterings Van Kaenel* and husband Joe are living in Nashville. *Karen Stobert Stockman* and husband Peter are now in Bolivia with the Peace Corps. They trained at St. John's College in Santa Fe, N.M. and studied Spanish, Bolivian history and culture, U.S. history and world affairs. Their major job in Bolivia is as university instructors. *Susan Worley Thacher* was married in the Conn. College Chapel. Rev. Wiles officiated. Mr. Armstrong played the organ and Mrs. Burnham sang. *Eleanor Hackenbourg* was maid of honor. Ric is operations officer with the sub Henry L. Stimson in New London. Sue is teaching English and the music part of a humanities course at the Norwich Free Academy. Living in Charleston, S.C. is *Sandra Jones Thomasson*. Al is stationed on a sub which has those wonderful three-month patrols. His sub recently surfaced in Rota, Spain, and there was Sandy to meet him. A three week European vacation followed. Included in the trip was a visit with *Jane Hubbard* who is living in Paris with a French family and keeping busy studying art and German. While husband Chris is in medical school, *Lorna Wagner Strotz* is practice teaching in 5th grade. Weekends are filled with exploring San Francisco and the coastline area. Now they're off to Europe.

Editor's note: The deadline for Class Notes for the August issue is June 15th. Reunion classes may have until June 24th.





**Twentieth  
American  
Dance  
Festival**

Palmer Auditorium  
Connecticut College

# Dance 20



*Connecticut College School of Dance  
20th Annual Session*



Design by Bradbury Thompson

Sat., August 5	8:30 p.m.	<b>Merce Cunningham and Dance Company</b>	
Sun., August 6	3 p.m.	<b>Merce Cunningham and Dance Company</b> <b>Lucas Hoving, Nancy Lewis, Chase Robinson</b>	
Fri., August 11	8:30 p.m.	<b>Ruth Currier</b>	<b>Paul Draper</b>
Sat., August 12	8:30 p.m.	<b>Paul Taylor and Dance Company</b>	
Sun., August 13	3 p.m.	<b>Paul Taylor and Dance Company</b>	<b>Pauline Koner</b>
Fri., August 18	8:30 p.m.	<b>Martha Graham Dance Company</b>	
Sat., August 19	8:30 p.m.	<b>José Limón and Dance Company</b>	
Sun., August 20	3 p.m.	<b>Martha Graham Dance Company</b> <b>José Limón and Dance Company</b>	

Tickets: \$4.50; \$3.50; \$2.50

Advance Reservations at Box Office, American Dance Festival,  
Connecticut College, New London, Conn. 06320



*Alumnae Giving is up to YOU*

*Because*

*Wherever you live your life*

*However you shape your thoughts*

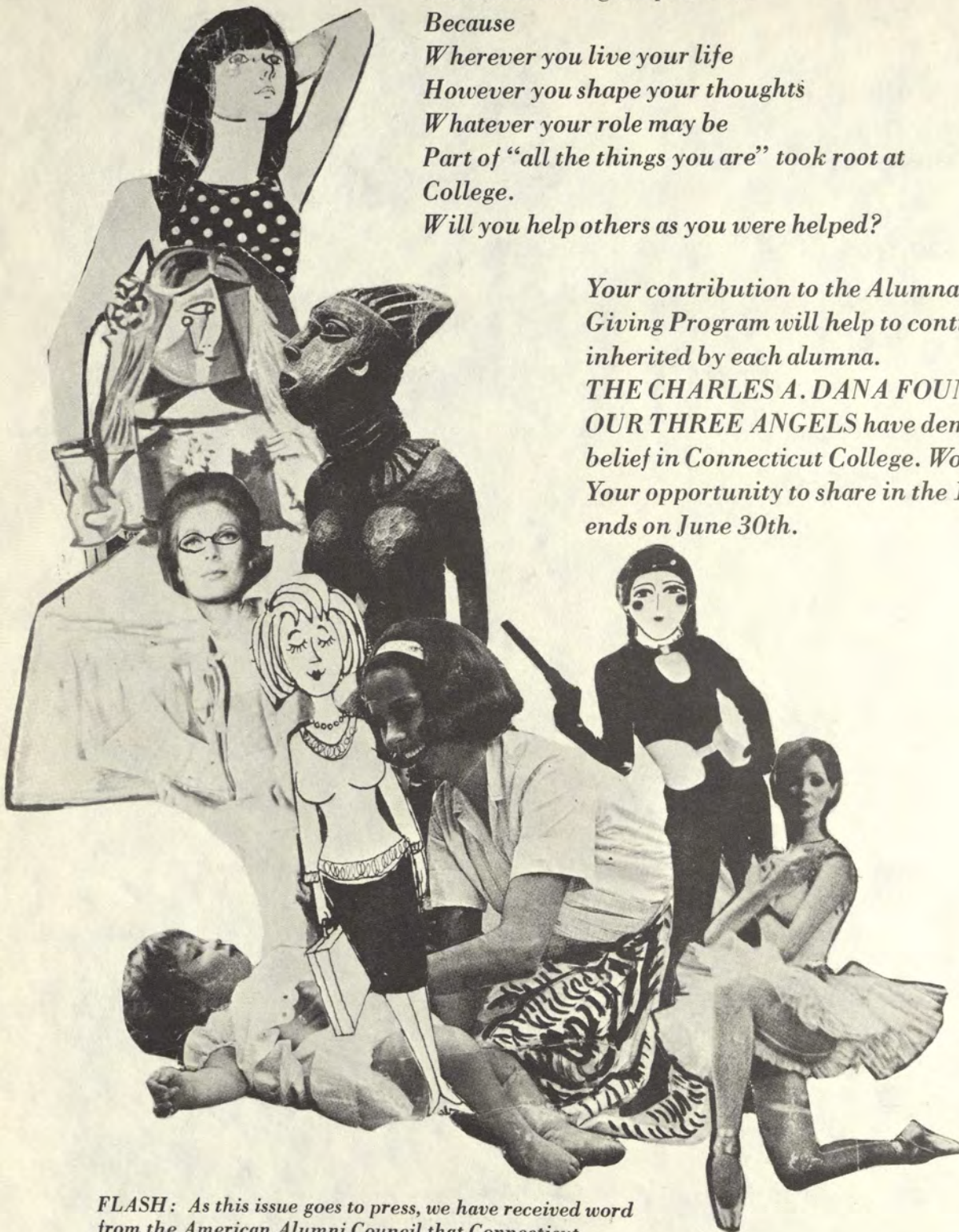
*Whatever your role may be*

*Part of "all the things you are" took root at  
College.*

*Will you help others as you were helped?*

*Your contribution to the Alumnae Annual  
Giving Program will help to continue a trust  
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*THE CHARLES A. DANA FOUNDATION and  
OUR THREE ANGELS have demonstrated their  
belief in Connecticut College. Won't you, too?  
Your opportunity to share in the 1966-67 giving  
ends on June 30th.*



*FLASH: As this issue goes to press, we have received word from the American Alumni Council that Connecticut College is to receive a "First Place for Improvement" this summer in the annual U.S. Steel-A.A.C. Alumni Giving Incentive Awards. With the award goes \$1,000 — for A.A.G.P.*

*To all 4,051 alumnae whose individual gifts last year earned this honor, a thousand thanks! (And now that we're on top, please help keep us there!)*

*Thanks, too, to Patricia Wertheim Abrams '60 and her A.A.G.P. Committee — which included this year's Chairman, Barbara Gahm Walen — for winning these laurels by their efforts on behalf of CC.*